



JAMAICA CASE STUDY

March
2015

TECHNICAL AND VOCATIONAL EDUCATION
AND TRAINING (TVET)



With many thanks to the French Development Agency (AFD) for financing this study.

Region: Caribbean

Project Name: Training for Careers in Sustainable Tourism

Funding Agency: Agence Française de Développement (AFD) -French Development Agency-

Title of Consulting Services: Study on Technical and Vocational Education and Training (TVET) in Tourism in the Greater Caribbean

Date: October 2014 to April 2015

This project is an initiative of the Association of Caribbean States (ACS) in collaboration with the French Development Agency (AFD), and is designed as a proactive approach to produce documentation and provide recommendations for strategies and procedures to strengthen human resource capacities in cross-cutting areas necessary for a sustainable and competitive Regional Tourism Industry.



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EDITORIAL NOTE

Documents that are part of this study on "Technical and Vocational Education and Training (TVET) in tourism in the Greater Caribbean" were made between October 2014 and April 2015, on the basis of various documents made under the auspices of national, regional and international organizations since the themes, which form the central part of this consultancy, have been addressed extensively for more than fifteen years. Used as reference documents and dating from 1995 to 2015, those are the work of professionals of various nationalities.

When these authors are cited in our texts, it means having used the style of writing, vocabulary and terminology used originally; so, there is not a precise or rigorous homogeneity in the texts that make up this study with respect to the use of the languages (Spanish, English and French). Additionally, the final documents that compose this study were originally written in, either French, or Spanish or English. The translations of these documents are free-lance translations.

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PRESENTATION

The following TVET Case Study was developed to provide information regarding the status of the technical vocational and training programmes related to the tourism industry of the country. It starts with an overview of the economy and the tourism industry to put into context the importance of tourism in the country.

It is not the purpose of this document to rewrite all the information that is available from several authors and/or publications, but instead to complement, amplify and supplement this report. Every effort has been made to make this Case Study as accurate as possible. However, there might be some slight differences due to the fact that there are not accurate or actual statistics on all topics. Although, several international and national organizations have carried out researches that include not only statistic but some projections on the topics and some of that information is included in this document.

Therefore, this Case Study should be used only as a general information and general reference and not as the ultimate source on TVET in general and TVET for the tourism sector.

This TVET Case Study on Barbados was developed by CERTIFICACIONES DE CENTROAMÉRICA, S.A. (CERTIFICA) under the consultancy “Training for Careers in Sustainable Tourism” of the Association of Caribbean States (ACS) with the support of the French Development Agency (AFD). The CERTIFICA team member that contributed to this Case Study was Carmen Rosa Pérez, Sustainable Tourism and Sustainable Development specialist and other members that specialize in tourism in general (Denia Del Valle) as well as in labour competencies for work (Gladys Padilla).

I. OVERVIEW OF THE TOURISM AND HOSPITALITY INDUSTRY

A. OVERALL COUNTRY PROFILE

Jamaica is an island country located in the Caribbean Sea, is the fifth-largest island country in The Caribbean. With 2.8 million people (UN, 2012); it is the third most populous Anglophone country in the Americas, after the United States and Canada. Kingston is the country's largest city and its capital, with a population over 600,000¹. Jamaica has a large diaspora around the world, due to emigration from the country.² Jamaica is a Commonwealth realm, as Antigua and Barbuda, The Bahamas, Barbados, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Belize and Grenada, are too.

Jamaica has a mixed economy with both state enterprises and private sector businesses. Major sectors of the Jamaican economy include agriculture, mining, manufacturing, tourism, and financial and insurance services. Tourism and mining are the leading sources of foreign exchange. Half the Jamaican economy relies on services, with half of its income coming from services such as tourism. An estimated two million foreign tourists visited Jamaica in 2013.³ The gross visitor expenditure in 2013 was approximately of US\$2.113 billion, which represents an increase of 2.1% compared to 2012.⁴

The most important areas of the economy are tourism, agriculture, bauxite mining and manufacturing. The main agricultural export crops are: sugar, bananas, coffee, citrus, cocoa, coconut, pimento (allspice) and root crops (e.g. yams). Jamaica exports flowers and foliage plants. Much has also been achieved in fresh water fishing and shrimp farming, the growing of mushrooms, strawberries and oyster farming. Numerous tropical tubers, vegetables, flowers and exotic flowers are cultivated in accordance with tradition. Blue Mountain Coffee is the most priced and expensive in the world and is used mainly for blending with less aromatic beans worldwide. It is grown only in a small area on the slopes of the Blue Mountains. Jamaica also produces excellent mid-mountain and lowland coffee.

The export base of Jamaica includes bauxite mining and tourism, both of which have been expanding, and sugar and bananas, both of which are declining due to low competitiveness. According to the World Economic Forum, 2013 Jamaica's ranking of competitiveness among 144 countries is 86 obtaining an index of 4.0/5.7.

¹ http://statinja.gov.jm/Demo_SocialStats/populationbyparish.aspx. Retrieve 29 March 2015.

² "Population of Kingston, Jamaica". Population.mongabay.com. 16 August 2010. Retrieved 6 August 2012. Jump up ^ "Jamaica – Largest Cities". GeoNames. Retrieved 11 October 2010.

³ <http://www.itbonline.org/statistics/Annual%20Travel/Annual%20Travel%20Statistics%202013.pdf>. Retrieve 29 March 2015.

⁴ http://statinja.gov.jm/Demo_SocialStats/populationbyparish.aspx. Retrieve 29 March 2015.

The competitiveness of Jamaica is affected negatively by minimum wages higher than in competing countries and externalities such as crime, inadequate infrastructure, lack of trained manpower, limited domestic availability of credit and cumbersome administrative procedures.

Since the first quarter of 2006, the economy of Jamaica has undergone a period of steady growth. With inflation, for the 2006 calendar year down to 6.0% and unemployment down to 8.9%, the nominal GDP grew by an unprecedented 2.9%. An investment program in island transportation and utility infrastructure and gains in the tourism, mining, and service sectors all contributed to this figure. In 2013, the economy grew at over 3.0% hampered only by urban crime and public policies.

Jamaica exports both farm workers and hospitality workers to North America for guest worker programs of various durations; this group is organized with government cooperation and remittances to home are built into the program. The Jamaican Diaspora includes enclaves in the USA, Canada and the United Kingdom, with the number of Jamaican population living abroad; the numbers are close to those living in the island. The high migration rate of Jamaicans has an important impact in a “brain drain” or talented people migration, this is fairly well established (Adams, 2003; Lowell, 2001) and poses a serious challenge to the education and training system.

Jamaica also benefits if these migrating individuals return, and the whole question of the value of the remittances versus the brain drain is viewed as a trade-off which suggests that Jamaica must continue to educate and train, regardless of migration pressures. The Jamaican labour market has been characterized by segmentation in terms of social class, gender and age as summarized most recently by Downes (2003); who pointed out to the sharp differences in terms of status between workers and management; the distrust between workers and management which demotivates workers; weaknesses in work norms and management styles; and social relationships based on class, colour, ethnicity, residential location and education, that spill over from the wider society into the workplace.

Jamaica is a member state of the Association of the Caribbean States (ACS). In 2006, Jamaica became part of the CARICOM Single Market and Economy (CSME) as one of the pioneering members. The CARICOM Single Market and Economy is intended to benefit the people of the Region by providing more and better opportunities to produce and sell their goods and services and to attract investment. The main objectives of the CSME are: full use of labour (full employment) and full exploitation of the other factors of production (natural resources and capital); competitive production leading to greater variety and quantity of products and services to trade with other countries. It is expected that these objectives will, in turn, provide improved standards of living and work and sustained economic development.

The most intractable problems to be addressed include persistently high levels of violence, particularly murder; unsatisfactory output of the education system at the secondary level; and youth-related issues such as reproductive health and unemployment, especially among females;

and underachievement and crime, especially among males. Core labour standards are generally respected in Jamaica; and the country has ratified all 8 core ILO Labour Conventions.

B. ADDITIONAL IMPORTANT SOCIAL-ECONOMIC ISSUES

In 2004-2005, the economy was about 70 per cent services, with the distributive trade being the largest contributor, followed by transport, storage and communication, manufacturing, government services and construction and installation. In the last decade, growth is related to construction, the export of bauxite and alumina, tourism, and the manufacturing of beverages and processed foods.

The Jamaican economy declined by 1.4 per cent in the third quarter of 2014 when compared to the similar quarter of 2013. This performance was negatively impacted by a 7.8 per cent fall in the Goods Producing industries as the Services industries improved by 0.7 per cent. When compared to the second quarter of 2014, output in the economy fell by 1.8 per cent.⁵ Increased output was recorded in 2014 for all industries within the Services industries with the exception of the Producers of Government Services, down 0.2 per cent and Electricity & Water Supply, down 1.1 per cent. Higher output levels were recorded for; Hotels & Restaurants (4.1 per cent), Other Services (1.6 per cent), Transport, Storage & Communication (1.1 per cent), Real Estate, Renting & Business Activities (0.4 per cent), Wholesale & Retail Trade; Repairs; Installation of Machinery & Equipment 0.3 per cent and Finance & Insurance Services 0.2 per cent. Therefore, the hospitality industry is growing and contributing more and more to Jamaican economy.

Remittances from Jamaicans working overseas are now an important feature of the Jamaican economy, moving from US\$184 million in 1990 to \$800 million in the late 1990s and to \$1.47 billion in 2004 (Jamaica Information Service, 2005). This income is similar to that derived from tourism at \$1.44 billion. For 2014, the income derived for tourism was \$1.31 billion.

Since 2005, large investments in the bauxite/alumina sector and tourism begun to materialize. Since then, investments in alumina production and tourism are a particular challenge to the HEART Trust/NTA. In 2005, Growth in tourism was projected to directly create 12,000 jobs in new hotels with expected further employment creation. In 2014, the employed labour force in Hotels & Restaurant Services reached 80,700 persons, increasing 1,300 jobs from 2012 to 2014.

