



Training and Workforce Development Sector Plan

Educational attainment, workforce skills and employment policies connect people to business enterprises with the required skills to reap the maximum benefit from economic opportunities and



to quickly adapt to new challenges.



VISION 2030 JAMAICA

TRAINING

SECTOR PLAN 2009 – 2030

Table of Content

- Section 1 – Introduction.....4
- Section 2 - Situational Analysis.....7
- Section 3 - SWOT Analysis.....25
- Section 4 – Strategic Vision and Planning Framework.....26
- Section 5 – Implementation Framework and Action Plans.....29
- Section 6 – Monitoring and evaluation Framework45
- Appendices 1- 3.....50-53
- References54

SECTION 1 – INTRODUCTION

In an increasingly knowledge-based global economy, one of the key advantages that a country can offer is the quality of its human capital. A well trained workforce is emerging as one of the key drivers of a country's prosperity and competitiveness¹. Educated individuals are inextricably linked to the labour market by the education and training institutions that are available to prepare them for effective engagement in the workforce. The primary aim of such institutions is to train individuals in skill areas that allow them to be placed in jobs or career tracks that lead to employment. Increased investment in training and workforce development is therefore essential for raising economic competitiveness, productivity and capacity for technological progress. Additionally, the importance of vocational and continuous on-the-job training increases both the efficiency and productivity of individual workers and consequently the workforce.²

Within this context, the re-engineering and re-training of the Jamaican workforce emerges as a national imperative for fostering smooth transitions in employment due to obsolescence of current occupations. This will ensure the worker's own economic stability and buoyancy in the labour market in the face of a changing global marketplace. This imperative demands a national training framework through which workers will always be able to access well resourced training and training facilities that offer relevant areas and levels of training.

The pervasive impact of globalization on developing countries dictates that persons need to be prepared to utilize opportunities, make meaning of the changes in national and personal goals and select their niche careers in a global marketplace. In addition, persons should be willing and prepared to select career paths that are consistent not only with their personal vision, goals and abilities, but are anchored on the needs of the labour market. Rapid changes in the world of work, along with the wider range of work options, imply that a framework for tracking career development trends should be infused with academic and vocational training.

¹ Global Competitiveness Report and Index.

² Ibid.

The objective of the training and Workforce Development Sector Plan is to enhance labour quality, flexibility and mobility through education, training and the ingraining of lifelong learning in the psyche of the population. The plan will ensure the preparation of individuals with basic and advanced skills necessary to succeed in the 21st-Century knowledge economy; develop training programs that meet the economic needs of communities and employers; provide opportunities for low-wage workers to receive education and learn skills that will enable them to move up career ladders; and partner with workforce development stakeholders countrywide.

Since the preparation of the last Five-year Plan, there have been significant changes to the Jamaican economy resulting from the process of globalization. With these changes, the existing planning models have become increasingly limited in scope, and do not adequately embody the planning needs of the country. These changes, together with the failure of previous medium-term plans to deliver the transformation necessary to move Jamaica closer to sustainable, long term development; and a new focus on a participatory, integrated approach to national planning, have necessitated the commissioning of a strategic development plan of the nature of Vision 2030 Jamaica. All short - and medium-term plans within the period leading up to 2030, will henceforth be within the strategic framework of Vision 2030 Jamaica.

The Training and Workforce Development (TWD) Sector Plan is one of 31 Sector Plans that form the foundation for the development of Vision 2030 Jamaica – a 21-year plan designed to put Jamaica in a position to achieve developed country status by 2030. Vision 2030 Jamaica is based on a fundamental vision to make ‘Jamaica the place of choice to live, work, raise families, and do business’, and on guiding principles which put ‘people’ at the centre of Jamaica’s transformation. The vision of this sector plan is to facilitate equality of opportunities, social cohesion and partnerships.

The preparation of the Plan has been supported by a quantitative systems dynamics model – Threshold 21 Jamaica (T21 Jamaica) – which supports comprehensive, integrated planning that enables a broad range of interconnected factors in economic, social and environmental areas to be used to project future consequences of different strategies across a range of indicators. In

addition, it enables planners to trace causes of changes in any variable or indicator back to the assumptions.

This sector plan was developed using the processes below.

1. Task Force Meetings that were used to elicit ideas and views from members³ on training and workforce development issues and challenges facing Jamaica ,as well as identify a vision for TWD in Jamaica, and determine key goals, objectives and strategies for the sector
2. Building on the work undertaken by the Human Employment and Resource Training/National Training Agency (HEART Trust/NTA) and the Ministry of Labour and Social Security as well as the Management Institute for National Development
3. Research on international best practices and experiences from other developed and developing countries including Australia, New Zealand, Japan, Ireland, the Philippines, Malaysia, Singapore, the United Kingdom and the United States of America in TWD that could be adopted in the Jamaican context
4. A Strategic meeting between the Chair of the Task Force, Chairman of the PAG, the consultant and the technical secretary of the PIOJ
5. A Strategic meeting with the Chair of the Training & Workforce Development Task Force and the Chair of the Education Task Force towards identifying cross-cutting issues and synchronization of the planning process

This document is structured in the sections as listed below.

- Section 2 - Situational Analysis
- Section 3 - SWOT Analysis
- Section 4 – Strategic Vision and Planning Framework
- Section 5 – Implementation Framework and Action Plans
- Section 6 – Monitoring and evaluation Framework
- Appendices

³ See Appendix 1 for List of Members of the Training, and Workforce Development Task Force.

SECTION 2 - SITUATIONAL ANALYSIS

Background and Context

It is now firmly accepted that a major factor driving the wealth, productivity and competitiveness of nations is the knowledge and skills of their human resources. The great strides in information technology and telecommunications along with the liberalization of world trade have produced a global village which makes it possible for countries with highly-skilled human resources to attract and participate in knowledge-driven industries such as microelectronics, new materials science, and computer related services. If the knowledge and skills of the workforce will determine the wealth of nations in the future, then education and training will become key determinants of the wealth of nations⁴.

One of the main challenges for national economies in the globalized marketplace is therefore to boost the human capital endowments of the labour force, equipping them with the skills necessary to contribute to labour productivity, economic growth, social development and international competitiveness. A sound education is necessary to adequately equip people with the knowledge and skills needed to take advantage of the emerging opportunities facilitated by globalization.

In addition to traditional academic and technical skills, the education and training system must produce individuals who are flexible and possess attributes such as initiative, problem identification and solving, communication, and team spirit. There is now a noticeable shift in demand for types of skilled workers. Present trends are clearly in favour of highly-skilled technicians and professionals. These skills will be relevant to the new and emerging paradigms of technology-driven production. It also has been postulated that small-island developing states need to move into knowledge-based and service industries. Graduates of training programmes are therefore required to have a more broad-based education that imparts not only academic

⁴ Education for all in the Caribbean: Assessment 2000 Monograph series.

qualifications, but also a variety of skills and competencies. Training programmes and strategies need to ensure a smooth transition from school-to-work. Career development programmes also need to be infused into education and training programmes as one strategy for providing these requisite skills.⁵

Another challenge of the Government is how to ensure that all graduates of tertiary institutions find gainful employment. It is reported that less than 50.0 per cent of graduates each year will find a job. This makes it necessary to encourage other alternatives, such as more persons being engaged in their own businesses. Developing an entrepreneurial culture must involve the teaching of entrepreneurship in all formal institutions, as well as in community-based organizations. In order to advance the culture, friendly government policies as well as technical and financial support systems must be in place to ensure that potential entrepreneurs learn not only how to develop businesses, but also find access to adequate funding, monitoring and mentorship support for the continuity of their businesses. In order for full development to take place, therefore, entrepreneurship must be the cog on which the wheel of the economy turns; this must be the way toward first world status.

Key Accomplishments

Following are some key achievements of the training sector.

- A world-class and relevant training model for technical, vocational, education and training implemented by HEART Trust/NTA. During 2007/08 fiscal year, HEART certified 62,907 persons. The organization's reach has expanded to the Caribbean, Latin America, United States of America and Europe and important partnerships have been formed in these regions. The Agency provides consultations for governments and training agencies in the Caribbean and is an important link in a global Tech-Voc training network that facilitates capacity development, allows for exchange of information and technical expertise, assists with manpower needs and helps to maintain the currency of the organization. International organizations such as the International Institute for Communications Development (IICD) of Holland, the International Vocational

⁵ Crow Cal, Dr, 2004, Career Development as a Vehicle for Improving Learning and Creating Successful Futures, Centre for Learning Connections, USA; Career Development Initiative Pilot Project (CADIPP), HEART Trust/NTA.

Education and Training Association (IVETA) of the United States, and the German Agency for Technical Co-operation (GTZ) of Germany, have been collaborating with the Trust and providing critical training and support for its programmes and initiatives.

- Certification for all skills training provided by the National Council for Technical and Vocational, Education and training (NCTVET) is regionally and globally recognized, facilitating the portability of the trained individual.
- As of 2008, persons who possess the Caribbean Vocational Qualification (CVQ) are allowed to move within the region for work purposes.
- The ability to customize internationally recognized workforce standards to create a national vocational qualification and occupational standard
- In 2008, an estimated 61,140 students (68.9 % female) were enrolled. The gross enrolment rate of 29.5 per cent continued a trend of growth in enrolment. In the previous year, the rate was less than 27 per cent.
- The existence of a labour market observatory, through the National Council on Technical and Vocational Education and Training (NCVET) which undertakes the analytical work needed to identify needs and to coordinate curriculum and course development to improve training competencies at the national level.
- Dedicated pool of funding through an employer funded levy as stipulated in the Education Act (1980) which established HEART and the legislation to fund its programmes through establishing a 3 per cent contribution by employers.
- An executive agency, Management Institute for National Development (MIND), established in 2001⁶, offers relevant training primarily to public sector workers towards building the competencies of public servants to deliver their departments'/ministries' business priorities and support the government's reform agenda to facilitate national development. MIND offers over 223 courses per annum and trains close to 5000 persons each year. In 2007/08, 4,456 persons were registered for courses at MIND. Four (4) programmes offered by MIND are accredited by the University Council of Jamaica (UCJ). MIND also offers a raft of in-house staff-training courses provided by many local companies such as banks and other large companies as well as private sector associations.

