**Labor Market Analysis and Review of Training Programs and Linkages to Employment to support the preparation of CSJP III Jamaica**

**Prepared for the Inter-American Development Bank in consultation with the Project Execution Unit (PEU) of the Ministry of National Security of Jamaica**

**FINAL DRAFT**

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# Acronyms

|  |  |
| --- | --- |
| ALMP | Active Labor Market Program |
| BSJ | Bureau of Standards Jamaica |
| BY.ND | Building Youth for National Development Program |
| CAO | Community Action Officers in the PEU |
| CAP | Career Advancement Program of the MOE |
| CASE | Computer Application Software for Empowerment program of JFLL |
| CASE | College of Agriculture, Science and Education |
| CBO | Community Based Organization |
| CEZ | Caymanas Economic Zone |
| CSEC | Caribbean Secondary Education Certificate |
| CSJP | Citizens Security and Justice Project |
| CXC | Caribbean Examinations Council |
| DBJ | Development Bank of Jamaica |
| ELE | Electronic Labor Exchange |
| FSU | Financial Services Unit of the JBDC |
| HEART Trust/NTA | Human Employment and Resource Training Trust-National Training Agency (statutory organization of the MOE) |
| HOH | Head of Household |
| ICS | Institutional Capacity of the State Division of the Inter-American Development Bank |
| IDB | Inter-American Development Bank Inter-American Development Bank |
| IIRQ | Institute of International Recognized Qualifications |
| IMF | International Monetary Fund |
| IRC | Incubator and Resource Centre of JBDC |
| JAMPRO | Jamaica Promotions Corporation (Jamaica’s agency for foreign investment in Jamaica, part of Ministry of Industry and Commerce) |
| JBDC | Jamaica Business Development Corporation (agency of Ministry of Industry and Commerce) |
| JFLL | Jamaica Foundation of Lifelong Learning in the MOE |
| JEEP | Jamaica Emergency Employment Program in MLSS and other Ministries |
| JSIF | Jamaica Social Investment Fund |
| KMA | Kingston Metropolitan Area |
| KURP | Kingston Urban Renewal Program |
| LMK | Labor Markets and Social Security Unit of the Inter-American Development Bank |
| M&E | Monitoring and Evaluation |
| MIDA | Micro Investment Development Agency |
| MLSS | Ministry of Labor and Social Security |
| MNS | Ministry of National Security |
| MOE | Ministry of Education |
| MSME | Micro, Small and Medium-sized Enterprises |
| NCB | National Commercial Bank |
| NCTVET | National Council on Technical and Vocational Education and Training |
| NGO | Non-Governmental Organization |
| NYS | National Youth Service |
| OJT | On-the-Job Training |
| QA | Quality Assurance |
| PATH | Program of Advancement through Health and Education of the MLSS |
| PEU | Project Execution Unit of the Citizens Security and Justice Project in the Ministry of National Security |
| PIOJ | Planning Institute of Jamaica |
| PMRD | Project Management & Research Department of JBDC |
| SLTOP | School Leavers Training Opportunities Program of HEART Trust-NTA |
| STATIN | Statistical Institute of Jamaica |
| TEF | Tourism Enhancement Fund |
| UNDP | United Nations Development Program |
| UWI | University of the West Indies |
| WELLS | Workplace Education in Literacies and Life Skills program of JFLL |
| YUTE | Youth Upliftment through Education program of the Private Sector Organization of Jamaica |
| UTECH | University of Technology |

**Inter-American Development Bank**

**Citizens Security and Justice Program (CSJP)**

**Labor Market Analysis, Training Programs and Linkages to Employment for CSJP III**

# Introduction and Background

The Institutional Capacity of the State Division (ICS) and the Labor Markets and Social Security Unit (LMK) of the Inter-American Development Bank (IDB) commissioned this consultant study on the Jamaican labor market, the Citizens Security and Justice Program (CSJP) beneficiary pool, and the training and labor market services programs that prepare individuals for employment to identify promising areas for training and employment programs under the CSJP III program currently in the preparation phase. The report is intended to review both key demand features and provide the first outside review of the labor market activities under CSJP I and II.

Regarding labor demand, the report includes a description of the labor market in Jamaica, the overall employment outlook including growth projections (if available data allow this), and suggestions about occupational areas in which training programs may lead to employment opportunities for beneficiaries, especially where gaps exist between supply and demand for workers. The report also examines data from the CSJP Project Execution Unit (PEU) to describe the existing beneficiary group and the employment outcomes achieved by the project (if known). It also provides an inventory analysis of all training and vocational programs that exist in Jamaica, draws conclusions about gaps between available training and growing or emerging occupational areas, and makes recommendation on how to improve the quality and efficiency of the employment component of the program. Annexes provide detailed data for CSJP employment oriented programs, a complete listing of vocational training programs in Jamaica, and overseas employment opportunities.

The report was prepared based on field missions the weeks of July 15-24, 2013 and November 11-15, 2013 which are detailed in Annex 1, as well as desk review of principal documents and data provided to the consultant. It was presented at a meeting on November 11, 2013 of the principal ministries of the Government of Jamaica in the CSJP III who provided oral comments incorporated into this final version.