Employment by sector, comparing 2004 figures with 1990 figures, change completely. Employment in agriculture, forestry and fishing declined by over 42,000 and manufacturing by over 38,000, but employment grew in other sectors as for example wholesale /retail /hotels/ restaurants improved in 84,325. The phenomenon continues until today (2014-2015). These changes reflect the re-orientation of the economy towards services and service occupations.

⁵ <http://statinja.gov.jm/PressReleases/newperssreleasequarterlyGDP.aspx>. Retrieve on March 31, 2015.

C. TOURISM PROFILE

The significant contribution that the tourism sector has made to the economy is reflected in the strong government support through the establishment of a number of technical support teams. In addition to the Ministry of Tourism, there are two other offices given the mandate for developing a growth path for tourism in Jamaica.

First, the Tourism Office within the Office of the Prime Minister is a supervisor to all the organizations within the industry established to develop the tourism product, such as the Jamaica Tourist Board (JTB) and the Tourism Product Development Company (TDPCo). Secondly, JAMPRO, Jamaica's export and investment promotion agency, also has a Leisure Industry Department responsible for the promotion, development and facilitation of investments within the sector.

Tourism is Jamaica's largest source of foreign income and there are over 2 million visitors per year. Jamaica offers year round tourism but the major resort centres are Kingston, Montego Bay, Ocho Rios, Negril, Port Antonio and the Central and South Coast. Travel and tourism industry estimates US\$1,191.3 GDP⁶. The Annual Travel Statistics 2013 from the Jamaica Tourism Board are shown in the following chart and, there is a summary of its main tourism indicators.

VISITORS ARRIVALS TO JAMAICA⁷

DESCRIPTION	TOTAL ARRIVALS	VARIATION	VISITORS EXPENDITURE (US\$ billions)	DAILY AVERAGE EXPENDITURE
Foreign nationals	1,860,935	1.6%	1,936	US\$117.22
Non-Resident Jamaicans	147,474	-4.1%		
Cruise passenger arrivals	1,265,268	-4.2%	0.102	US\$ 75.67

Total stopover arrivals in 2013 recorded a historical milestone of 2,008,409, representing 22,324 more stopovers than in 2012. Main international visitors came from United States, Canada, United Kingdom, Germany, Russia and France. Other European visitors came from Sweden, Spain, Belgium, Italy, Austria, Norway, Czech Republic, The Netherlands and Switzerland.

Latin American continues to be a market that holds much potential for Jamaica. The strengthening of flights connections within this market through direct airlift via Copa Airlines facilitates service out of many countries though the airline's hub is in Panama. Stopover arrivals out of the Latin America market region grew by 22.09% moving from 25,035 in 2012 to 30,538 in

⁶ Travel and Tourism Competitiveness Report 2013. World Economic Forum

⁷ Annual Travel Statistics 2013. Jamaica Tourism Board

2013. This notable performance also assisted by the relaxation of Visa requirements of many of the Latin American countries for entry into Jamaica. The top three visitor-producing countries in South America sub-region are Chile, Argentina and Colombia. From Central America sub-region the main visitor-producing are Costa Rica, Mexico and Panama.

Arrivals from Caribbean territories to Jamaica declined again for the third year in a row with 10.4% decrease compared to the same period in 2012. The Cayman Islands, Trinidad and Tobago, The Bahamas and Barbados continue to be the main providers of visitors to Jamaica. Other countries such as Australia, China, Japan and India are growing in stopovers.

The average room capacity fell by 8.4% in 2013, moving from 19,506 rooms in 2012 to 17,872 in 2013. Total room nights sold of 4,431,205 were flat at 0.3%. Hotel room occupancy grew by 5.6% percentage points to 68.8% compared to the 62.3% level in 2012. Overall, the all-inclusive hotel room-occupancy rate was 74.7%.

Gross visitor expenditure in 2013 was estimated at approximately US\$2.113 billion. This represents an increase of 2.1% against 2012. The number of persons employed directly in the accommodation sub-sector declined from 35,197 to 33,938, a decrease of 3.6%

There are a number of hotels, large and small, varying from high rises to hotels in elegant old world style and small modern hotels marketed under the umbrella title of “Inns of Jamaica”. There are also guesthouses and different villas and apartments. All offer modern conveniences and excellent service. They are inspected regularly before recommendations are issued or renewed. Approved properties offer a good value for money.

Jamaica has many fine restaurants, which offer a variety of dining styles in Jamaican, American, continental, East Indian, Chinese and Italian cuisines, among others. There is a wide variety of attractions and entertainment events year round and Jamaica abounds in fine beaches and scenic beauty.

1. TRENDS IN NICHE MARKETS

Cruise shipping plays a major part in the tourist industry and Jamaica is a popular port of call. There are cruise ship ports in Ocho Rios, Montego Bay, Port Antonio, Falmouth and Kingston. Jamaica also offers excellent shopping opportunities ranging from art and craft goods, duty free items, leisure and eveningwear. There are numerous recreational opportunities for niche markets such as sports, health, wellness, adventure, meetings/conventions and “voluntarism⁸”.

⁸ A seamlessly integrated combination of voluntary service to a destination along with the best, traditional elements of travel—arts, culture, geography, history and recreation—in that destination

Facilities for tennis, golf, equestrian, sports and water sports of all sorts are excellent.

Working under the auspices of the Jamaica Exporters Association Cluster Competitiveness Project, Unique Jamaica caters to the niche markets: soft adventure, culinary and aesthetic experiences, heritage, and culture with emphasis on the natural, environmentally sound and unexplored tourism products.⁹

2. EMPLOYMENT FOR TOURISM

The number of persons employed directly in the accommodation sub-sector declined from 35,197 in 2012 to 33,938 in 2013, a decrease of 3.6%. The main resorts of Montego Bay, Ocho Rios and Negril accounted for 29,865 persons or approximately 88.0% of the total number of persons employed directly in the accommodation sub-sector. Montego Bay with 12,041 direct jobs represented 35.7% of those employed, Negril with 9,215 direct jobs, accounted for 27.2%, and Ocho Rios with 8,609, was responsible for 25.4%. Kingston, Port Antonio and the South coast accounted for the remaining 12.0% of employment in the accommodation sector. The average number of employees per room in 2013 was estimated at 1.26.¹⁰

3. COMPETITIVENESS

According to the World Economic Forum, Travel and Tourism Competitive Index (TTCI) 2013, Jamaica ranks 12 at the regional level (The Americas, 27 countries)¹¹ and 67 in the overall rank (140 countries) with a score of 4.1/7.0, which remains invariable since the first measure of the TTCI in 2009. Out of the different indicators, its best performance lays on the prioritization of Travel & Tourism, where the country rank 7 in the overall ranking with a score of 6, followed by the Policy Rules and Regulations (overall rank 20) and Affinity for Travel and tourism (27 in the overall ranking). Its lowest score are related to cultural resources (108) environmental sustainability (98), safety and security, price competitiveness (95) Health and hygiene and ICT infrastructure (92).

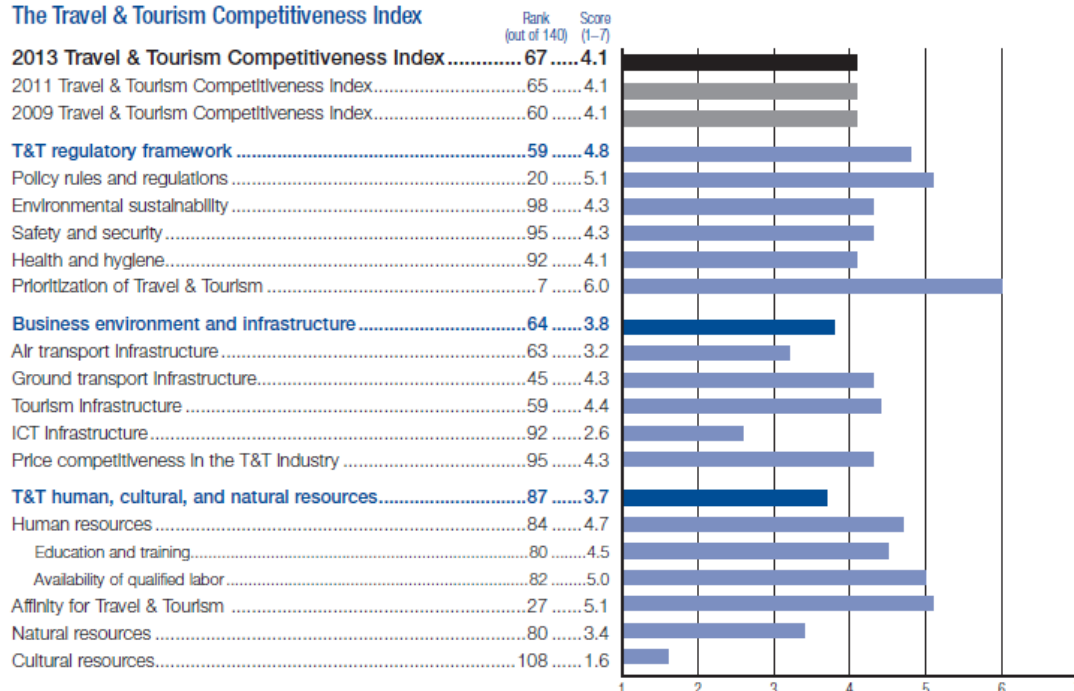
The following chart was extracted from the TTCI and shows in detail the results for the country.

⁹ <http://hospitalityjamaica.com/20070502/news4.html>

¹⁰ <http://www.itbonline.org/statistics/Annual%20Travel/Annual%20Travel%20Statistics%202013.pdf>

¹¹ Travel and Tourism Competitiveness Index 2013. World Economic Forum

The Travel & Tourism Competitiveness Index



4. SECTORIAL POLICIES (TOURISM)

Jamaica's National Industrial Policy (1996), which is still being implemented, identified four leading sectors which are expected to stimulate growth and development. These are Services, Technology, Manufacturing and Agriculture.

The areas of the economy which are projected for growth and divided into five industry clusters with each one having one or two leading sector(s). Each lead sector is expected to function as a "growth pole" with a strong capacity and potential for considerable long-term expansion.