⁶ Prior to 2001, MIND was fully funded by the government and was known as the Jamaica Civil Service Staff College.

- The High School Equivalency Programme (HISEP) offers opportunities for adults 18 and over who would not have been able to gain access to the traditional school system. The programme is assisted by financing from the HEART Trust/NTA and the NCTVET to the tune of over \$6 million. The programme courses include Language and Communication, Mathematics, Society and Citizenship, Science and Technology and Literature and Arts.

Key Issues and Challenges

Despite some accomplishments in the sector, there are a number of issues and challenges that need to be addressed if our country is to become a knowledge-based society that is able to take advantage of the opportunities presented by globalization. The activities of the training and workforce development agencies are hampered by problems inherent in the education sector which feed into the training system and negatively affect the quality of the Jamaican workforce. The HEART Trust/NTA has been progressively widening its reach and increasing its capacity to train more people. In 2007/08, the number of trainees enrolled in the system was approximately 111,411 (53 % female), with over 59,000 graduating (53.8 % female). This was an increase over the previous year. Table 1, confirms that the outputs from HEART Trust/NTA and other programmes have been steadily increasing but estimates suggest that close to 70.0 per cent or over 700,000 workers are in need of training. Just over 70 per cent of first time job seekers have no vocational, technical or professional qualifications, close to 20 per cent of Jamaican adults are illiterate and another 15.0 per cent possess only basic numeracy skills. Some 142,000 youth are outside of the education system and the labour force, and 5.0 per cent did not go beyond Grade 9⁷.

A summary of the main issues and challenges is listed below.

1. While Jamaica applies international standards and skill competencies in its workforce development and training, the capacity of learners to fully access the learning process is often hampered by the quality of the education system. Additionally, while Jamaica continues to boost workforce skills through vocational training, little consideration is

⁷ Fox, Kristin (2003) Mapping Unattached Youth in Jamaica (Draft) IADB

given to the interaction among basic educational attainment, training and lack of labour market policies resulting in ineffectiveness in many of the training programmes offered.

2. Only 30 per cent of the labour force is certified (academic and skill training).
3. Labour market analyses are not effectively utilized by training and workforce development agencies to direct decision-making in relation to training.
4. Insufficient funding exists to adequately upgrade, retool and provide skill training to approximately 70 per cent of the labour force.
5. Government has not established a coherent and comprehensive HRD policy framework consistent with its broader development and investment strategy, resulting in training being insufficient, not being relevant to meet new demands, and in some cases, not able to quickly address the changing needs in the workplace.
6. The training system does not sufficiently promote a culture of entrepreneurship. Small enterprises are largely recognized as the main generators of new employment and in 2008, 37.3 per cent of the Jamaican Labour Force was self-employed⁸.
7. The challenge facing Jamaica is to develop the economy through positioning itself in the global market so that it can increase productivity. This should be simultaneous with forging a competitive advantage, producing high value, lower volume, highly differentiated goods and services for niche markets, and developing the skills and competencies of our human resources to ensure that the economy's need for labour and the labour force's need for employment are both satisfied.
8. A culture of lifelong learning needs to be engendered across the society moving it from the focus on adult or continuing education to a 'cradle-to-the-grave' approach.
9. The need to place more emphasis on training for job growth, especially in hospitality, construction, information communication and technology.
10. Career education and guidance is limited in scope and needs to be integrated in the education and training systems while carefully mapping out new and emerging careers, and providing opportunities for new entrants to the labour market.
11. Partnerships with employers and other training providers need to be strengthened.

⁸ STATIN Labour Force Survey 2008

The Institutional Framework Supporting Training and Workforce Development

The institutional framework that supports training and workforce development in Jamaica is built on three main approaches:

1. Workplace Based Training – this training is designed for the specific needs of workplaces and can be offered on-site, off-site or online. In Jamaica, customized programmes are designed and offered by a variety of training institutions and individual consultants.
2. Institutional Based Training – formal and non-formal programmes offered by training entities in both the public and private sectors and participants may be from either sector. This type of training usually leads to certification. See Box 1 for details.
3. Community Based Training – Offered by NGO's, FBO's and CBOs.

There are various types of training programmes offered to build capacity in a variety of vocations and these centre primarily on:

- technical training – regulated and delivered largely by the HEART Trust/NTA⁹, supported institutions and programmes distributed throughout the island;
- management training;
- Public Sector Management; and
- other types of training specific to particular industries and service sectors such as banks.

Additionally, training and workforce development programmes are provided by community colleges, teachers colleges, universities and a host of other public and private post-secondary institutions and programmes.

Financing Training and Workforce Development

Human resources are the principal asset of every country and required by all business enterprises. But without investments in developing the capacity to acquire skills, build knowledge and innovate, the potential for human resources to attract business investment is limited. Training and workforce development are being increasingly conceived and promoted as a cooperative effort in

⁹ See Appendix for additional information on HEART.

which the various relevant institutions in the public and private sectors must participate and share responsibilities.

Currently, government allocates over J\$15 billion to the provision of training. This allocation is used mainly to access training opportunities through public training entities such as MIND and HEART, as well as through the private training institutions. Additionally, 11 per cent or approximately just under J\$ 220 million is spent by the private sector on training and workforce development annually¹⁰.

Output of the Training System

The annual output from the education and training system for the period 2004/05 to 2007/08 is summarized in Tables 1 and 2.

Table 1 Output at Secondary and Post-Secondary Levels

Programme	2004/05	2005/06	2006/07	2007/2008
Grade 11	39,333	39,920	42,050	40,690
HEART Level 1	11,165	14,757	18,826	27,547
Level 2	1,850	3,959	5,320	10,037
Level 3 & Above	1,722	2,210	2,396	2,102
Unit Competencies	17,890	28,572	32,269	15,461
Other Certificates	13,774	13,550	8,464	4,030

Sources: Jamaica Education Statistics 2005/06 – 2007/08, HEART Trust/NTA, PPDD

Qualification for Tertiary Level Institutions

The basic requirement for entry into tertiary institutions is five CSEC subjects including English Language and Mathematics. Of the 31,604 public candidates who sat the CSEC in June 2008, approximately 9,592 or 30.4 per cent passed five or more subjects¹¹. This amounted to 24.7 per cent of the grade 11 cohort. Of the number who attained passing grades, 866 passed Mathematics and English Language (18.6 % of the total) thereby qualifying for entry into tertiary programmes.

¹⁰ JEF. State of the Industry Report on Training and Development 2001.

¹¹ Does not necessarily include Mathematics and/or English.

Output from Tertiary Institutions

Available data indicate that the output of tertiary institutions in 2008 totalled 13,953 (70 % female). A large percentage of the graduates were trained as Teacher/Instructors, Managers/Administration, Accountants and IT specialists.

TABLE 2: OUTPUT OF PROFESSIONAL, SENIOR OFFICIALS AND TECHNICIANS, 2004 – 2006

OCCUPATION	2006			2007			2008		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
Teachers	669	2,555	3,224	525	2,392	2,917	576	2,208	2,784
Vocational Instructors	1 220	1 491	2,711	560	826	1,386	488	641	1,129
Other occupations in education	6	43	49	16	113	129	19	205	224
Medical Doctors	26	52	78	25	51	76	35	63	98
Nurses	6	274	280	11	297	308	15	737	752
Diagnostic	0	0	0	0	0	0	0	0	0
Radiographers (Prof. & Technicians)	0	0	0	0	0	0	0	0	0
Food & Nutrition (Prof. & Technicians)	12	74	86	11	90	101	6	23	29
Medical Technologists (Prof. & Technicians)	12	13	25	14	44	58	8	39	47
Laboratory Technicians	2	2	4	3	5	8	1	3	4
Pharmacists (Prof. & Technicians)	17	47	64	17	57	74	11	48	59
Physiotherapists	4	5	9	0	11	11	3	28	31
Dental Nurses/Assistants	0	11	11	1	4	5	4	12	16
Other health occupations	39	136	175	34	108	142	11	123	134
Accountants	403	641	1,044	570	1,298	1,868	551	1,379	1,930
Managers/ Administrators	992	2,443	3,435	1,107	2,865	3,972	1,132	2,576	3,708
Engineers	157	22	179	90	24	114	235	31	266
Engineering Technicians	48	1	49	82	9	91	1	0	1
Economists	32	51	83	58	112	170	21	55	76
Social Scientists	71	426	497	82	404	486	70	364	434
Others	7	51	58	275	591	866	12	38	50
Physicists	1	0	1	0	1	1	18	5	23
Chemists	27	53	80	33	61	94	35	47	82
Other natural scientists	93	234	327	106	120	226	39	73	112
Architecture (Prof. & Technician)	24	7	31	16	15	31	57	24	81
Land Surveyors (Prof. & Technicians)	17	7	24	55	34	89	49	20	69
Planning and Construction (Prof. and Technicians)	61	16	77	76	7	83	112	37	149
Others	56	21	77	12	1	13	0	0	0
Attorneys	11	45	56	13	47	60	13	47	60
Mathematicians	4	11	15	10	11	21	25	29	54
Agriculturalists	71	50	121	44	84	128	14	17	31
Computer Operator/Programmer	125	76	201	151	86	237	288	151	439
Computer Technician	351	280	631	381	287	668	78	97	175
Theologians	19	27	46	45	19	64	40	0	40
Engineers/Deck Officer	83	26	109	85	23	108	56	15	71
Miscellaneous Occupations	271	678	949	160	599	759	168	627	795
GRAND TOTAL	4,937	9,869	14,806	4,669	10,699	15,368	4,191	9,762	13,953

Source: Compiled from data supplied by the University of the West Indies, University of Technology and other Tertiary Institutions.

BOX 1 TERTIARY PROGRAMMES

Community Colleges

Community Colleges provide pre-university, general education, professional and para-professional training opportunities. There are nine community colleges: Moneague and Brown's Town in St. Ann, Bethlehem in St. Elizabeth, Montego Bay in St. James, Portmore in St. Catherine, Brown's Town, Knox, Excelsior Community College (EXED) in Kingston and the College of Agriculture, Science and Education (CASE) in Portland. Moneague College, Bethlehem and CASE are multi-disciplinary institutions as they also serve as teacher training institutions.

Vocational Training and Development Institute (VTDI)

The Vocational Training and Development Institute (VTDI), affiliated with the HEART Trust/National Training Agency, describes itself as "...primarily targeted to working adults offering competency-based training in the trades and technical areas".

Teacher Training Institutions

Teacher education was provided by nine public institutions, the education departments at the three universities, the Vocational Training Development Institute (HEART/Trust NTA) and the College of Agriculture, Science and Education (CASE). The public institutions which offered certification in education were the Mico University College, Shortwood Teachers' College, G.C. Foster College of Physical Education and Sport, Moneague College, Sam Sharpe Teachers' College, Edna Manley College of the Visual and Performing Arts, St. Joseph's Teachers' College, Church Teachers' College and Bethlehem College. The Teacher Training Institutions have created a Consortium of teacher education institutions and applied to the MOE to be registered to offer undergraduate degrees. The Consortium concept facilitates the colleges' strengthening and supporting each other in a well regulated way, including the use of ICT for cross registration and on-line delivery to offer the first degree in education and other postgraduate courses in keeping with the demands for continuous upgrading of teachers.

Public and private universities

The University of the West Indies is a regional institution with its largest campus located in Jamaica. At its Mona campus, it offers research and degree programmes at the undergraduate and postgraduate levels - degrees in Law and Medicine, Languages, English and Caribbean Culture, the Social Sciences, Pure and Applied Sciences, Computer Science, Education, Nursing and Media and Communications. UWI also offers a joint degree in Hospitality and Tourism Management with the University of Technology, Jamaica.

The Mico College is a teachers' college that is remaking itself into a University College offering degree programmes. In mid-2006, it was accorded University College status by the Jamaican government.

The University of Technology, Jamaica, the only public university in Jamaica and one of two technological universities in the English-speaking Caribbean, prides itself on offering outcomes-based programmes built on a polytechnic model. It offers over 100 programmes at the Certificate, Diploma, undergraduate and postgraduate degree levels, including several programmes offered nowhere else in the English-speaking Caribbean - e.g. Architecture, other built environment subjects, the Health Sciences, and Technical and Vocational Education. It also offers postgraduate degrees in Architecture, Workforce Education, Educational Leadership, Business Administration and Engineering Management.

Northern Caribbean University is a private Seventh Day Adventist institution offering undergraduate and graduate degrees in Education, Pharmacy, Business and Liberal Arts subjects. Allied to St. Andrews University in the US, its graduate programmes are heavily supported through its sister university.

Other providers of tertiary training include University College of the Caribbean, International University of the Caribbean, Dental Auxillary School, Schools of Nursing and Midwifery, Caribbean Maritime Institute, University of New Orleans, Jamaica Theological Seminary, the Jamaica Institute of Management and the Nova South Eastern University. In addition a number of local Universities and College offer programmes with extra-regional institutions.

Training and Workforce Development in the Context of Economic Development

Education, training and lifelong learning are considered to be fundamental pillars that should form integral parts of, and be consistent with, comprehensive economic, fiscal, social and labour market policies and programmes that are important for sustainable economic growth, employment creation, and social development. Education and training therefore make labour markets operate better. But education and training by themselves are insufficient. To be fully effective, they need to form part of integrated policies directed at economic and employment growth.

The Jamaican economy is primarily a services economy. Services accounted for over 67.7 per cent (two-thirds) of all economic activity in 2006. Changes in the sectoral contributions to the economy over the last decade has resulted in declines in agriculture and manufacturing, and growth in the contribution of transport, distributive trade, government services, education and training, communications, and other services. The relative contribution of the Services Sector has subsequently risen to over 75 per cent in 2008, following revision in the system of National Accounting.

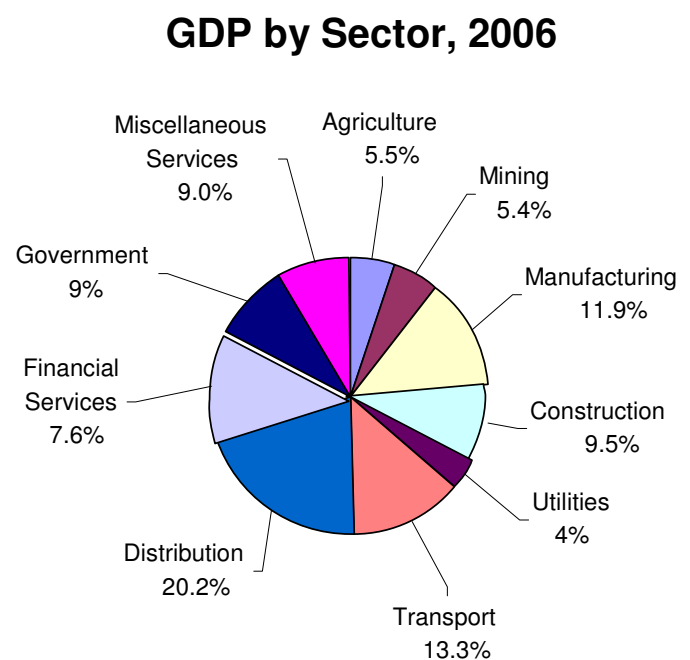


Figure 1: Proportion of GDP by Sector, 2006

When the figures are further disaggregated into industry and sub sectors, as shown in Figure 1, the distributive trade (20%) was and continues to be the largest contributor to GDP followed by transport, storage and communication (13%), manufacturing (12%), government services (9%), and construction and installation (9%), with other sectors contributing the balance. Economic growth experienced up to 2007, was related to construction, exports of bauxite and alumina and tourism. The downturn in the global economy and as a result, the bauxite industry has resulted in negative growth in the 2008 period.

Recently there has been an expansion of the Overseas Employment Programme, with the Ministry of Labour and Social Security collaborating with the Central Okanagan Regional District Economic Development Commission in British Columbia, Canada in a programme that will see up to five hundred (500) persons, skilled in various areas of construction, being employed in various construction projects in Canada.

New large investments in the bauxite/alumina sector and tourism that were beginning to materialise up to 2007 have since been shelved or put on indefinite hold pending the recovery of the Bauxite Alumina Sector. The ICT sector and food processing continue to show favourable growth.

The Jamaican labour force stood at 1,296,100 with 711,200 males and 584,900 females in 2008. (ESSJ, 2008). Labour market participation stood at 65.3 per cent, an increase over the previous period, with a rate of 73.8 per cent for males and 57.5 per cent for females. Total employment was 1,158,800 with an unemployment rate of 10.6 per cent, down from rates of 15-16 per cent a few years ago. Females have more than twice the unemployment rate of males at 14.6 per cent versus 7.3 per cent for males. Employment in large enterprises increased from 132,000 in 2002 to 171,975 in 2006 (STATIN, 2006). In 2008, Own Account employment was estimated to be 37 per cent of the workforce. The large informal sector is estimated at approximately 40.0 percent of the economy.¹²

Table 3 shows changes in employment between 1990 and 2008 by industry grouping. Changes seen in the table primarily reflect the re-orientation of the economy toward services and service occupations. The global economic downturn has also had impact on the orientation of the economy. In this regard, the bauxite industry which has been a major source of employment in Jamaica and a large contributor to the GDP has experienced rapid decline since the global economic recession and has closed at least three plants in Jamaica. As earlier stated, this has reversed the trend towards increased employment in the mining and quarrying sector.

¹² Inter-American Development Bank, *The Informal Sector in Jamaica*, 2006.

Table 3: Employment by Sector 1990 and 2008

	1990	2008	% Change
Goods Producing Sectors			
Agriculture/Forestry/Fishing	239,600	216,500	-9.6
Mining, quarrying and refining	7,200	9,700	34.7
Manufacturing	108,175	71,200	-34.2
Construction/Installation	56,950	110,900	94.7
Services Producing Sectors			
Electricity/Gas/Water	5,375	7,600	41.4
Wholesale/Retail/Hotels/Restaurants Services	163,475	269,700	65.0
Transport/Storage/Communication	34,200	79,700	133.0
Finance/Insurance/Real Estate/Business Services	34,750	74,100	113.2
Community/Social/Personal Services	246,325	317,700	29.0
Industry Not Specified	4,750	1,700	-64.2
Total Employed Labour Force	900,800	1,158,800	28.6

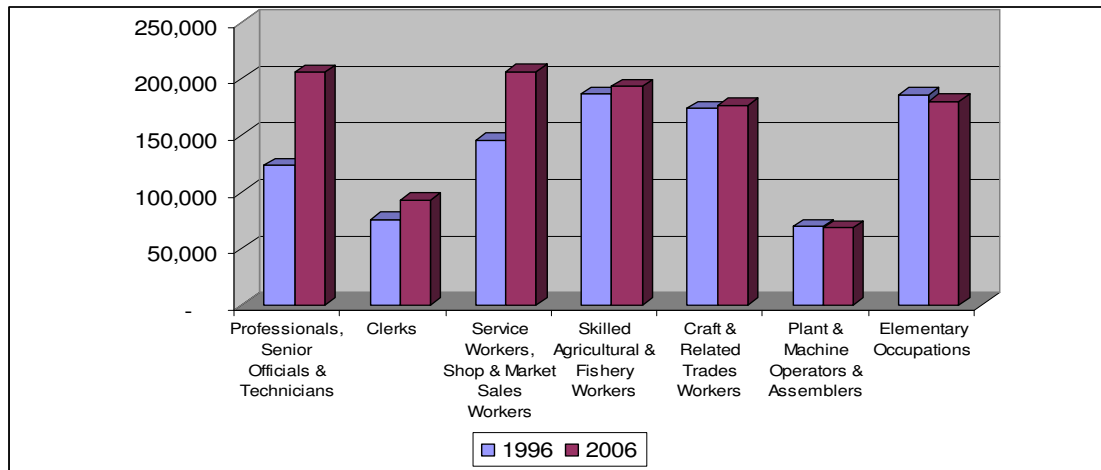
Source: Adapted from the Economic and Social Survey Jamaica, 1990, 2008

Only very modest growth has occurred for plant and machine operators, and craft and related trades workers, while skilled agricultural and fishery workers and elementary occupations declined during the period. These changes reflect the increase in services, the growth in distribution, declines in manufacturing, re-structuring in agriculture, and a continued loss of low-skill elementary jobs.