Cluster one is led by the Services sector which includes tourism and entertainment. The policies for this cluster are designed to ensure that the tourism sub-sector is sustained through expansion and product development. It involves infrastructure development such as road and air links (locally and internationally), provision of security and training of the hospitality staff. There is also support for the diversification of the tourism product to include health, heritage and ecotourism, and exploration of linkages with sport activities.

A review of investment ventures undertaken from 1999 to 2004 in Jamaica showed that the majority of them took place in the Hotel and Tourism and the Transportation, Roads and Works sectors. In relation to hotel and tourism, there has been investment by several Spanish hotel chains. It was estimated that by 2010 a total of thirteen Spanish

hotels will have invested US\$550-600 million, thereby creating 10,000 new jobs, and adding approximately 5,000 rooms, which was approximately well reached.

II. EDUCATION IN THE COUNTRY

The Literacy rate in Jamaica is 95.9% (UNESCO-UNEVOC, 2013). The educational structure in the country is largely based on that of Great Britain. Children begin infant school at age three (3) and move on to the primary level at around age six (6). Primary school begins at grade 1 and ends at grade six (6), while high school ends at grade eleven (11), with an option of what is considered sixth form for two years after which they may opt to attend university. It must be noted though that some schools do not have the option of sixth form and students can either chose to attend another sixth form or go on to what is called a community college. Presently the following categories of schools exist:

- **Early childhood** – Basic, Infant and privately operated pre-school. Age cohort – 2 – 5 years.
- **Primary** – Publicly and privately owned (Privately owned being called Preparatory Schools). Ages 3 – 12 years.
- **Secondary** – Publicly and privately owned. Ages 10 – 19 years. The high schools in Jamaica may be either single-sex or co-educational institutions, and many schools follow the traditional English grammar school model used throughout the British West Indies.
- **Tertiary** – Community Colleges, Teachers' Colleges with The Mico Teachers' College (now The MICO University College) being the oldest founded in 1836, The Shortwood Teachers' College (which was once an all-female teacher training institution), Vocational Training Centres, Colleges and Universities – Publicly and privately owned. There are five local universities namely: The University of the West Indies (Mona Campus); the University of Technology, Jamaica formerly The College of Art Science and Technology (CAST); the Northern Caribbean University formerly West Indies College; the University College of The Caribbean and the International University of the Caribbean.

Education is free from the early childhood to secondary levels. There are also opportunities for those who cannot afford further education in the vocational arena through the Human Employment and Resource Training-National Training Agency (HEART Trust-NTA) program (and is subject to this chapter/document), which is opened to all working age national population and through an extensive scholarship network for the various universities.

Students are taught Spanish in school from the primary level upwards; about 40–45% of educated people in Jamaica know some form of Spanish. According to the Economic and Social Survey of Jamaica (ESSJ- 2010), output of tertiary institutions totalled 13,244 persons (71.6 per cent female). The report also identified that there are 199 secondary/high schools; 84 vocational, technical and agricultural high schools; 116 community and business colleges; 5 teachers' colleges, and 8 universities.

SOCIAL CONTEXT AND EDUCATION

On the social side, Jamaica has always been characterized by high inequality. One of the most recent Survey of Living Conditions (2001) indicates that the wealthiest 20 per cent of the population accounted for 45.9 per cent of national consumption while the poorest 20 per cent accounted for only 6.1 per cent of national consumption. On average, the wealthiest 10 per cent of the population consumed approximately 12.5 times than the poorest 10 per cent (STATIN, 2002).

Enrolment in upper secondary education is linked to socioeconomic status with 67.6 per cent of the poorest quintile as compared to 94.6 per cent of the wealthiest quintile enrolled. Over half of all students in the traditional high schools are from the top two quintiles while students in the poorest quintile are disproportionately represented in poorer quality types of schools (Blank and McArdle, 2003).

Analysis of the data by consumption groups indicates that almost 17 per cent of the wealthiest quintile was enrolled in a post-secondary institution as compared with less than 2 per cent of the poorest quintile.

The formal education system is an important input into the training system. Jamaica's education system has been characterized by under-performance for years as indicated by the following quote from the World Bank (2005): "Jamaica's Government spends six percent of its GDP on education, and real expenditure on education has doubled in the last ten years. For 2013 the GDP on education is still 6.3% and the real expenditure on education from the Government Budget has reached 20.7%".

III. NATIONAL TVET LEGISLATION, POLICY, STRATEGY, STRUCTURE AND STATUS

The provision of training in Jamaica is focused on imparting occupational skills to the individual and linking education individuals to the labour market by preparing them for effective engagement in the workforce. TVET system prepares worker and potential workers for viewing entrepreneurship as a preferred option. Increasing access to certification services by certifying members of the Jamaican labour force through assessing and recognizing prior learning and filling in training gaps of existing workers, as well as providing comprehensive, relevant training to individuals entering the workforce is an important goal pursued by the Jamaican TVET system.¹²

¹² World TVET Database, Jamaica. UNESCO-UNEVOC. August 2012. Validated by HEART Trust, National Training Agency (HEART-NTA)

A. TVET LEGISLATION

- Education Act adopted in 1980 and its amendments provide general regulatory framework for education in Jamaica.
- Human Employment and Resource Training Act of 1982 and its amendment of 1994 established the Human Employment and Resource Training (HEART) Trust and the National Council on Technical and Vocational Training (NCTVET).
- Act of the University of Technology was adopted in 1999. It changed the status of College of Arts Science and Technology to the University of Technology, whose main objective is to improve education and develop technology through a variety of patterns, levels and modes of study.
- Council of Community Colleges of Jamaica Act of 2001 established the Council, which aims to promote high education standards, while improving the work of community colleges, developing the Jamaican workforce and promoting the benefits of obtaining a Community College Education.

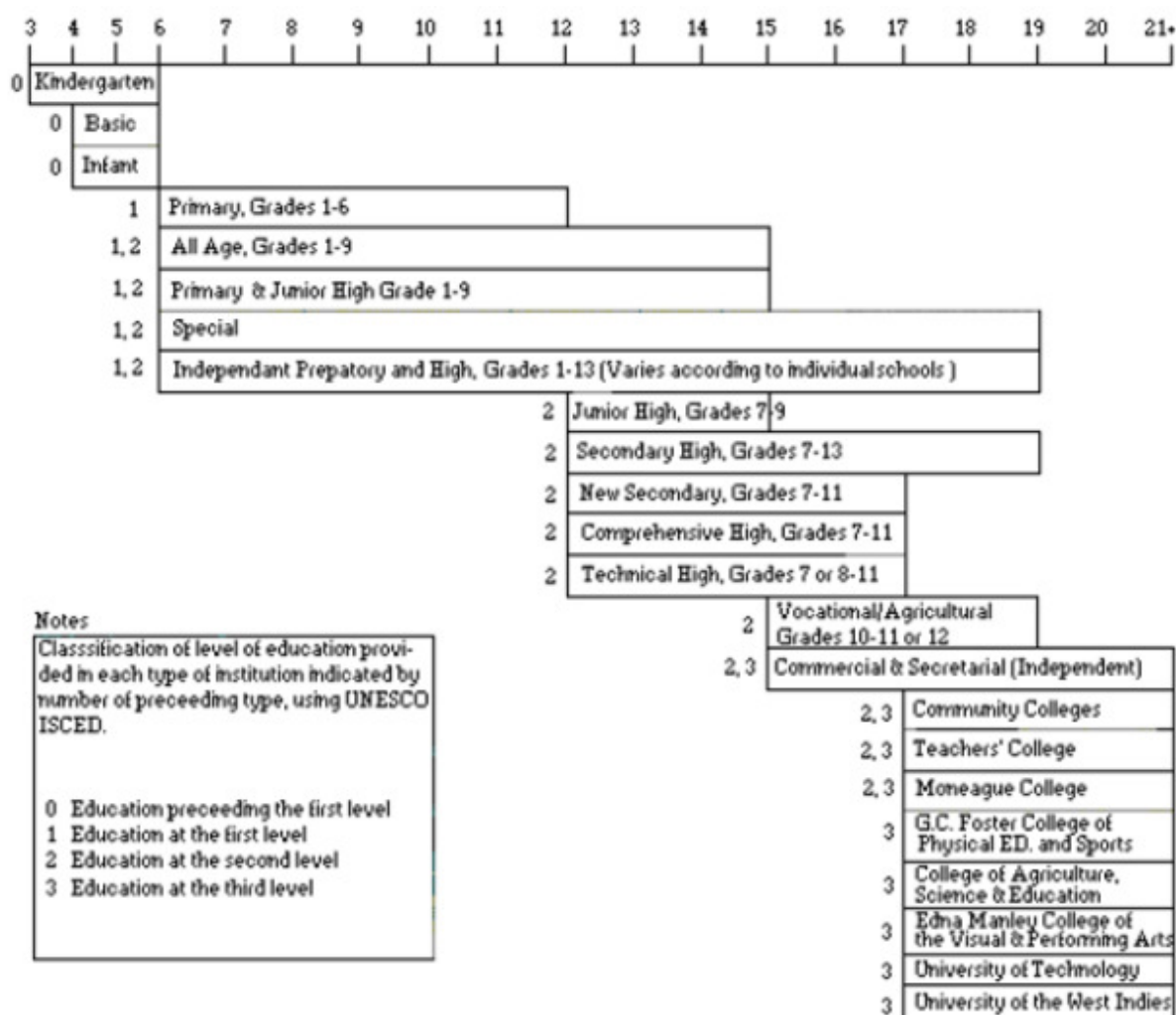
B. POLICIES

- Jamaica 2030 Vision Statement: “Jamaica, the place of choice to live, to work, raise families, and do business.”
- Ministry of Education Jamaica, TVET Sector, Policy Goal: “To provide a national framework for the development and sustainability of TVET at all levels in the Jamaican education system.”
- The National Council of TVET Vision Statement: “A Jamaican workforce trained and certified to international standards stimulating employment- creating investments contributing to the improved productivity, competitiveness and prosperity of individuals, enterprises, and the nation”.