Figure 2 shows differences in employment by occupational group between the years 1996 and 2006. The number of professionals, officials and technicians has increased the most, along with service workers and shop and market sales, followed by clerks.

The skills demand scenario also is compounded by the high migration rate of Jamaicans which results in a brain drain that is fairly well established (Adams, 2003; Lowell, 2001) and which poses a serious challenge to the education and training system. Large quantities of professionals who have benefited from highly subsidised university education have migrated, and in recent years the USA and the UK have been recruiting large numbers of teachers and nurses. As noted in the introductory section, the qualification profile of the workforce is less than optimal for competitiveness. High migration continually erodes this qualification profile.

Figure 2: Employment by Occupational Group, 1996—2006



Job growth has been limited due to a number of factors that include falling private sector employment results from declines in tradable goods production, large increases in real wages in the latter part of the 1990s, and high crime, which deters job-creating investments.

Table 4 outlines the distribution of 40 occupations in Jamaica, the level of certification, the average years of schooling required for employment in each of them and the average income earned by individuals that work in these occupational fields.

Table 4: Occupations and Levels of Training and Earning in 2001, Jamaica Census 2001

Position	Occupation	Percent of Total	Mean Wage	Employed		Certification			Degree	Rate	Unemployed Average Years of Schooling
				Average Years of Schooling	None	CXC /GCE	Certificate /Diploma				
1	Farmer - Mixed Crop Grower	10.9	114,707	7.8	94.0	3.5	0.3	0.1	1.4	8.1	
2	Domestic Worker – Helper	4.7	144,167	8.5	88.9	7.9	0.3	0.0	10.5	8.4	
3	Building Trade – Mason/Bricklayer	3.4	282,385	9.1	88.3	7.3	0.2	0.1	22.8	9.2	
4	Driver - Car, Taxi, Van	3.1	289,202	9.4	78.1	15.9	0.8	0.0	5.9	9.4	
5	Sales Person – Demonstrator	3.0	229,180	10.2	56.6	35.0	3.3	0.3	12.7	10.2	
6	Sales Person - Market, Street Stall	2.7	188,080	8.9	85.9	10.0	0.3	0.1	3.5	9.4	
7	General Manager - Wholesale/retail	2.7	257,941	9.4	73.6	17.2	2.7	1.3	2.0	10.3	
8	Protective Services – Security Guards	2.3	253,158	9.8	68.0	22.6	2.1	0.4	8.6	9.9	
9	Cook	2.2	222,921	9.6	69.1	20.9	2.3	0.4	11.6	9.9	
10	Mechanic - Motor Vehicles	2.0	284,318	10.0	70.3	20.0	2.1	0.6	11.0	9.4	
11	Textile Worker - Tailor, Dressmaker	2.0	179,691	9.7	72.8	20.2	1.2	0.1	8.0	9.6	
12	Waiter/Waitress Bartender	1.9	204,297	10.0	68.0	25.6	1.1		19.7	9.8	
13	Hairdressers/Barbers/Beauticians	1.7	211,580	10.2	60.5	28.2	3.3	0.1	11.3	10.1	
14	Building Trade - Carpenter/Joiner Construction Labourer - Building, Road,	1.6	271,845	9.4	84.9	11.1	0.2		20.0	9.3	
15	Dam, Grave Etc	1.5	248,400	8.9	86.7	7.5	0.6	0.4	26.4	8.7	
16	Clerk – Secretarial	1.5	379,675	12.1	7.1	51.3	28.2	4.5	8.9	11.5	
17	Clerk - Cashier/Ticket	1.5	241,561	10.8	36.4	49.2	7.6	0.9	14.6	10.7	
18	Vendor - Street, Non-Food	1.4	204,260	9.0	85.7	10.3	0.6	0.1	2.3	9.9	
19	Agricultural Labourer – Farm Hand	1.4	148,074	8.1	90.9	7.1	0.2	0.0	11.5	8.4	
20	Farmer - Field Crops/Vegetables	1.3	93,584	8.0	93.6	3.6	0.2	0.1	1.0	8.3	
21	Sweeper - Street/Park etc.	1.3	164,226	8.4	91.7	5.1	0.0	0.3	14.6	8.2	
22	Business Professions - Accountant/Auditor	1.3	783,003	13.2	2.7	32.9	29.4	28.8	5.2	12.8	

Position	Occupation	Percent of Total	Mean Wage	Employed		Certification			Unemployed	
				Average Years of Schooling	None	CXC /GCE	Certificate /Diploma	Degree	Rate	Average Years of Schooling
23	Vendor - Street, Food	1.2	170,155	8.8	86.5	9.8	0.6	0.1	3.0	7.8
24	Teacher - Primary Education	1.2	423,969	13.4	2.8	21.4	58.1	13.1	1.8	11.4
25	Domestic Worker - Helper in Office, Restaurant etc	1.1	175,330	9.1	80.3	14.6	0.6	0.2	7.8	9.1
26	Driver - Heavy Truck etc.	1.0	334,686	9.4	74.2	18.2	1.1	0.2	7.0	8.9
27	Metal Worker – Welder	1.0	268,755	9.9	74.2	17.2	0.8	0.0	15.7	9.8
28	Building Finisher - Electrician	1.0	311,367	10.4	55.6	30.8	4.6	0.7	11.1	10.1
29	Teacher - Secondary without Degree	0.9	391,810	13.5	2.9	23.2	54.8	14.0	2.3	11.4
30	Wood Worker – Cabinet Maker/Carver	0.9	281,644	9.6	81.3	13.0	1.0	0.0	12.1	9.5
31	Protective Services – Police Officer	0.9	489,576	10.9	23.1	55.8	8.1	1.6	1.4	11.5
32	Building Caretaker	0.9	168,733	9.0	85.9	7.7	0.7	0.2	7.4	9.4
33	Labourer in Manufacturing Operation	0.9	193,416	9.4	76.3	17.0	1.1	0.0	16.9	9.4
34	Housekeeper (incl Warden Butler etc.)	0.8	198,552	9.9	70.0	22.5	1.2	0.2	13.5	9.4
35	Fishery Worker – Fishermen Agent/Representative -	0.8	255,803	8.5	94.3	2.9	0.2	0.2	5.7	9.1
36	Technical/Commercial Sales	0.8	448,028	11.3	22.7	49.4	14.7	4.9	7.6	10.3
37	General Manager – Other	0.7	913,593	11.9	18.9	30.1	20.6	20.1	2.3	11.0
38	Farmer - Horticulture & Nursery Plants	0.7	176,092	8.0	93.7	3.1	1.2	0.0	7.4	8.4
39	Driver – Bus	0.7	308,476	9.7	67.2	23.3	2.7	0.0	7.2	9.0
40	Mechanic - Electrical/Electronic Fitter/Repairer	0.6	342,171	10.5	49.3	35.0	7.3	0.8	9.2	10.4

Source: Heart Trust/NTA

The Ideal Jamaican Worker

In light of the changing global economy along with increasing global competitiveness, and improvements in technology, there is need for the Education and Training system to produce a new kind of worker. This new Jamaican worker will have to be equipped with all the necessary competencies and attitudes that will enable him to be productive and contribute to Jamaica's national development.

The competencies and attributes include:

- strong educational foundation (especially in core areas e.g. English language and mathematics);
- ability to quickly make the transition from school to the world of work;
- ability to solve problems and think critically;
- be keen on productivity;
- high levels of self-esteem and self-confidence;
- excellent communication skills;
- excellent inter-personal relationship skills;
- computer literacy;
- capacity for working in teams; and

- ability to show initiative.

Organizations with employees who possess the above skills and competencies will definitely experience increased productivity and Jamaica as a nation will reap the benefits.

The economic and labour market analyses support the important recommendations for training and workforce development stated below.

- Continue to channel investments in education and training to growing services sector business, especially those that are generating investments, creating employment, and are capable of earning foreign exchange. The growth areas are tourism, especially hotels, construction related to tourism and civil construction (e.g., ports and airports), the distributive trade, especially retail, information and communications services, education, and manufacturing of beverages and processed foods.
- Recognise that migration issues are negatively affecting the accumulation of human capital and that education and training programmes need to be increased. At the same time, recognise the importance of remittances to the economy and continue to participate in overseas employment and training programmes operated in conjunction with the Ministry of Labour and Social Security. These overseas employment programmes, however, require that tourism and hospitality training has sufficient capacity to meet local demand.
- Recognise that globalisation and technology as well as the services economy, are demanding higher levels of basic education, especially the so-called “employability skills”. A services economy demands workers who have a service orientation - helpful, outgoing and able to communicate. These traits must be stressed throughout the system. Job change is often more frequent in services economies and workers must be flexible and able to learn new tasks, jobs and functions. The ability to do this is based on education. Learning programmes need to stress communication and English language, analytic skills to understand and solve problems, team work skills, and personal qualities such as initiative and responsibility.

HOT JOBS IN JAMAICA

In relation to future labour demand, there is a useful analysis of advertised job openings provided at the Ministry of Labour's website at http://www.lmis-ele.org.jm/labourmarket_Analysis.asp. The following is quoted directly.

- Continue to promote the participation of women in training programmes to counteract high female unemployment, which is twice as high as male unemployment.

1. "The period starting May 1, 2002 and ending December 31, 2006 was analysed to ascertain the most frequently advertised jobs in the Jamaican Labour Market. The fifteen (15) hottest occupations were found to be:
2. Lecturer/ Instructor/ Teacher/ Educator [5,756]
3. Director/ Manager [5,716]
4. Marketing/ Sales Representatives/ Associates [4,165]
5. Bartender/Waiter/Waitress [2,170]
6. Receptionist/ (Customer/Client Services) Representatives [2,007]
7. Accountant/Accounting Officer/Executive /Manager [1,818]
8. Executive/ Pastry/ Sous Chef/ Cooks/ Baker [1,562]
9. Administrative / Office Assistant/ Typist/ Secretary [1,339]
10. Cashier [1,249]
11. Security Officer/Guard [1,119]
12. Engineer [714]
13. Principal/Head of School/Dean [650]
14. Information Systems/ Network/ Computer Specialist[1] [649]
15. Consultant/Project Director/Manager/Engineer/Coordinator [619]
16. Nurse [567]

- For the construction sector, focus on assessing, upgrading and certifying existing construction workers. The sector employs over 100,000 workers.

Since May 2002, the largest number of job openings were registered in the occupational category "Professional, Senior Officials and Technicians", followed by the groups "Service Workers and Shop and Market Sales Workers" and "Clerks". Meanwhile, the lowest number was recorded in the "Skilled Agricultural and Fishery Workers" category. Generally, the "hottest career tracks" in Jamaica since May 2002 have been in the following areas:

17. Management
18. Education and Training
19. Sales and Marketing
20. Accounting
21. Engineering
22. Restaurant Services
23. Front Desk/ Administration

- Undertake worker assessment, certification and customer service training in the retailing industry.

At the same time, the "least advertised but popular occupations" included the following:

24. Medical Doctor/ Officer
25. (Pump/ Station) Operator
26. Laboratory Analyst/ Technician
27. Housemother/ Chambermaid
28. Pharmacist/ Pharmacy Technician

These findings show the services orientation of in-demand jobs and also highlight the need for higher level training and diversity of training offerings.

There are 180,000

workers in the category *Service workers, shop and market sales workers*. Additionally, health care has emerged as both a growing area of employment with possibilities for health

tourism. The training of nurses, especially, has emerged as a great need, with Jamaica both exporting and importing nurses. If health tourism becomes a reality, additional demand will be created for nurses, technicians, and other health para-professionals.

SWOT ANALYSYS

This SWOT Analysis presents a review and analysis of the state of training and workforce development in Jamaica, drawing on the analysis in the previous section to identify goals, objectives and strategies necessary to achieve the vision for the sector.

STRENGTHS

- World-class and relevant training model operated by the National Training Agency
- Local expertise to implement training aspect of the National Development Plan
- Employer-funded training system
- Regional and International portability and mobility of HEART/NTA and other certified graduates
- Adaptability, ingenuity and creativity of our people
- Available standards, assessment & certification system using international TVET Qualifications Framework
- Locally based internationally recognized quality assurance bodies
- Solid basic education structure
- Strong private sector

WEAKNESSES

- Low education level of secondary school leavers
- Many unemployed persons not trained/certified
- Large uneducated and uncertified workforce
- Access to affordable training opportunities
- Negative impact of large cohort of at-risk youth on potential trainees
- Inadequate resources of public training institutions
- Lack of information on labour market trends
- Low participation rate of males in education and training at the tertiary level
- Inadequate promotion of CBET regional TVET programme
- Inflexible delivery modalities
-

OPPORTUNITIES

- Large pool of unattached youth available for training
- Strategic location of Jamaica
- English speaking
- CARICOM Single Market and Economy (CSME)
- Training
- Brand recognition of Jamaica for export
- Private sector growth in training
- Investment friendly/attractive
- New businesses in growth areas
- New investment in tourism, construction and mining
- Growing service sector

THREATS

- Crime & violence
- Basic indiscipline in the society
- Delay in training due to natural disasters
- Cultural mindset: "Get rich quick or die trying" mentality which precludes learning a skill
- Unaffordability of training to the average Jamaican
- Inability to retain future – trained workers
- Effect of high interest rates & taxes on business start-ups
- Proliferation of low level jobs from current investments
- Effect of loss/closure of businesses on demand for trained workers

SECTION 4 - STRATEGIC VISION AND PLANNING FRAMEWORK FOR TRAINING SECTOR

The long-term process of planning for the Training Sector is guided by a Vision that describes a desirable future for the sector that can be achieved through the efforts of the stakeholders within a realistic time frame. The Sector Vision was crafted by the Training Task Force through the contributions of the stakeholders represented on the Task Force and at stakeholder consultations held during the Vision 2030 Jamaica planning process.

The Sector Vision is as follows:

“Quality training for productive citizenship and nation building”

Strategic Planning Framework

Strategic Approach

As indicated in the situational analysis, the Jamaican workforce has for years been characterised as largely unskilled with a relatively high proportion of the workforce functionally illiterate. The factors contributing to this are varied and include inadequacies in the educational system as well as societal issues that contribute to low educational achievements for the majority of Jamaicans. It is recognized that these deficiencies will have to be corrected not only by changes to the training and educational systems, but also in the attitudes of the society at large towards learning. In consequence the Training and Workforce Development Sector Plan aims to accomplish the following broad results: the inculcation of a desire to pursue learning and the provision of opportunities for learning throughout the active lives of all Jamaicans; the streamlining and integration of the training system to ensure standardized training levels and consistently high standards of delivery; increase access to training particularly to target unattached youth and displaced unskilled labour; and establish a framework for standardizing the various qualification schemes in Jamaica. The four Goals and Outcomes, for accomplishing these are outlined below.

Goals and Outcomes

Goals	Outcomes
1.0:- A Learning Society is created	1.1. The Value of Learning is promoted
	1.2. Appropriate Policy Support is developed
	1.3. Learning opportunities are increased
	1.4. An ICT literate society is created
	1.5. Career Development is Integrated at all levels and in all areas of training
	1.6. Employability skills and opportunities are increased
2.0:- An integrated and efficient training and workforce development system is established	2.1. Training institutions/facilities are strategically placed geographically
	2.2:- Coordination, accountability and efficiency are at their highest
	2.3. The system of programme offerings is rationalised to reflect institutional strength and community and national needs
	2.4. All stakeholders have access to a nationally integrated training and workforce information system
	2.5. There is strong partnership among all stakeholders
	2.6. Multiple pathways are enabled for efficiency
3.0:- Equal access to training is provided for all	3.1. People with special needs have meaningful access to all training
	3.2. Alternative training modules are provided to increase access
	3.3. The financial resources for training are adequate
	3.4. The training system is seamlessly articulated
4.0 :- A sustainable outcomes /competency based National Qualifications Framework (NQF)	4.1. All stakeholders are aware of, accept, and utilise the NQF
	4.2. CBET is implemented nationally
	4.3. The NQF is aligned with International standards

4.2.3 Sector Indicators and Targets

The proposed indicators and targets for the Training Sector Plan over the period 2009 -2030 are presented in Table 5 below.

Table 5: Training Sector Plan – Indicators and Targets (All data disaggregated by Gender wherever appropriate)

Sector Indicators	Baseline	Targets			Comments
	2007 or Most Current	2012	2015	2030	
1. % of youth that are unattached					
2. % of labour Force with training					
3. % of illiterate adults enrolled in literacy programme					

SECTION 5 - Implementation Framework and Action Plan for the Training Sector

5.1 Implementation Framework

The implementation of the Training and Workforce Development Sector Plan is an essential component of the implementation, monitoring and evaluation framework for the Vision 2030 Jamaica – National Development Plan. The Plan is implemented at the sectoral level by ministries, departments and agencies (MDAs) of Government as well as non-state stakeholders including the private sector, NGOs and CBOs. The involvement of stakeholders is fundamental to the successful implementation of the National Development Plan and the Training Sector Plan.

5.1.1 Accountability for Implementation and Coordination

The Cabinet, as the principal body with responsibility for policy and the direction of the Government, has ultimate responsibility for implementation of the National Development Plan. Each ministry and agency will be accountable for implementing the National Development Plan (NDP) through various policies, programmes and interventions that are aligned with the strategies and actions of the NDP and the sector plans. A robust results-based monitoring and evaluation system will be established to ensure that goals and

Components of Vision 2030 Jamaica

The Vision 2030 Jamaica National Development Plan has three (3) components:

1. **Integrated National Development Plan:**
The integrated National Development Plan presents the overall plan for Vision 2030 Jamaica, integrating all 31 sector plans into a single comprehensive plan for long-term national development. The integrated National Development Plan presents the National Vision, the four National Goals and fifteen National Outcomes, and the National Strategies required to achieve the national goals and outcomes.
2. **Medium Term Socio-Economic Policy Framework (MTF):**
The Medium Term Socio-Economic Policy Framework (MTF), is a 3-yearly plan which summarizes the national priorities and targets for the country and identifies the key actions to achieve those targets over each 3-year period from FY2009/2010 to FY2029/2030.
3. **Thirty-one (31) Sector Plans:**
At the sectoral level Vision 2030 Jamaica will be implemented through the strategic frameworks and action plans for each sector as contained in the respective sector plans. Vision 2030 Jamaica includes a total of thirty-one (31) sector plans covering the main economic, social, environmental and governance sectors relevant to national development.

outcomes of the Plan are achieved. This system will build on existing national and sectoral monitoring and evaluation frameworks and will be highly participatory.

5.1.2 Resource Allocation for Implementation

Vision 2030 Jamaica places great emphasis on ensuring that resource allocation mechanisms are successfully aligned and integrated with the implementation phase of the National Development Plan and sector plans. The requirements to ensure resource allocation for implementation will include alignment of organizational plans in the public sector, private sector and civil society with the National Development Plan, MTF and sector plans; coherence between the various agency plans with the National Budget; rationalization of the prioritisation process for public sector expenditure; and increased coordination between corporate planners, project managers and financial officers across ministries and agencies.

5.2 Action Plan

The Action Plan represents the main framework for the implementation of the Training Sector Plan for Vision 2030 Jamaica. The tracking of implementation of the Training Sector Plan will take place through the Action Plan as well as the framework of sector indicators and targets.