C. TVET FORMAL, NON-FORMAL AND INFORMAL SYSTEMS

1. FORMAL TVET SYSTEM

At the secondary level of Jamaican education system students are prepared either to enter the job market or to continue their education at the higher level. The ROSE program introduced in 1993 contained curricula reformed for secondary education. The new curricula introduced the Resource and Technology subject area that integrates the components of five technical and vocational subject areas.

AGE BY SINGLE YEAR¹³

E T SYSTEMS

HEART Trust acts as the facilitating and coordinating body for workforce development in Jamaica providing access to training, competence assessment and certification to all working age national population and offers career development and employment facilitation services. The Thrust fulfils its mission through three training modalities:

1. Workforce Solutions (WS) that provides on the job training in the workplace.
2. Community Training Interventions (CTI) that is provided through partnerships established with the community stakeholders to include the public sector,

¹³ Scheme extracted from UNESCO-IBE (2010). World Date on Education VII ed. Jamaica. Compiled by UNESCO-UNEVOC.

private sector, community associations and other Non-governmental organizations (NGOs).

3. Institution-based training, which comprises of Vocational Training Development Institute (VTDI), Workforce Colleges, TVET Institutes and Learning Resource Centre, representing a total of 28 formal TVET institutions over 120 TVET special programs.

HEART was established in 1992 as a body for providing minimum quality standards for the registration of training organizations in Jamaica. It became a member of the Association of Commonwealth Examination and Accreditation Bodies (ACEAB) in 2000. In the last two years, it is focusing on quality assurance for all TVET institutions in Jamaica.

IV. ADMINISTRATIVE STRUCTURE FOR LABOR COMPETENCIES MANAGEMENT (ACCREDITATION ON COMPETENCIES FOR WORK) AT A NATIONAL LEVEL.

The HEART Trust/NTA is an Agency of the Ministry of Education, and the National Council on Technical and Vocational Education and Training (NCTVET) is a Division of HEART Trust/NTA; both are the administrative organizations of the Government of Jamaica that are in charge of the labour competencies or standards management at a national level.

The Act (1982) of HEART Trust/NTA establishes that there shall be established a Board of Directors which shall be responsible for the policy and general administration of the affairs of the trust. Up to date, 19 Board members are appointed by the Minister of Education. The Board has 7 sub-committees:

1. Audit (9 members)
2. Human Resources (4 members)
3. Information Communication Technologies (4 members)
4. Corporate Governance (5 members)
5. Finance (6 members)
6. Projects & Programs (4 members)
7. Stakeholder Interface (6 members, this Committee has a representative of the private sector – Jamaica Employers' Federation-) and one representative of the public sector –Jamaica Productivity Centre-)

The Board of Directors has its own Committees. The National Council on Technical and Vocational Education and Training (NCTVET) is a Council organized under the HEART Act to function as an external quality control and linkage to stakeholders.

Six (6) regular Committees of the Board, (Audit, Corporate Governance, Finance, Human Resources, Information and Communications Technology and Projects and Programs) meet

regularly. During the period 2012-2013, the Board approved the creation of the Stakeholder Interface Committee. The mandate of that Committee is to have oversight of key strategic external Stakeholder relationships; and to ensure the existence and maintenance of systems and strategies for robust informed relationships with Stakeholders.

A. HEART TRUST/NATIONAL TRAINING AGENCY

The Human Employment and Resource Training Trust, National Training Agency known to most Jamaicans simply as 'HEART' is a key driver on Jamaica's road to development. Formed in 1982 and restructured by the amended HEART Act in 1991, the Organization focuses primarily on stimulating economic growth and job creation. In addition, it is understood by HEART that this can only be achieved through the creation of a highly skilled, productive and competitive workforce.

The HEART Trust/NTA operates 29 Technical and Vocational Education and Training locations, which focus on providing a variety of training options to all Jamaicans seeking to advance their career options. With programs geared at transforming the lives of school dropouts as well as employed persons who require training and certification, HEART Trust/NTA is active in engaging members of the society. The Trust manages a Fund.

Vision: The creation of a Jamaican workforce trained and certified to international standards, stimulating employment-creating investments, contributing to the improved productivity, competitiveness and prosperity of individuals, enterprises and the nation.

Mission: The HEART Trust/NTA is committed to the systematic design, development and delivery of an integrated, flexible and responsive TVET system, enabling a productive workforce for national priorities and global competitiveness.

The Trust is financed by a three percent (3%); levy on private businesses' payrolls in excess of \$14,444 per month. The HEART Trust Fund supports the training activities of the HEART Trust and finances the standards development, assessment, certification and accreditation activities of the National Council on Technical and Vocational Education and Training (NCTVET). The HEART Trust/NTA has two main responsibilities:

1. Finances and operates training programs aimed broadly at the Jamaican workforce with a particular focus on young people making the transition from school to work.
2. The operational side as a National Training Agency (NTA).

The Human Employment and Resource Training (HEART) Trust, acting as the facilitating and coordinating body for workforce development in Jamaica, provides access to training, competence assessment and certification to all working age national population and

offers career development and employment facilitation services. The activities of the HEART Trust Jamaica educate trainees mainly in the following sectors:

- Tourism and Hospitality
- Information Communication Technology (ICT)
- Business Administration
- Services
- Financial Services
- Professional Services
- Engineering and Construction
- Agricultural and Fishery

B. THE NATIONAL COUNCIL ON TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (NCTVET)

NCTVET's mission and work respond to the challenge of implement methods of assessing and certifying the workforce of Jamaica to meet the required standards. As the Quality Manager, has overall responsibility for developing competency standards, assessment and qualification guidelines, certifying assessors, accrediting training organizations and issuing the National Vocational Qualifications of Jamaica (NVQ-J) to individuals who have demonstrated to have the required competencies in the various occupational areas.

NCTVET was established and financed by the HEART Trust/NTA in 1994 and is comprised of a separate council of public and private stakeholders in the training process. NCTVET is the only authorized local body responsible to:

1. Define occupational standards through established Industry Lead Groups. Over 300 occupational standards have been established as of July 2006.
2. Assess and Award National Vocational Qualification of Jamaica (NVQ-J) Certificates of Competence to individuals who have successfully completed all the requirements of any certifiable skill-training program delivered in Jamaica at all levels (Levels 1-5).
3. Accredite formal, non-formal and in-formal TVET programs and institutions that deliver training, in certifiable occupational area in Jamaica.
4. Certify persons who assess (trained assessors) the competence of learners participating in NCTVET certifiable programs.
5. Develop Facilities Standards that inform training providers about the facilities and equipment required and the operational requirements of a training program to meet NCTVET standards that will enable trainees to meet the requirements for certification.

A) QUALITY ASSURANCE

The NCTVET acts as the quality manager of the TVET system in Jamaica. It is responsible for developing competency standards and assessment instruments, providing certification to individuals and issuing accreditation to TVET institutions, programs and registered training organizations.

The work of NCTVET helps to ensure that the TVET system in Jamaica meets the requirements of the industry; promotes confidence in the assessment outcomes on the part of industry, employers, enterprises, unions, employees, clients, assessors and trainers; and facilitates assessment processes and outcomes, which are valid, reliable, fair and flexible.

B) EXECUTIVE TEAM

The HEART Trust/NTA has an executive team that is led by the Executive Director. At January 2015, Dr. Wayne Wesley is the Executive Director and he is as well the Chairman of the Caribbean Association of National Training Agencies (CANTA).

The organization has the following Departments and Divisions and the executive team that leads those (2014) is:

NAME	POSITION	DEPARTMENT/DIVISION
Kevin Mullings	Senior Director	HEART Trust Fund
Denworth Finnikin	Senior Director	Workforce Development and Employment
Marcia Rowe-Amonde, Ph.D.	Senior Director	TVET Development and Support Services
Errol Holmes	Senior Director	Human Resources and Administration
Colin Barnett	Senior Director	Information Systems and Technical Services
Nicole Manning	Senior Director	Corporate Planning and Strategic Development
Jennifer Walker	Senior Director	National Council on Technical Vocational Education and Training (NCTVET)

The Ministry of Education (MoE), its head administrative office and six regional offices deliver and regulate education in Jamaica. The Core Curriculum Unit acting under the authority of MoE is in charge of curriculum and is headed by the Deputy Chief Office-Curriculum. Other statutory bodies operating under MoE are:

- Human Employment and Resource Training (HEART) Trust: a body whose main function is to develop, coordinate, monitor, encourage and provide financing for the training, employment and placement of different levels of skilled personnel
- National Training Agency (NTA) was set up in order to carry out the mandate of the HEART Trust and to improve the coordination of vocational and technical training;
- National Council for Technical/Vocational Education and Training (NCTVET): a body with the overall responsibility to develop occupational standards; to accredit and approve training programs and institutions that meet the established standards; to accredit and approve individual competencies leading to the awarding of the National Vocations Qualifications of Jamaica (NVQ-J). Other functions of the Council are to certify technical and vocational instructors; to develop and apply assessment procedures; and to grant certificates to successful trainees;
- National Council on Education (NCE): a body established by Parliament to ensure community involvement in the development of national policies on education;
- Jamaican Foundation for Lifelong Learning: an agency responsible for the provision of non-formal adult continuing education.

V. METHODOLOGY USED FOR THE CONSTRUCTION/IMPLEMENTATION OF KEY STANDARDS AND LABOR COMPETENCIES OR METHODOLOGY USED TO DESIGN TRAINING PROGRAMS CONTENTS INCLUDING STAKEHOLDER'S CONSULTATION PROCESS.

For the NCTVET's programs, the council utilizes an approach that is industry-driven. The Council benchmarks at international standards, therefore, if a person is trained anywhere in Jamaica with these standards, that means this person can work anywhere in the world. The Caribbean Community has also adopted the standards, thereby making it easier for Jamaicans to become certified. The pending Caribbean Single Market and Economy (SME) would open borders for persons who received certified training, being the reason of the NCTVET based its programs in the Regional Occupational Standards as well the Jamaican National Vocational Qualifications (JNVQ).

The National Qualifications Framework defines all qualifications recognized nationally in postsecondary, technical and vocational education and training within Jamaica. When they are authorized, they are included in the National Qualification Register (NQR).

The National Qualifications Register is a centralized database that provides information to employers, trainers and trainees on training opportunities and assessment and certification services in technical and vocational education and training. The Registry facilitates access to and retrieval of information on learning resources, achievement in assessment of vocational competencies and the recognition of vocational qualification within the National Qualification Framework of Jamaica.

VI. PROCESS OF THE DEVELOPMENT OF CURRICULAR OR PROGRAM CONTENT ADAPTATION BASED ON KEY STANDARDS AND BASIC COMPETENCIES FOR WORK.

Competency standards are industry-determined specifications of performance, which describe the skills, knowledge and attitudes required by a worker in the performance of a particular role in the workplace. They are:

1. Building blocks for all activities in a competency-based training and certification system
2. Used as the basis for assessment, certification, articulation and accreditation
3. Clustered to form NVQ-J
4. Used to establish the basic linkage between the workplace and the training system
5. Used for identifying training needs and conducting labour market analyses
6. Seen as the most effective way of closing the skills gap, developing the workforce of the future and promoting lifelong learning.

A competency standard is made up of a unit title, elements, performance criteria, range statements containing evidence guide and key competencies. A qualification is made up of a series of core and elective units of competence. An individual can be awarded with a Statement of Competence for the achievement of a unit of competence within a qualification or a National Vocational Qualification of Jamaica (NVQ-J) if all units within a qualification are successfully completed.

For the Tourism & Hospitality the Standards and Assessment Development Unit will be developing for 2014-2015 the following qualifications:

1.	Water Sports Operations	Level 2
2.	Water Sports management	Level 4
3.	Water Sports Equipment Maintenance	Level 3
4.	Hotel Maintenance	Level 3
5.	Food & Beverage – (Restaurant & Bar Management)	Level 4

The Food & Beverage qualifications are already activated on the National Qualification Register (NQR). The following qualifications revised from April 2014 to March 2015, related to tourism were:

Level 1	Bakery Chef
Level 2	Cake Baking and Decorating
Level 2	Tour Guiding
Level 2	Spa Therapy
Level 3	Spa Therapy
Level 3	Food and Beverage –Dining Room Supervision
Level 3	Tour Guiding
Level 4	Spa Therapy
Level 4	Executive Housekeeping Management

The approved facility Standards as of December 2014, related (indirectly and directly) to the tourism industry, are:

- Beauty Therapy
- Customer Services
- Food Preparation, Food Service & Beverage Service
- Housekeeping
- Interior Decorating

The most recently added qualifications, related to the tourism industry are:

REGISTRATION CODE	NAME OF STANDARD	DATE OF APPROVAL
THT20115	TOUR GUIDING OPERATIONS LEVEL 2	20 Feb 2015
THT30315	TOUR GUIDING SUPERVISION LEVEL 3	17 Feb 2015
THH50213	HOTEL MANAGEMENT LEVEL 5	23 Jan 2015
THH21514	RESTAURANT SERVICE (SERVER) LEVEL 2	23 Jan 2015
THH21614	HOSPITALITY SERVICES - (VILLA AND OTHER PROPERTIES)	23 Jan 2015
THH20214	BAR SERVICE (COCKTAIL SERVICE) LEVEL 2	23 Jan 2015
THH30714	FRONT OFFICE SUPERVISION LEVEL 3	22 Jan 2015
THH30614	STEWARDED SUPERVISOR LEVEL 3	22 Jan 2015
THH20614	COMMIS CHEF LEVEL 2	21 Jan 2015
HH32214	HOTEL PROPERTY MAINTENANCE LEVEL 3	20 Jan 2015
PFM40110	PROPERTIES AND FACILITIES MAINTENANCE MANAGEMENT	05 Jan 2015

The approved qualifications related to tourism are the following:

REGISTRATION CODE	NAME AND LEVEL OF QUALIFICATIONS
FBF10110	BAKERY CHEF LEVEL 1
FBF20110	BAKERY CHEF LEVEL 2
FBF30110	BAKERY CHEF LEVEL 3
THH20214	BAR SERVICE (COCKTAIL SERVICE) LEVEL 2
THH30506	CFP (BANQUETING CHEF) COMMERCIAL FOOD PREPARATION LEVEL 3
THH20502	CFP (BUTCHERING) COMMERCIAL FOOD PREPARATION LEVEL 2
THH21905	CFP (CAKE BAKING & DECORATING) COMMERCIAL FOOD PREPARATION LEVEL
THH30402	CFP (CHEF DE PARTIE) COMMERCIAL FOOD PREPARATION LEVEL 3
THH20602	CFP (COMMIS CHEF) COMMERCIAL FOOD PREPARATION LEVEL 2
THH10309	CFP (COOKERY) COMMERCIAL FOOD PREPARATION LEVEL 1
THH20702	CFP (GARDE MANGER) COMMERCIAL FOOD PREPARATION LEVEL 2
THH30209	CFP (PASTRY CHEF / PATISSERIE) COMMERCIAL FOOD PREPARATION LEVEL 3
THH10402	CFP (PORTERING) COMMERCIAL FOOD PREPARATION LEVEL 1
THH30309	CFP (SOUS CHEF) COMMERCIAL FOOD PREPARATION LEVEL 3
THH40106	CFP (SOUS CHEF) COMMERCIAL FOOD PREPARATION LEVEL 4
THH10509	CFP (STEWARDED) COMMERCIAL FOOD PREPARATION LEVEL 1
THH20614	COMMERCIAL FOOD PREPARATION - (COMMIS CHEF) LEVEL 2
THT20203	COMMUNITY HOSTING SERVICES LEVEL 2
THT30203	COMMUNITY HOSTING SERVICES LEVEL 3
THT10403	COMMUNITY TOUR GUIDING LEVEL 1
THT10203	COMMUNITY TOURISM LEVEL 1
THT20103	COMMUNITY TOURISM LEVEL 2
THT30103	COMMUNITY TOURISM LEVEL 3
THT40103	COMMUNITY TOURISM LEVEL 4
ITC10207	CUSTOMER SERVICE LEVEL 1
ITC20203	CUSTOMER SERVICE LEVEL 2
THH40414	EVENTS PLANNING & MANAGEMENT (EVENTS MANAGEMENT) LEVEL 4
THH31108	EVENTS PLANNING & MANAGEMENT (EVENTS SUPERVISION) LEVEL 3
THH40215	EXECUTIVE HOUSEKEEPING MANAGEMENT LEVEL 4
THH20109	F&B BAR SERVICE (BARTENDING) FOOD AND BEVERAGE LEVEL 2
THH20202	F&B BAR SERVICE (COCKTAIL SERVICE) FOOD & BEVERAGE SERVICE LEVEL 2
THH10209	F&B BAR SERVICE (PORTERING) FOOD AND BEVERAGE LEVEL 1
THH20402	F&B RESTAURANT SERVICE (CAPTAIN) FOOD AND BEVERAGE LEVEL 2
THH20302	F&B RESTAURANT SERVICE (HOSTING) FOOD & BEVERAGE SERVICE LEVEL 2
THH10109	F&B RESTAURANT SERVICE (SERVER) FOOD AND BEVERAGE LEVEL 1
THH30114	FOOD & BEVERAGE - DINING ROOM SUPERVISION LEVEL 3

REGISTRATION CODE	NAME AND LEVEL OF QUALIFICATIONS
THH31412	FOOD & BEVERAGE SERVICE (BUTLER SERVICE) LEVEL 3
THH41114	FOOD AND BEVERAGE (RESTAURANT & BAR MANAGEMENT) LEVEL 4
THH50413	FOOD AND BEVERAGE MANAGEMENT LEVEL 5
THH30703	FRONT OFFICE (FRONT OFFICE SUPERVISION) LEVEL 3
THH21008	FRONT OFFICE - (CONCIERGE AGENT) LEVEL 2
THH21308	FRONT OFFICE - (NIGHT AUDITING) LEVEL 2
THH21109	FRONT OFFICE - FRONT OFFICE AGENT LEVEL 2
THH10603	FRONT OFFICE - UNIFORM SERVICES LEVEL 1
THH20909	FRONT OFFICE - UNIFORM SERVICES LEVEL 2
THH31513	HOSPITALITY OPERATIONS LEVEL 3
THH21614	HOSPITALITY SERVICES - (VILLA AND OTHER PROPERTIES) LEVEL 2
THH31913	HOTEL ACCOUNTS PAYABLES LEVEL 3
THH31713	HOTEL ACCOUNTS RECEIVABLES LEVEL 3
THH41213	HOTEL AND RESTAURANT MANAGEMENT LEVEL 4
THH40813	HOTEL COST CONTROL MANAGEMENT LEVEL 4
THH40713	HOTEL FINANCIAL ACCOUNTS MANAGEMENT LEVEL 4
THH50613	HOTEL FINANCIAL MANAGEMENT LEVEL 5
THH31413	HOTEL FOOD AND BEVERAGE COST CONTROLLING LEVEL 3
THH22013	HOTEL GENERAL CASHIERING LEVEL 2
THH31613	HOTEL INCOME AUDITING LEVEL 3
THH50213	HOTEL MANAGEMENT LEVEL 5
THH32013	HOTEL NIGHT AUDITING LEVEL 3
THH40913	HOTEL PAYROLL MANAGEMENT LEVEL 4
THH40613	HOTEL PROCUREMENT LEVEL 4
THH32214	HOTEL PROPERTY MAINTENANCE LEVEL 3
THT30413	HOTEL SALES AND RESERVATIONS MANAGEMENT LEVEL 3
THH40206	HOUSEKEEPING (HOUSEKEEPING MANAGEMENT) LEVEL 4
THH30808	HOUSEKEEPING (HOUSEKEEPING SUPERVISION) LEVEL 3
THH11009	HOUSEKEEPING (LAUNDRY ATTENDANT) LEVEL 1
THH21703	HOUSEKEEPING (LINEN ROOM ATTENDANT) LEVEL 2
THH21709	HOUSEKEEPING (LINEN ROOM ATTENDANT) LEVEL 2
THH10909	HOUSEKEEPING - (HOUSEMAN) LEVEL 1
THH10803	HOUSEKEEPING - (ROOM ATTENDANT) LEVEL 1
THH10809	HOUSEKEEPING - (ROOM ATTENDANT) LEVEL 1
SB30605	MASSAGE THERAPY LEVEL 3
CSB30614	MASSAGE THERAPY LEVEL 3
CSB40214	MASSAGE THERAPY LEVEL 4
CSB20906	SPA THERAPY LEVEL 2
CSB30306	SPA THERAPY LEVEL 3
CSB40306	SPA THERAPY LEVEL 4
THT20115	TOUR GUIDING OPERATIONS LEVEL 2
THT30315	TOUR GUIDING SUPERVISION LEVEL 3

REGISTRATION CODE	NAME AND LEVEL OF QUALIFICATIONS
THT20104	TOURISM (TOUR GUIDE) LEVEL 2
THT20111	TOURISM – (TOUR GUIDING) LEVEL 2
THT40214	TRAVEL AND TOUR MANAGEMENT LEVEL 4
THT32114	TRAVEL AND TOUR OPERATIONS LEVEL 3

VII. PROCEDURE FOR THE EVALUATION AND CERTIFICATION OF KEY AND BASIC LABOR COMPETENCIES.

A. QUALIFICATIONS AND QUALIFICATIONS FRAMEWORKS

1. SECONDARY VOCATIONAL EDUCATION

Students in grade 9 of the primary and junior high schools can take the Grade Nine Achievement Test (GNAT). Those passing the test are placed in secondary high school and technical high schools.