The Action Plan contains the following elements:

- i. Sector Goals
- ii. Sector Outcomes
- iii. Sector Strategies
- iv. Sector Actions
- v. Responsible Agencies
- vi. Timeframe

Goals, Objectives, Strategies and Actions

Sector Goals

1. A Learning society is created
2. An integrated and efficient training and workforce development system is established
3. Equal access to training is provided for all
4. A sustainable outcomes/competency-based National Qualification Framework

GOAL 1: A Learning Society is Created

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
1.1 The Value of Learning is Promoted	1.1.1 Infuse career education in school curricula at all levels	1.1.1.1 Review and update curriculum including the preparation of teachers/trainers/facilitators	2008-2013	HEART Trust /NTA (Career Div.)
	1.1.2 Increase public education programmes emphasizing Lifelong Learning	1.1.1.2 Promote Lifelong Learning (Public Education)	Dev: 2008 – 2010 Imp. 2010/Ongoing	JIS / HEART Trust /NTA
	1.1.3 Expand mentorship programmes - (Big Brother/Little Brother; Big Sister/Little Sister) at all levels	1.1.1.3 Incorporate mentorship component into selected training programmes	2008 – 2011	UWI/UTech/Tertiary Institutions
	1.1.4 Establish Career Development Centres and train persons to	1.1.1.4 Establish Career Development Centres in training institutions and	2008 – 2013	HEART Trust /NTA /MOE

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
	effectively guide individuals 1.1.5 Expand Technical Vocational Education and Training programmes in all schools and training institutions	communities 1.1.1.5 Introduce Broad-Based Curricula in all schools	2008/ongoing	MOE/Tech Voc Unit

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
1.2 Appropriate policy support is developed	1.2.1 Encourage the commitment of political directorate to foster buy-in	1.2.1.1 Establish a public/private sector forum/committee to be chaired by the relevant political representative/s for ongoing development and review of public policy and legislation relating to training	2010/ongoing	HEART Trust/NTA –Lead Agency MIND Private Sector training institutions, Economic sectoral representatives MOE
	1.2.2 Review and improve the Legal Framework for training and work force development	1.2.1.2 Establish a time table for beginning and completing the initial review process	2010 - 2013	As above
		1.2.1.3 Introduce policies and procedures to govern Institutions (was previously 1.2.5)	2012 - Onwards	HEART Trust/NTA /MOE
	1.2.3 Adopt a policy of Lifelong Learning	1.2.3.1 Convene a Task Force for the development of mechanisms for the infusion of LLP 1.2.3.2 Develop a roadmap/mechanism for the infusion of lifelong learning policy into the institutional	2010 2010	Jamaica Foundation for Life Long Learning HEART Trust/NTA

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
		framework for the design and delivery of Techvoc education		
	1.2.4 Promote a culture of advocacy	1.2.4.1 Conduct workshops for middle level and senior staff in policy analysis and advocacy	2011	MIND HEART Trust/NTA
1.3. learning opportunities are increased	1.3.1 Increase the use of technology driven training programmes	1.3.1.1 Equip training institutions with the technology to facilitate learning and the training of teachers/facilitators	2008-2013 On-going	HEART/MICT
		Training for teachers/facilitators in the use of technology in learning	2008-2012	HEART, Training Institutions
	1.3.2 Provide incentives to public and private sector companies and community-based organisations to create learning opportunities	1.3.2.1 Allow Tax incentives to participating organisations	2008-2012	MOF&PS
		1.3.3 Expand cooperative education work-based learning including summer internship	1.3.3.1 Strengthen the National Youth Service programme	2008-2012
		1.3.3.2 Provide opportunities in learning institutions to promote paid employment opportunities for participants	2008-2012	MOE/Learning Institutions
	1.3.4 Utilize public educational institutions for training fully	1.3.4.1 Training institutions collaborate to share resources	2008-2012	MOE/Learning Institutions
	1.3.5 Promote distance education /training programmes	1.3.5.1. Provide resources for distance education delivery	2008-2016	MOF&PS/MOE/HEART Trust
		1.3.5.2 Conduct needs assessment to determine needs and requirements of	2008-2012	MOE/HEARTMLSS

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
	<p>1.3.6 Develop and expand Programmes to cater for the physically and mentally challenged</p> <p>1.3.7 Increase access to funding for learning</p>	<p>persons with special needs</p> <p>1.3.6.1 Develop and enhance facilities to accommodate persons with special needs and increase the numbers of teachers/facilitators in the education and training systems</p> <p>1.3.7.1 Increase collaboration with financial institutions for attractive and affordable loans and scholarships for training</p>	<p>2008-2012</p> <p>2008-2012</p>	<p>MOE/HEART/MLSS</p> <p>SLB/MFPS/Private Financial Institutions</p>

OUTCOMES	Strategies	Specific Actions	Timeframe	Responsibility
1.4. An ITC Literate Society Created	1.4.1 Implement mandatory ICT Training at all levels.	1.4.1.1. Conduct survey to determine the current level of ICT literacy in the country	2008-2012	MOE
		1.4.1.2. Increase –Jamaica Information Communications Technology Literacy Programme (JICTLP)	2008-2012	UWI
		1.4.1.3. Make ICT courses compulsory at all levels	2008-2012	MOE
		1.4.1.5. Mandate computer use in schools at all levels-basic, primary/preparatory, secondary	2008-2012	MOE
		1.4.1.6. Develop and implement National Policy for Training in ICT	2008-2012	MOE
		1.4.2. Promote NGOs and CBOs as focal points for ICT training	1.4.2.1 Devise and implement promotional campaign to develop ICT literacy.	2008-2012
1.4.3. ICT as a matriculation requirement		1.4.2.2 Develop and equip ICT Training Centres	2008-2012	MOE /HEART
		1.4.2.7 Locate focal points at strategic points island-wide	2008-2012	MOE /HEART
		1.4.3.1 Convert public libraries into e-Libraries	2008-2012	JLS/MFPS/MOE
		1.4.3.2 Include ICT as part of standard aptitude test during entry into the civil service, institutions, and in general job placement	2009-2012	Relevant Ministries/Services Commission/PSOJ/JEF

OUTCOME	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
1.5 Career Development is Integrated	1.5.1 Integrate Career Education in all subject areas	1.5.1.1 Institute work programmes and community service as secondary and tertiary level requirement for school leaving certification	2008-2012	M.O.E. JBTE HEART trust/NTA Tertiary Institutions
	1.5.2 Introduce Quarterly Careers Day Symposium to highlight new and emerging jobs.	1.5.2.1 Have organisations in private and public sector stage career workshops and seminars and offer internship and Job shadowing programmes 1.5.2.2 Staging of National Career Exposition	2008-2012	HEART trust/NTA M.O.E. Teachers Colleges MIND MLSS JEF/PSOJ
	1.5.3 Infuse Career Development programmes at the Teachers College and University levels.	1.5.3.1 Train career guidance counsellors/ advisors for all school levels as well as subject/teachers 1.5.3.2 Infuse Career Education into the teaching/learning process 1.5.3.3 Contextualize Career Development Programmes	2008-2012	HEART in collaboration with MIND, TC and universities/MOE/JBTE

GOAL 2: An integrated and efficient training and workforce development system is established

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
<p>2.1. Training institutions/facilities are strategically placed geographically</p>	<p>2.1.1. Ensure that Labour Market analysis is done by locality, region/parish/community level (Labour Market Demand Driven Programming</p> <p>2.1.2 Create centres of Excellence according to where the need arises</p>	<p>2.1.1.1 Conduct Labour Market Analyses learning</p> <p>2.1.2.2 Establish Training facilities for Tourism and Hospitality</p> <p>2.1.2.1 Create additional Centres according to Labour Market Needs</p>	<p>2008-2009 ongoing</p> <p>2009-2012</p> <p>2009-2012</p>	<p>HEART/STATIN/PIOJ</p> <p>HEART/ Govt of Spain</p> <p>GOJ/HEART/NGOs</p>

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
2.2. Coordination, accountability and efficiency are Improved	<p>2.2.1 Strengthen the capacity of NCTVET</p> <p>2.2.2. Introduce a Performance Management system</p>	<p>2.2.1.1. Empower HEART-NTA to work with Secondary Schools and Tertiary Institutions to adopt NCTVET Framework for job certification</p> <p>2.2.2.1. Conduct Training Needs Analysis</p>	<p>2009 – 2011</p> <p>2008 – 2010</p>	<p>MOE/Tertiary Institutions</p> <p>MOE/Tertiary Institutions</p>
2.3. The system of programme offerings is rationalised to reflect institutional strength & community/ national needs	<p>2.3.1. Improve stakeholder Analysis and evaluation mechanisms</p> <p>2.3.2. Regularise Tracer Studies</p>	2.3.1.1. Conduct Tracer Studies for secondary and tertiary TVET oriented programmes	2009 – 2011 Ongoing	MOE, HEART-NTA, Tertiary Institutions

GOAL 3: EQUAL ACCESS TO TRAINING IS PROVIDED FOR ALL

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
3.1. Persons with special needs have meaningful access to training	3.1.1. Undertake Labour Market analysis of the needs of persons with special needs	3.1.1.1 Design and implement appropriate research frameworks 3.1.1.1. Develop and Implement programmes tailored for special groups (Gender-based programmes as well as programmes for the disabled, the elderly)	2009-2012 On-going	HEART Trust/NTA/JCPD/Bureau of Gender affairs
	3.1.2. Create the infrastructure to accommodate persons with special needs	3.1.2.1. Develop and Introduce facilities to support the needs of special individuals (Transportation, scholarships, nutrition, day care infrastructure and ICT)	2008-2012 On-going	MOE in collaboration with the private sector/JCPD/ Bureau of Gender affairs
	3.1.3. Provide incentives to stakeholders to offer special needs programmes	3.1.3.1. Provide Special concessions for the establishment of training programmes for individuals with special needs	2008-2012 On-going	Ministry of Finance and the Public Service
	3.1.4. Increase Financial assistance to the poor/needly trainees	3.1.4.1. Develop partnership with CBOs, FBOs, NGOs, Workplace to provide remedial training	2008-2012 On-going	HEART/NTA, MOE, in partnership with Workplaces, NGOs, FBO, and CBOs
	3.1.5 Increase opportunities to create a more literate population	3.1.5.1. Explore Alternative modes for remedial education e.g. E-Learning, Distance Education, Radio, TV	2008-2012 On-going	HEART/NTA, MOE, in partnership with Workplaces, NGOs, FBO, and CBOs
		3.1.5.2. Expand National Reading Programmes and implement 'Drop Everything and Read' activities	2009-2015 On-going	MOE
	3.1.6 Capacity for Remedial Education improved	3.1.6.1. Engage National Libraries and establish Reading Centres	2008-2015	Jamaica Library Services (JLS)