Students who have completed 5 years of secondary education may choose to take the Caribbean Advanced Proficiency Examination (CAPE). It is designed to provide certification of the academic, vocational and technical achievement for those wishing to pursue further studies.

2. NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

The Jamaican National Vocational Qualification (NVQ-J) is a certificate of competence that is recognized nation-wide as well as in the CARICOM and Commonwealth countries. The certificate is proof that a person possesses the necessary skills, knowledge and understanding to perform his/her tasks in accordance with the workplace requirements. Competency Standards for a qualification are the basis on which the performance is evaluated. These standards are developed and validated by Industry-lead Groups. The NVQ-J certification is awarded at 5 levels:

- Level 1: Directly Supervised Worker
- Level 2: Supervised Skilled Worker
- Level 3: Independent/Autonomous, Skilled Worker
- Level 4: Supervisory, Specialist Worker
- Level 5: Managerial Professional Worker

Level 5 -- Managerial, Professional Worker
Level 4 -- Para-professional, Technician
Level 3 -- Independent/Autonomous, Skilled Worker
Level 2 -- Supervised Skilled Worker
Level 1 -- Directly Supervised Worker

The NVQ-J provides the opportunity for more working age Jamaicans to get formal recognition of their competence. The NVQ-J can be awarded to:

- High school graduates
- School leavers without graduate certification
- Workers in the Labour force
- Re-trenched (displaced) workers seeking new skills to re-enter the workforce
- Self-employed individuals

The assessment leading to the award of the NVQ-J is flexible and convenient. There are no time limits, no special entry requirements. The person can achieve certification at its own pace and in ways that best suit the person.

The student can be certified either:

- On-the-Job
- By registering for training and assessment with any approved training institution
- By registering for training and assessment with an Accredited Training Organization (ATO)

The process to get certified is:

1. The interested person should contact any NCTVET Accredited Training Organization in Jamaica and make inquiries about getting certified in the skill which the person has an interest in.
2. If the person feels that he/she has some experience in certain areas, the training institution will help to assess and measure the quality of the skills and knowledge that the person has already.
3. A career counsellor will advise on how to close the gap between what the person has and what he/she needs, and will show them how they can build on what they already have.
4. After the interested person has demonstrated competence at a level that meets the requirement of 'good quality work', he/she will be recommended for the National

Vocational Qualification of Jamaica (NVQ-J) at the level at which the person has been assessed.

The skills knowledge and experience that the person already has might just be good enough to earn a certificate to move to the next stage of the journey to employability and to a bright future.

NVQ-J recognizes that competencies can be attained in a number of ways through:

- Formal or informal training and education;
- Work experience;
- General life experience;
- Combination of the above

VIII. RESULTS AS OF TO DATE OR RESULTS EXPECTED.

A. THE NATIONAL TRAINING SYSTEM

The results of HEART Trust/NTA as of December 2013 were obtained from the institution Annual Report 2012-2013.¹⁴

For the financial year 2012-2013, the HEART Trust/NTA continued to widen access to the National Training System through a decentralized training system which offers greater efficiency and effectiveness; and by strengthening the National Technical and Vocational Education and Training (TVET) system. During the review period, 76,064 individuals including participants in the Career Advancement Program (CAP) accessed training through the HEART Trust/NTA funded and supported training programs, which represents 97% of the annual target. Enrolment in the National Programs Division, National Vocational Qualification of Jamaica (NVQ-J) and Caribbean Vocational Qualification (CVQ) certifiable programs was 58,249, while a total of 14,732 individuals were enrolled in the Career Advancement Program (CAP).

A total of 75 Senior Schools with an enrolment of 14,732, were supported under the CAP. Activities executed under the CAP included a City and Guild Literacy and Numeracy Training Workshop conducted to strengthen the quality of the program delivery, the training for CAP Librarians as well as initiatives for the Jamaica Foundation for Lifelong

¹⁴ <http://www.heart-nta.org/About/Governance/Annual-Reports>. Retrieve 26 March, 2015

Learning Achievement Assessment to be administered to students in CAP institutions who were not recommended for City and Guilds.

A total of 17,260 individuals received NVQ-J certification at levels one to five, while 1,831 individuals were certified in tertiary programs. The total certifications (NVQ-J and Tertiary Level) awarded for the fiscal year was 19,091, while an additional 3,866 Unit certifications were awarded. A total of 3,503 joint and other certifications were issued, for a total of 26,460 or 80% of the annual target. Total completers for the period was 42,129, representing 107% of the target.

B. WORKFORCE COLLEGES

The HEART Trust/NTA shifted its focus on the implementation of additional Workforce Colleges as it embarked on a new strategic direction. It was against this background that the targeted institutions focused on the development and implementation of the required structures and facilities to facilitate their transition to achieve Workforce College status. Additional emphasis was also placed on the implementation of higher level programs to enhance the quality and relevance of programs delivered system-wide.

Emphasis was also placed on the documentation of systems and procedures, human resources capacity and the improvement and upgrading of the physical infrastructure at targeted institutions.

C. REVISED ASSESSMENT PROCESS

A Revised Assessment Process was implemented system-wide, to support the TVET System. Twenty four Accredited Training Organizations with 143 programs commenced training utilizing this revised methodology while Assessment kits for 52 occupational areas were prepared and distributed to the National Programs Division.

The Quality Assurance Unit provided support to the delivery entities in the development and maintenance of their systems and processes. Additionally, further monitoring of the assessment system was effected through the verification of assessments for 22 institutions.

1. JEEP AND YUTE

The HEART Trust/NTA participated in the Jamaica Emergency Employment Program (JEEP) through the provision of training and certification for persons seeking employment. The Agency developed an orientation program which exposed learners to good work ethics, occupational health and safety, and attitudes required for the

workplace. Where necessary, technical skills training was conducted for specific jobs and the Agency provided referrals for those seeking additional training at

HEART Trust/NTA institutions through the Apprenticeship Program or at the Jamaica Foundation for Lifelong Learning (JFLL). The National Training Agency also provided training and on-the-job assessment for 404 youths enrolled in the Youth Up-liftment through Employment (YUTE) program, which is a joint initiative of the Ministry of Labour and Social Security, the Ministry of Education and private sector companies.

D. ACCREDITED TRAINING ORGANIZATIONS (ATOS) AND APPROVED CENTRES

The St. Elizabeth Technical High School was added to the list of Accredited Training Organizations (ATOs) during the review period, expanding access to training and certification in the south-west of the island. There were also 11 new approved centres, namely Oracabessa High, Fogo Road High, Cross Keys High, Greater Portmore High, Windsor Special School, Vauxhall High, Guy's Hill High, Belmont Academy, High Mendz, the College of Hospitality, and the Spanish Town Learning Institute.

1. QUALIFICATIONS DEVELOPED

Forty-six (46) new qualifications were developed during the fiscal year with twelve (12) or approximately 26% at Levels 4 and Level 5. Additionally, forty-six (46) qualifications were revised.

2. INFORMATION COMMUNICATION TECHNOLOGY

The Agency strengthened its Information Communications and Technology (ICT) infrastructure to expand access and facilitate greater participation and efficiency in the training system. Among the improvements achieved were the expansion of the Distance Education System, the development of an On-line Registration System for assessment, and the implementation of a Training Management System.

A number of institutions increased their use of the Distance Education option in the delivery of training with several higher level training programs being offered via this modality. The On-line Registration System for assessment was populated with items for sixteen (16) Level 1 courses, while the Training Management System was used to facilitate the capturing of data related to a number of processes including enrolment, completion and certification activities.

3. LABOR MARKET DATA UPDATED TO INFORM PROGRAM ALIGNMENT

The HEART Trust/NTA continued its investment in research initiatives such as Tracer Studies, Technical and Vocational Education and Training (TVET) Gap Analyses and Parish Profiles. These were conducted to develop and deliver demand-driven training programs informed by data from research findings. During the 2012-2013 reporting period, the Trust gleaned critical information to shape its delivery of programs from initiatives including a Tracer Study of the 2011/2012 cohort; and the analyses of training plans for the Creative and Maritime industries. The evaluation of the Steps-to-Work Training and Certification Project was also completed.

4. PARTNERSHIPS

The Organization forged several strategic partnerships aimed at expanding opportunities for training and certification of the workforce. A number of these agreements provided HEART trainees with exposure to cutting-edge technology in various industries as well as first-hand on-the-job experiences in their chosen field. The partnerships also created opportunities for the National Training Agency to share its expertise in the Competency Based Education and Training methodology with instructors from other institutions.

During 2012-2013, the Trust partnered with the Caribbean Maritime Institute to provide training in Sustainable Tourism, as well as to expand higher level training opportunities in the Maritime sector. It also continued the strategic alliances with the Brazilian National Industry Training Services (SENAI) to facilitate the development and expansion of the Portmore Academy. The Agency in conjunction with the Jamaica Social Investment Fund (JSIF) worked with unattached persons in six communities in St. Catherine and provided training for 40 employees of telecommunications company LIME in Generator and Battery Bank Maintenance and Basic Electrical Wiring. There were also strategic alliances with the Knox Community College/Breadnut Valley for the expansion of training in Welding and Electrical qualifications; and the Jamaica Constabulary Force for the training and assessment of Officers; as well as partnerships to boost the development of the Early Childhood Education sector.

5. JOB PLACEMENT SERVICES

In the fiscal period 2012-2013, a total of 3,337 individuals were placed in jobs, while 4,561 trainees participated in the Work Experience Program.

Regulatory Compliance

During the Financial Year ended March 31, 2013, the HEART Trust/NTA was compliant with the requirements of the Public Bodies Management and Accountability (PBMA) Act, as well as the Procurement Guidelines of the Government of Jamaica.

A media release from the agency on February, 2015 said that between April and December 2014, secured employment for 3,422 job seekers, which represents 156 per cent of its planned target of 2,200. This resulted in the Agency achieving 77.8 per cent of its 2014-15 projections for employment. It also added that the September to December quarter had the largest increase in job placements with 1,296 people gaining employment.

The agency said the service sector saw the highest placement numbers at 1,940 or just over 56 per cent while tourism was next in line with 806 or just over 23 per cent gaining employment in the sector. The ICT sector followed with 234 people employed or almost seven per cent.

During April to December 2014, the National Training Agency certified 12,280 trainees. Of the total certified, HEART accounted for 85 per cent or 10,401 trainees, while non-HEART institutions certified 15 per cent or 1,879 trainees.

During the period of 2012-2013, approximately 76,000 persons accessed training through the HEART TRUST/NTA funded and supported programs, which are administered at more than 100 points across Jamaica through twenty eight HEART institutions, seventy nine Community Training Interventions (CTIs) and through many partnerships and special projects. This enrolment represented 97 percent of the annual target. The HEART Trust/NTA participated in the Jamaica Emergency Employment Program (JEEP) as the intervention is consistent with the strategic objective to train and certify Jamaicans thus being empowered to benefit from gainful employment. The National Training Agency also provided training for over 400 young people in the Youth Up-liftment through Employment (YUTE), spearheaded by the Ministries of Labour and Social Security, and Education respectively, and which involved significant private sector support.

E. KEY ASPECTS OF SUCCESS.

As pointed out by J. Wallder in the Conference of International Vocational Education Organization (IVETA) celebrated in December 2013 on of the most important key aspect of the TVET System in Jamaica is the Quality Assurance Program.

The TVET System has as key drivers the 2030 Development Plan from the Government of Jamaica, as well as the Ministries of Education and Labour, and having a Board of Directors. The regional and international key drivers for the Jamaican TVET System are CARICOM, CANTA, as well as UNESCO and ILO. Other key aspects of success of the TVET System are:¹⁵

- It has a clear core business: training and certification of Jamaican citizens for employment, while regulating and setting standards for the TVET System in Jamaica.
- It has almost 30 training institutions accredited: current focus towards tertiary level status; integration of levels 1&2 programs into secondary schools.
- It is collaborating with other training institutions: 79 Community Training Institutions (CTIs) and 12 private providers.
- From 2010-2013 over 100 skill areas are offered (level 1-5) through competency based standards.

IX. OPPORTUNITIES AND CHALLENGES.

A. COUNTRY CHALLENGES

As a Caribbean country Jamaica have the following challenges:¹⁶

- Low Growth in GDP
- High Unemployment
- Low CXC Pass Rates
- Social Tension
- Low Productivity
- High Crime Rates

As a region, The Caribbean has many challenges, being one of them making and transforming young people into a useful resource that can contribute towards the economic development process of their respective countries. The current global economic climate and scarcity of resources impose a challenge for member countries to cater for the education and skills development needs of young people. The focus of the Millennium Development Goals (MDGs) on Universal Primary Education (UPE) contributed towards improving enrolment rates at that level, which consequently increased enrolment at secondary level. However, many states face high dropout rates at secondary and higher secondary levels.

¹⁵ Wallder, J., Approaches to Monitoring & Evaluating TVET Programmes-HEART Trust/NTA. IVETA Conference, December, 2013. USA.

¹⁶ School Leavers Training Opportunity Programme –SLTOP-: a TVET best practice by HEART/NTA. ILO/CINTEFOR 41st TCM: Port of Spain, Trinidad & Tobago, 2013

Enrolment at the present moment has expanded remarkably, and was near universal for 6–14 year olds as early as 1989, and 95 percent for 12–14 year olds from the poorest quintile. Yet, education outcomes leave much to be desired—about 30–40 percent of grades, 6 leavers are functionally illiterate. Jamaican-educated workers receive amongst the lowest returns in the US labour market. Poor education outcomes may be one factor limiting productivity gains in Jamaica, both in absolute terms and also as compared to other Latin American countries.

In addition to these problems, about 10,000 youngsters leave secondary school after grade 9. This annual cohort presents a special challenge to the training system. These 15 and 16 year-old youngsters are still immature and they are seldom ready to benefit from training in terms of basic academic preparation. The dual language issue in Jamaica is a further problem. As Blank (2003) wrote:

“It should be noted that a critical constraint in formal education has been the failure of the education system to come to grips with the dual language situation. In Jamaica, English is the language of official discourse, while patois (Creole) is often the language of the home— especially in lower-income families. There is recognition of the need for bilingual teaching strategies; however, the role of patois in the classroom has not been resolved. It is not clear whether patois should be used as stimulus material, as a motivational tool, as a bridge to literacy or as the official language of instruction. The current situation is that both teachers and students use patois regularly. The transition from oral patois to written English is a very difficult one for children. The Ministry of Education, Youth and Culture (MoEYC) has recognized the dual language situation; however, the training of teachers with respect to how they can best use the child’s first language to facilitate growth in literacy has been inadequate. This issue affects all stages of lifelong learning.”

B. HEART TRUST/ NTA AND TVET SYSTEM CHALLENGES

There is a broad gap in transition from secondary to any form of formal post-secondary education, including both technical and vocational education and training (TVET) and higher education. In many countries with a relatively large young population and limited resources, young people are exposed to street crime, drugs, psychological issues, conflict and, in certain societies, religious extremism. The challenge for many of The Caribbean countries, then, is to transform these young people into a useful resource that can contribute towards the economic development process of their respective countries and help them become responsible citizens, as it was stated lines above.

The UNESCO’s TVET Strategy (2010–2015) recognizes the “indispensable role of TVET in socio economic development and the quality of life challenges”. HEART Trust/NTA must

intensify its' efforts at ensuring that this brand of education be equitably placed and recognized in the education system and society. This is the main challenge.

Another challenge that the Agency has, since it is an Agency of the Ministry of Education, is that it has to support national development goals as outline in the 2030 Plan, but it must also give support to those emergent policies and programs that will result in the strengthening of partnerships for training and workforce development. Other challenge is that the training programs should be guided by the relevant job market information, and the needs of those companies, businesses and entities which provide the needed funding for the Agency.

In addition, the Trust has initiated a series of critical policy initiatives to advance the strengthening and profile of the National Technical Vocational Education and Training (TVET) System. These initiatives included the TVET policy and a structured methodology towards a National Qualifications Framework integrating the TVET Qualifications. These two initiatives are crucial to facilitate mutual recognition of qualifications, articulation and progression throughout the education and training system.

Another challenge for the TVET System in Jamaica is to consolidate the Quality Assurance System for TVET. It comprises of (Lim, 2009):

1. Quality Policy
2. Quality Assurance Framework
3. Evaluation System
4. Internal Monitoring System

The process needs to involve the assessment of all stakeholders: Ministry of Education's TVET Unit (TVU) in Jamaica, the quality assurance body (NCTVET & UCJ), the current students, the graduates and organizations that employ graduates of the institutions.

In an interview with JIS News, on February 25 2015, Paulette Dunn Smith, Senior Director of NCTVET, said that a research conducted by the organization had revealed that while Jamaica's workforce comprised "just under one million persons, we found that 70 per cent of those individuals are not certified, so we are now aiming to certify at least 100,000 persons by the year 2008". The NCTVET would endeavour to target 35,000 persons annually over a three-year period. Individuals, who choose to pursue certification for their specific profession through NCTVET training in HEART/NTA institutions, would be doing so with a business model that NCTVET incorporated into its curriculum two years ago. The previous TVET model included that individuals were trained and certified in a general occupational area. However, after examining training models used in other countries like Australia and New Zealand, the NCTVET is adapting the Jamaica TVET System to them. These countries have a very flexible system of training and certifying and the new model is being administered in the HEART institutions.

By adopting the new model, students would be provided with a far more flexible system, in which they could focus on units of training in a particular career field, as opposed to an overall program of study, which was time-consuming, as the previous model required. The model has featured an on-the-job training component, which might prove useful for persons seeking certification. Since they are at a point where not everybody can go into an institution to study, the new model will allow the person to work on the job and do the training and certification right there on the job, rather than going into a training institution.

As the Planning Institute of Jamaica (2009) in the document Vision 2030 Jamaica: National Development Plan points out with regard to meeting the challenges in TVET national authorities and agencies were assigned various tasks:

- The Ministry of Education in collaboration with HEART Trust/NTA and Parent-Teacher Associations (PTAs) shall ensure that the secondary school system equips school leavers to access further education, training and/or decent work;
- The Ministry of Education together with Training Institutions and Employers shall strengthen the mechanisms to align training with demands of the Labour market.
- Accordingly to the National Development Plan: Vision 2030, the challenges of the Jamaican TVET system can be outlined as follows:
- The workforce is largely untrained and according to the National Development Plan of Jamaica- Vision 2030 Jamaica (2009) about 70% of the Labour force has received no formal training. This is due to poorly developed training track through which training can be accessed;
- Poor relation between the training programs on offer and the demands of the Labour market;
- Inadequate funding that is unable to support Labour force training. Partnership with the private sector is considered as a possible solution to this issue;
- Lack of entrepreneurship training in TVET programs. The training system does not sufficiently promote a culture of entrepreneurship that is very important for the creation of new employment opportunities;
- Fragmented delivery of training; despite the fact that NCTVET operates as a regulatory body in all main aspects of TVET, the delivery and development of training programs remain fragmented and differentiated in standard;
- Absence of a Culture of Lifelong Learning. Changing the perception of training to a lifetime pursuit can increase the likelihood that untrained workers will seek training to gain professional qualifications;
- Inadequate career guidance, that is not integrated into the TVET system; and

- Lack of strong and efficient partnerships with the private sector, trade unions and other parts of the society.