OUTCOME	STRATEGIES	SPECIFIC ACTION	TIMEFRAME	RESPONSIBILITY
3.2. The use of alternative training modalities is increased to improve access	3.2.1. Introduce technology-based training in all programmes	3.2.1.1. Establish the standard for the use of technology in training delivery	2008-2012	OPM, MOE, HEART, JBTE, IOE, Local and International Partners
	3.2.2. Promote recognition of prior learning	3.2.1.2. Develop and implement a National Policy for technology integration in the delivery of all programmes	2008-2012	NCTVET MIND MOEY JEF JMA PSOJ TRADE UNIONS MLSS
		3.2.1.3. Integrate ICT in the delivery of all programmes in training institutions/ schools	2008-2012	
		3.2.2.1. Increase accredited training organizations	2008-2012	
	3.2.3. Emphasize structured workforce training	3.2.3.1. Develop and implement Programme to provide Participatory Learning	2008-2012	
	3.2.4. Increase emphasis on blended learning			

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
3.3. The financial resources for training is increased	3.3.1 Strengthen partnerships with International Development Partners and Private Sectors	3.3.1.1. Implement Sector-Wide Approach to financing Training and Workforce Development	2009-2012 On-going	PIOJ, MFPS in collaboration with IDPs and other stakeholders
	3.3.2 Mobilize support of Diaspora	3.3.2.2. Provide Incentives to the Diaspora to enlist their support for Training and Workforce Development (TWD) institutions	2009-2012	MFPS
	3.3.3 Increase grant and foundation funding	3.3.3.1. Arrange partnerships with Industry leaders for the provision of grants and foundations to support TWD	2008-2012 On-going	MOE/HEART Trust/NTA
	3.3.4 Introduce innovative financing model for education and training with an emphasis on needs assessment and targeted interventions	3.3.4.1. Provide Student financing mechanism via the SLB and private financial institutions for TWD with Flexible loan arrangement	2008-2010 On-going	Ministry of Finance and Public Service

OUTCOME	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
3.4. Improved seamless articulated Training System	3.4.1 establish MOU between providers	3.4.1.1 Refine existing qualification frameworks to ensure that there is vertical and horizontal articulation between programmes	2009-2012 On-going	MOE in collaboration with institutions and quality assurance bodies
	3.4.2 Establish a policy framework to enable a seamless articulated system	3.4.2.1 Establish understanding and mechanisms/procedures among institutions	2009-2012 On-going	MOE in collaboration with institutions and quality assurance bodies

GOAL 4: A sustainable outcomes/competency based National Qualification Framework is established

OUTCOME	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
4.1 Increase the awareness, acceptance and use of the NQF by all stakeholders	4.1.1 create A policy paper and legislated	4.1.1.1. Conduct Stakeholder consultations 4.1.1.2. Establish Cross-sector committee 4.1.1.3 develop Draft Policy Draft Policy Promoted and revised Legislate Policy	2008-2012	MOE
	4.1.2 Institutionalize an NQF Framework to a broader range of providers	4.1.2.1. Conduct Broad stakeholder consultations 4.1.2.2. develop and implement/Agreements	2008-on going	MOE MIND JBTE UWI UTECH CCCJ NCU IUC
	4.1.3 Institute a public awareness programme	4.1.3.1. Advertising and promotional Plan developed 4.1.3.2. Advertising and promotional plan implemented	2008 – 2020 On-going	MOE JIS

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
4.2. CBET expanded nationally	4.2.1. Increase the Involvement and buy-in of stakeholders in the development of CBET training programmes	4.2.1.1. Develop and implement partnerships and agreements (MOUs)	2008-2018	MOE HEART UWI UTECH ICC NCU CCCJ JBTE
	4.2.2. Promote CBET nationally	4.2.2.2. Implement Promotional programmes 4.2.2.3. Promote advertising and promotional programmes	2008 – on-going	MOE HEART JIS Ministry of Labour
	4.2.3. Form lead groups for identification of job competencies	4.2.3.1. recommend and contact experts practitioners 4.2.3.2. Lead Groups formed	2008-2030 (ongoing)	HEART/NCTVET
	4.2.4. Integrate CBET into all HRD recruitment and evaluation functions	4.2.4.1. conduct stakeholder consultations 4.2.4.2. Establish HRD Committee 4.2.4.3. Develop National policy 4.2.4.4. Legislate and Implement National Policy	2008 - 2020	MFPS/ Services Commission HMRAJ

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
4.3. The NQF and certification are internationally recognized	4.3.1 Disseminate the requirements of NQF to all stakeholders	4.3.1.1 Stakeholder consultations conducted 4.3.1.2 Requirements of NQF to stakeholders disseminated	2008 - 2030	MOE
	4.3.2 Align local standards with internationally accepted standards	4.3.2.1 International standards sourced 4.3.2.2 International and local standards aligned(See 4.2.3)	2008 – on-going	NCTVET
	4.3.3 Promote collaboration between HRD in firms and training institutions	4.3.3.1 Promote partnerships between HRD in firms and training institutions 4.3.3.2 Establish agreements between HRD in firms and training institutions ed	2008 – on-going	HEART HMRAJ
	4.3.4 Ensure membership with internationally accredited bodies	4.3.4.1 Establish contact with internationally accredited bodies 4.3.4.2 Complete requirements for membership with internationally-accredited bodies	2008 – on-going	MOE UCJ HEART

6. Monitoring & Evaluation Framework for the Training Sector

Institutional Arrangements

A number of institutions and agencies, including the following, will be involved in the monitoring and evaluation framework for the National Development Plan and the Training Sector Plan:

1. **Parliament:** The Vision 2030 Jamaica Annual Progress Report, will be presented to the Parliament for deliberations and discussion.
2. The **Economic Development Committee (EDC)** is a committee of Cabinet chaired by the Prime Minister. The EDC will review progress and emerging policy implications on the implementation of Vision 2030 Jamaica and the relevant sector plans.
3. **The National Planning Council (NPC)** is a consultative and advisory body which brings together top decision-makers in the Government, private sector, labour and civil society. It is proposed that the NPC accommodates discussion on the Plan at least once every quarter as a national consultative forum on the implementation of Vision 2030 Jamaica.
4. The **Vision 2030 Jamaica Technical Monitoring Committee (TMC)**, or Steering Committee, is to be chaired by the Office of the Prime Minister and will provide oversight for the technical coordination and monitoring of the Plan and reporting on the progress of implementation.
5. The **Vision 2030 Jamaica Technical Secretariat** to be institutionalized within the PIOJ will play a leading role in coordinating implementation, analyzing social and economic data and information, consolidating sectoral information into comprehensive reports on Vision 2030 Jamaica's achievements and results, maintaining liaisons with sectoral focal

points in MDAs, and supporting the establishment and operation of Thematic Working Groups.

6. Ministries, Departments and Agencies (MDAs) represent very important bodies within the implementation, monitoring and evaluation system. They are the Sectoral Focal Points that will provide data/information on a timely basis on the selected sector indicators and action plans, and be responsible for the timely preparation of sector reports that will feed into the Vision 2030 Jamaica Annual Progress Report. For the Training Sector Plan, the main MDAs comprising the relevant Sectoral Focal Point will include HEART Trust/NTA, MIND, NGOs, FBOs, and CBOs that are delivering training programmes.
7. **Thematic Working Groups (TWGs)** are consultative bodies aimed at providing multi-stakeholder participation in improving the coordination, planning, implementation and monitoring of programmes and projects relevant to the NDP and sector plans, including the Training Sector Plan. TWGs will be chaired by Permanent Secretaries or senior Government officials and shall comprise technical representatives of MDAs, National Focal Points, the private sector, Civil Society Organizations and International Development Partners. TWGs will meet a minimum of twice annually.

Indicator Framework and Data Sources

Appropriate indicators are the basic building blocks of monitoring and evaluation systems. A series of results-based monitoring policy matrices will be used to monitor and track progress towards achieving the targets for the NDP and sector plans, including the Training Sector Plan. The performance monitoring and evaluation framework will be heavily dependent on line/sector ministries for quality and timely sectoral data and monitoring progress.

The results-based performance matrices at the national and sector levels comprise:

- At the national level, 60 proposed indicators aligned to the 15 National Outcomes

- At the sector level, a range of proposed indicators aligned to the sector goals and outcomes
- Baseline values for 2007 or the most recent past year
- Targets which outline the proposed values for the national and sector indicators for the years 2012, 2015 and 2030
- Data sources which identify the MDAs or institutions that are primarily responsible for the collection of data to measure and report on national and sector indicators
- Sources of targets
- Links to existing local and international monitoring frameworks such as the MDGs

Some gaps still exist within the performance matrix and a process of review to validate the proposed indicators and targets is being undertaken. This process is very technical and time consuming and requires significant cooperation and support from stakeholders and partners. The performance monitoring and evaluation framework will be heavily dependent on ministries for quality and timely sectoral data and monitoring progress. The system will benefit from our existing and relatively large and reliable statistical databases within the Statistical Institute of Jamaica (STATIN) and the PIOJ.

Reporting

The timely preparation and submission of progress reports and other monitoring and evaluation outputs form an integral part of the monitoring process.

The main reports/outputs of the performance monitoring system are listed below.

1. **The Vision 2030 Jamaica Annual Progress Report** will be the main output of the performance monitoring and evaluation system.
2. **The annual sectoral reports** compiled by the Sectoral Focal Points for submission to the Vision 2030 Jamaica Technical Monitoring Committee. These will be integrated into the Annual Progress Report.

3. **Other products** of the performance monitoring system include issues/sector briefs and research reports.

Capacity Development

There is recognition that building and strengthening technical and institutional capacity for the effective implementation, monitoring and evaluation of the NDP and the Training Sector Plan is critical for success. This calls for substantial resources, partnership and long-term commitment to training MDA staff. Training needs will have to be identified at all levels of the system; a reorientation of work processes, instruments, procedures and systems development will have to be undertaken; and staffing and institutional arrangements will need to be put in place.

Partnership with the Management Institute for National Development (MIND) and other institutions will also be required to provide training in critical areas such as results-based project management and analysis, monitoring and evaluation, and data management to public sector staff and others.

KEY SUCCESS FACTORS

Corporate and opposition buy in	Funding issues	Planning and implementation issues	Relevant programmes/processes
To get buy in to the process	Significant increase in the number of scholarships, grants & easily repayable loans available to learners	Effective coordination	School curriculum adjusted to make them relevant and dynamic
Selling the programmes to the targets	Resources	Strategic planning	Development of learning solutions
Effective marketing/promotion	Adequate financial resources	Project management approach to implementation	
The public is aware and is educated about the Plan	Reaching marginalized groups	Relevant policy and programmes support	Improving on behaviour modification
		Improvement in information dissemination	Providing greater access to training
		Effective implementation strategies for the Plan	Strategic location of institutions to accommodate access
		Facilitating and assessing learning using CBET	Providing flexible learner centred training opportunities
		Training and development needs identification	Increase access to training and greater numbers of learners accessing training opportunities
		Competent and committed staff	Support structure for marginalization
		Adequate supply of quality human resources	

APPENDIX 1

The Human Employment and Resource Training Trust/ National Training Agency (HEART Trust/NTA)

The HEART Trust/NTA is mandated to enable public and private technical and vocational education and training institutions to efficiently produce adequate numbers of skilled and semi-skilled workers largely for the productive sectors of the economy. The short-term aim is to reduce the number of uncertified workers by 50 per cent by 2008. The Agency is dependent on the involvement of Private Sector Employers for financing (via contributions)¹ and providing on-the-job skill training opportunities. The organization also sets standards, develops curricula, administers examinations and accredits training programmes for the country through the National Council on Technical Vocational Education and Training (NCTVET).

The HEART Tax has proven to be an effective mechanism for financing the development and administration of the training system in Jamaica. As a consequence, the organisation is viewed globally as a world-class organisation and has been used as a bench mark throughout the English speaking Caribbean and elsewhere in the world. HEART Trust/NTA has received CARICOM approval to issue the Caribbean Vocational Qualification, a Technical Vocational Education and Training certification usable across the region.

Programs and Services

Programs and Services include institution based, community based and firm based training. The organisation has been focusing on broadening the modalities and number of training opportunities available and on the standardisation of the training system in the island. The organisation finances the Technical High School Programme, the TVET Rationalization Project¹ and directly administers training in over 28 Institutions islandwide and over 100 special church based and community based training institutions. They also administer the School Leavers Training Opportunities Programme (SLTOPS) under which school leavers are placed in firms where they may receive job experience and training, and the Apprenticeship programme. The organisation has been focusing on broadening the modalities and number of training opportunities available and on the standardisation of the training system in the island. To this end, they have sought to streamline the certification of all training programmes accredited by them to ensure that programmes certified at a particular level may be at the same standard regardless of the modality for training delivery. Included, is the provision of support to school based TVET programmes to facilitate the acquisition of vocational certification at the secondary level. They have also added to their institution based programmes, with the introduction of the Enterprise Based Training Programme (EBT). Under this programme, HEART Trust/NTA certifies training delivered within firms in approved skill areas and offers financial assistance to the firms for the delivery of training. They have also sought to broaden the level of certification of Jamaican workers by the introduction of a scheme for recognising prior learning. Under this scheme, experienced workers may be tested and certified at the level of skill demonstrated by them.

ENROLMENT AND OUTPUT OF SKILLED AND SEMI-SKILLED MANPOWER FROM NON-FORMAL HUMAN EMPLOYMENT AND RESOURCE TRAINING/ NATIONAL TRAINING AGENCY PROGRAMMES 2005 – 2006

SKILL AREAS	2005						2006					
	ENROLMENT			OUTPUT			ENROLMENT			OUTPUT		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
Agricultural	694	848	1 542	500	534	1 034	472	595	1 067	277	316	593
Apparel and Sewn Products	130	2 757	2 887	67	1 894	1 961	116	2 736	2 852	63	1 853	1 916
Art & Craft	132	192	324	35	141	176	192	241	433	88	170	258
Beauty Care Services	36	1 164	1 200	17	727	744	73	1 708	1 781	24	1 253	1 277
Building Construction	6 787	679	7 466	3 828	143	3 971	10 892	598	11 490	7 748	418	8 166
Cabinet Making	532	20	552	239	9	248	673	20	693	526	15	541
Commercial Skills	2 075	6 000	8 075	1 543	4 192	5 735	6 394	13 019	19 413	3 791	7 133	10 924
Early Childhood Care and Other Education/Training Skills	47	1 842	1 889	36	898	934	148	2 613	2 761	79	1 422	1 501
Hospitality	2 764	8 611	11 375	1 698	5 438	7 136	4 581	12 461	17 042	3 000	7 788	10 788
Information & Communication Technology	3 111	5 728	8 839	1 714	3 780	5 494	5 629	9 569	15 198	4 174	7 710	11 884
Machine & Appliance Maintenance/ Repair	2 205	186	2 391	1 299	125	1 424	2 867	128	2 995	1 712	80	1 792
Transportation/Automotive Trade	2 727	240	2 967	1 361	184	1 545	3 268	152	3 420	2 282	111	2 393
Other Skills	2 114	2 522	4 636	1 244	1 381	2 625	1 951	2 318	4 269	1 408	1 413	2 821
TOTAL	23 354	30 789	54 143	581	19 446	33 027	37 256	46 158	83 414	25 172	29 682	54 854

Does not include Remedial and Continuing Education Programmes

Source: Planning and Projects Division, Human Employment and Resource Training/ National Training Agency

APPENDIX 2

LIST OF TASK FORCE MEMBERS

Mr. Donald Foster (HEART/NTA, Chair)
Dr. Jon Jones (Dental Auxiliary School)
Ms. Claire Spence (USAID)
Mr. Thomas McArdle (HEART/NTA)
Mr. Wayne Robinson (Jamaica Independent Schools Association.)
Mr. Fritz Pinnock (Caribbean Maritime Institute)
Mrs. Paulette Dunn Smith (HEART/NTA)
Dr. Leila McWhinney Dehaney (Ministry of Health)
Mrs. Ruby Brown (Management Institute for National Development)
Mr. Clive Grossett (HEART/NTA)
Dr. Marcia Stewart (JBTE)
Mr. Steven Kerr (PIOJ)
Miss Natalie Leiba (PIOJ/UWI)
Mr. Charles Clayton (PIOJ)
Miss Herma Maxwell (PIOJ)

APPENDIX 3

LIST OF ACRONYMS

CASE	College of Agricultural Sciences Education
CBO	Church Based Organization
CBET	Competency Based Education and Training
CCCJ	Council of Community Colleges of Jamaica
CSEC	Caribbean Secondary Education Certificate
CVQ	Caribbean Vocational Qualification
EXED	Excelsior Community College
FBO	Faith-Based Organization
GDP	Gross Domestic Product
GTZ	German Agency for Technical Cooperation
HEART Trust/NTA	Human Employment and Resource Training Trust/National Training Agency
HISEP	High School Equivalency Programme
HRMAJ	Human Resource Management Association of Jamaica
HRD	Human Resources Development
ICT	Information Communications Technology
IICD	International Institute for Communications Development
IT	Information Technology
IUC	International University of The Caribbean
IVETA	International Vocational Education and Training
JBTE	Joint Board of Teacher Education
JEF	Jamaica Employers Federation
JICTLP	Jamaica Information Communication Technology Programme
JIS	Jamaica Information Service
JLS	Jamaica Library Service
JMA	Jamaica Manufacturing Association
LLP	Life Long Learning Policy
MFPS	Ministry of Finance and Planning
MIND	Management Institute for National Development
MLSS	Ministry of Labour and Social Security
MOE	Ministry of Education
MOU	Memorandum of Understanding
NCTVET	National Council on Technical Vocational Educational Training
NCU	Northern Caribbean University
NGO	Non-Government Organization
NQF	National Qualifications framework
PAG	Plan Advisory Group
PIOJ	Planning Institute of Jamaica

PSOJ	Private Sector Organization of Jamaica
SLB	Students Loan Bureau
STATIN	Statistical Institute of Jamaica
TWD	Training and Workforce Development
UCJ	University Council of Jamaica
UTech	University of Technology
UWI	University of the West Indies
VTDI	Vocational Training Development Institute

REFERENCES

Crow Cal, Dr. *Career Development as a Vehicle for Improving Learning and Creating Successful Futures*, Centre for Learning Connections, USA, 2004

Fox, Kristin. *Mapping Unattached Youth in Jamaica* IDB, 2003

Inter American Development Bank (IDB). *The informal Sector in Jamaica*, IDB, 2006

Jamaica Employers Federation (JEF). *State of the Industry Report on Training and Development*, JEF, Kingston, 2004 – 2008

Planning Institute of Jamaica (PIOJ). *Economic and Social Survey Jamaica*, PIOJ, Kingston, 2002- 2008

Statistical Institute of Jamaica (STATIN). *Labour Force Survey*, STATIN, Kingston, 2006 – 2008

World Economic Forum. *Global Competitiveness Report and Index*, 2006