C. OPPORTUNITIES

A great opportunity that HEART Trust/NTA has is the research activity that it already performs. The institution produces important articles and studies that may be offered in a wider way to all the private sector and others that could take a great advantage if they consulted them in a permanent basis.

The HEART Trust/NTA relies heavily on research which it deems to be a critical tool in transformational training and sustainable development. All major Labour market studies and research projects are undertaken by the Labour Market Research and Intelligence Department. Listed below are the projects managed:

- **Tracer Studies** - Determines the level of success of graduates in obtaining jobs and the impact of the training they had in their Labour market successes.
- **Employer's Satisfaction Survey** - Determines the level of satisfaction of employers and establishes the performance rating of the graduates employed in firms. It also determines skill gaps or training needs of employers within different industries/sectors.
- **Sector Training Plan** - Develops training plans based on skills gaps and emerging occupations in Technical and Vocational Education and Training sector per industry/sector.
- **Manpower Supply Gap Analysis** - Determines potential skills shortage and surplus in the Labour force by occupational areas. The purpose of this analysis is to inform training delivery in the HEART Trust/NTA training system.
- **Parish/Community Training Needs and Capacity Studies** - Develops demographic and socio-economic profiles of parishes and identifies potential manpower needs of the population.
- **Institution/Program Evaluation**- Appraisals of systems and processes used by The HEART Trust/NTA to ensure efficiency and effectiveness of the training system.
- **Annual Training Reports** - Details evaluative five-year and two-year analyses of the performance of TVET system based on key training and certification indicators.

As an opportunity, UNESCO-UIS could facilitate a regional workshop for The Caribbean region on culture and education statistics that could combine presentations and exercises. The participants from different countries can be introduced and develop several topics, including challenges and issues of measuring Culture, Education and TVET, Cultural and Tourism Trade Statistics as well as Tourism and Culture Employment

Statistics and International Classifications and their use in Education on TVET Statistics related to the Tourism Sector.

Another opportunity is the fact that qualified and motivated teachers and instructors are key for effective learning and are at the heart of TVET quality. Effective policies and frameworks aimed at professionalizing TVET staff and improving their development, living and working conditions are considered essential measures and constitute an important aspect of the Shanghai Consensus, agreed at the Third International Congress on TVET organized by UNESCO in Shanghai (China) in May 2012.

To address this issue, the International Task Force on Teachers for Education for All, in close collaboration with the UNESCO TVET Section, the UNESCO-UNEVOC International Centre and the UNESCO Regional Bureau-Beirut, has initiated a review of teacher and instructor training policies and practices starting from the Arab Region. This could be done for Jamaica and The Caribbean and Latin American Countries as well.

The objectives of this initiative are to provide an up-to-date analysis of existing TVET teacher and trainer training and career management policies and practices and indicate likely regional trends and challenges. In addition, the review will provide a framework for comparison of prevailing practices in order to facilitate collaboration and partnership at regional level among countries and institutions of the region and beyond.

Extensive research and fieldwork by multiple stakeholders at country level was consolidated and combined into a synthesis report that was published in 2013 (for the Arab Region but it can be used as a basis for any Region).

The expected results of the study are the following and are considered opportunities for the Caribbean Region as well: a) better understanding of policies and practices on teachers and instructors; b) strengthened national capacities of participating countries for the development of teacher and instructor training as well as career management policies and practices; and c) enhanced regional cooperation in the area of TVET teachers and instructors.

Other opportunities are the strategic partnerships that HEART Trust/NTA can assure. Over the last 30 years, the National Training Agency has forged key partnerships with local and overseas entities to boost training delivery and to better position the trainees to take advantage of employment opportunities as well as cultivating a culture of entrepreneurship. This trend continued during fiscal year 2012/2013, as several new strategic partnerships were cemented.

The Trust played a key role by joining with many institutions and organizations. For example, it joined the Caribbean Maritime Institute to provide training in Sustainable Tourism, as well as to expand higher level training opportunities in the Maritime sector.

The association with the Brazilian National Industrial Training Services (SENAI) was further strengthened as they provided HEART with support to develop and expand the facilities at the Portmore Academy. The tertiary arm, the Vocational Training Development Institute, forged ties with the Council of Community Colleges of Jamaica to offer programs in Entertainment and Events Management and Applied Technology.

Unattached youngsters in six communities in St. Catherine were the beneficiaries of a partnership between the HEART Trust/NTA and the Jamaica Social Investment Fund (JSIF) which provided for skills training and social interventions. It also joined forces with the Telecommunications Company LIME to train 40 of their employees in Generator and Battery Bank Maintenance and Basic Electrical Wiring. Other partnerships were forged with the Knox Community College/Breadnut Valley for the expansion of training in Welding and Electrical qualifications; the Jamaica Constabulary Force for the training and assessment of Officers; and with the Jamaica Association of Hairdressers and Cosmetologists.

The Trust, through the Jamaica German Automotive School (JAGAS), signed a Memorandum of Understanding with local new car dealers, Key Motors Limited, for the advancement of technical training aimed at capacity building, organizational strengthening, and improvement of capabilities around the application and service maintenance in automotive repairs. The partnership is geared at enhancing the transfer of technologies, systems and expertise for mutually beneficial development of standards and programs, as well as to create a cadre of technically adept automotive technicians to stimulate growth and innovation in the automotive industry.

The HEART Trust/NTA collaborated with Food for the Poor Jamaica and the Early Childhood Commission to provide scholarships for 500 teachers in early childhood institutions across the country. The scholarships, to be granted over a five year period, will be granted to practitioners who do not have the financial resources to access and complete the required certification programs. The flagship agricultural and food processing training institution, the Ebony Park Academy in Clarendon, benefitted from a partnership with the G. Raymond Chang Foundation to expand its agro-processing laboratory and storage facilities. The Trust lauds the commitment of Jamaican-born Canadian Philanthropist, Gladstone Raymond Chang who pledged J\$9m for this project that will result in increased output in the pepper-mash project and other agro-processing activities at the agro-processing plant.

D. PLANS FOR THE FUTURE.

The national training and certification agency, the HEART Trust/NTA, has partnered with three key entities to boost the skills and productive capacity of thousands of Jamaicans.

The agency signed Memoranda of Understandings (MoU) with GSW Animation Limited, Jamaica Promotions Corporation (JAMPRO) and the Transport Authority.

The signing of the agreements will provide training and certification to enhance employment and investment opportunities in keeping with the national economic objective.

The Director of the agency, Dr Wayne Wesley, said that the MoU with GSW Animation will provide for the training of a pool of animation industry professionals and instructors, who will lead the development of a sustainable animation industry, and provide quality instruction that, will produce graduates with in-demand skills.

As part of the agreement, a pilot program will be undertaken for the training of 60 students over a 12-month period in a live production working environment. The HEART Trust and JAMPRO are collaborating under a \$4-million agreement to implement the capacity building and training component of JAMPRO's Export Max II program. Export Max II is an enterprise development program, which will target a group of 20 exporting and export-ready firms to build their internal capacities to take advantage of market opportunities and increase export sales.

And through the collaboration between the HEART Trust/NTA and the Transport Authority, public passenger vehicle drivers and conductors are to be trained and certified to improve the overall performance of the public transport system.

The provisions of the MoUs for the respective companies took effect on April 1, 2015. As these collaborations are taking place in early 2015 with the animation industry, the transportation sector the tourism sector could be playing a more dynamic relation with HEART Trust/NTA.

1. FORGING AHEAD

As the Trust/Agency celebrates the past 30 years and look ahead to the future, it is cognizant of the fact that the vision must be clear as to how the Organization must move forward to remain relevant and current. Consequently, for the next three (3) years (2014-2016), the strategic direction of the Organization will be guided by the seven (7) strategic objectives of the Board of Directors. Other plans for the future are:

- Put in place mechanisms to facilitate quality assurance of all TVET institutions in Jamaica and the Caribbean.
- Maintain international standards to assure recognition of institutions.

X. ABBREVIATIONS

ACEAB	Association of Commonwealth Examination and Accreditation Bodies
ATO	Accredited Training Organization
CANTA	Caribbean Association of National Training Agencies
CAP	Career Advancement Program
CARICOM	Caribbean Community and Common Market
CAST	College of Art Science and Technology
CSME	CARICOM Single Market and Economy
CXC	Caribbean Examination Council
ESSJ	Economic and Social Survey of Jamaica
GNAT	Grade Nine Achievement Test
GDP	Gross Domestic Product
HEART Trust	Human Employment and Resource Training Trust
ICT	Information Communication Technology
ILO	International Labour Organization
IVETA	International Vocational Education and Training Association
JEEP	Jamaica Emergency Employment Program
JFLL	Jamaica Foundation for Lifelong Learning
MDG	Millennium Development Goals
MoE	Ministry of Education
MoEYC	Ministry of Education, Youth and Culture
NTA	National Training Agency
NCE	National Council on Education
NCTVET	National Council on Technical and Vocational Education and Training
NQR	National Qualification Register
NVQ-J	Jamaican National Vocational Qualifications Framework
PBMA	Public Bodies Management and Accountability
PIOJ	Planning Institute of Jamaica
PTA	Parent- Teacher Associations
STATIN	Statistical Institute of Jamaica
TVET	Technical Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNEVOC	International Centre for Technical and Vocational Education and Training
UPE	Universal Primary Education
US	United States of America
VTDI	Vocational Training Development Institute
YUTE	Youth Up-liftment Through Employment

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