The report references, where appropriate, three key design considerations for the third phase of the CSJP, discussed during the IDB Mission the week of 15 July 2013. The first design consideration being sustainability of the CSJP model which requires planning for how a whole government approach might unfold (e.g. many functions should be integrated within national programs) and, specifically for how an education and training component/services would or should transition over time into one or more of the Ministries, in this case the Ministry of Education (MOE) including HEART Trust-NTA and Jamaica Foundation for Lifelong Learning (JFLL), the Ministry of Labor and Social Security (MLSS) which operates the Steps to Work program and offers employment services through the Electronic Labor Exchange (ELE) and the work of the staff, and the Ministry of Industry, Investment and Commerce where the Jamaica Business Development Corporation is housed. A second consideration was that the CSJP should not be limited to the 50 communities now targeted and additional communities may be added. A third consideration, given the continued complexity of the beneficiary pool, is the need for more psycho-social support in the project with the addition of more social workers, counsellors and psychologists to support the CSJP activities.

# Education and Training Services of the CSJP Project Execution Unit

Education and training services under the CSJP are an integral component of the project to reduce the risk of crime and violence by providing improved employment and earnings of project participants, as well as additional pro-social activities in healthy learning environments that improve life skills and promote self-esteem and self-discipline among participants. The Project Execution Unit (PEU) unit does not operate education and training services directly, but arranges, approves, finances and monitors education and training services offered by a range of education and training providers. These services are procured by paying the individual tuition costs of participants to a set of providers the unit has had positive experiences with, and not through a competitive process to select training providers.

**Structure:** The overall CSJP services are organized at the community level in three regions, the Kingston Metropolitan Area (KMA) which has 23 target communities, the Central Region with 13 communities (St. Catherine 7, Clarendon 4, St. Mary 1 and St. Anne 1), and two parishes in the Western Region: St. James (12 communities), and two communities in Westmoreland parish at Savanna la Mar and Negril. As the organization chart below shows (Figure 1) each region has a Community Action Coordinator and additional staff including Community Action Officers (total equals 13 across regions), a Social Worker, and a cadre of Assistant Community Action Officers (38 across the regions). The KMA includes a Job Placement Officer and an M&E Liaison Officer. The Assistant Community Action Officers generally live in the target communities and mobilize participation among participants in education and training programs offered through the CSJP, and the CSJP Special Projects Unit aids the recruiting process through local meetings and distribution of brochures. The Senior Community Action Coordinator in the KMA provides a degree of overall leadership to the education and training efforts. The organization chart is shown in Figure 1. Total staffing headcount is 95 of which only three are ancillary workers (office attendants (2) and driver (1) with the 38 Assistant Community Action Officers the largest category of workers.

**Figure 1: Organization Chart of CSJP Project Execution Unit**

Job Placement Officer

M&E Liaison Officer

Community Action Coordinator Central

Senior Community Action Coordinator KMA

Community Action Coordinator West

Community Action Officers (3) St. Catherine, Clarendon, Gayle & Steer Town

Assistant Community Action Officers (9)

Special Projects Coordinator

Community Action Officers

(6)

Assistant Community Action Officers (19)

Community Action Officers

(4)

Assistant Community Action Officers (10)

Special Projects Officer

Social Worker

Social Worker

Social Worker

Communications/ Social Marketing Coordinator

Communications Officer

Social Marketing Resource Officer

Financial Procurement Specialist

HR Coordinator

IMIS Coordinator

Accountant

Documentation Officer

PM Business Process Re-engineering

Budget Reconciliation Officer

Accounts Payable Clerks (3)

Receptionists (2)

Project Analyst

MIS Officer

Training Officer

Program Manager

Business Development Consultant

Monitoring & Evaluation MNS

Compliance Coordinator

Administrative Assistant

Senior Community Action Officers (2)

Admin. Asst./ Secretary

Flankers Peace & Justice

Office Attendant

Payroll Clerk

Documentation Assistants (2)

Office Attendants (2)

Driver

Program Manager

**Programs and Participation Levels:** CSJP offers a surprisingly large range of program options for participants including Vocational Skills Training, Pre-Vocational Programs (remedial education and life skills), On-the-Job Training, Internships, Homework Centers, CXC CSEC[[1]](#footnote-1) preparation and pre-CSEC coursework, Summer Employment, and a Tuition Support program aimed mostly at tertiary level participants. The PEU works on making job placements for all the regions, although this area is modestly resourced with only one full-time worker. The programs and participation levels are shown in Table 1 with additional detail in Annex 2.

It must be noted here that the format for keeping data on the education and training activities is limited, as acknowledged by the PEU. The data stored record each program for which the PEU purchased spaces, the number of participants, and the inclusive dates for the program. So this is an example of what is kept:

|  |  |  |  |
| --- | --- | --- | --- |
| **Vocational Training Programs KMA** | **# of Participants** | **Start Date** | **End Date** |
| Stella Maris - Early Childhood Level 1 | 10 | 11-May | 11-Nov |
| Lister Mair Gilby- Cosmetology Level 1 | 2 | 11-Apr | 11-Nov |
| Kingston Central S.T.C - Food Prep Level 2 | 28 | 11-Mar | 11-Jun |

The reason for noting this is that many of the activities arranged by the PEU are sequential in nature and beneficiaries participate in more than one activity. In the vocational training category, e.g., a Level 1 program followed by a Level 2 program. Participants also move from one category to another, e.g. from pre-vocational to vocational training, and vocational training to internships. Because of this, the total number of discrete participants cannot be calculated from the data supplied. So below the number of activities rather than participants is discussed.

The data supplied by the PEU show a total of 10,763 education, training and employment activities since May 2010. Of these, 5,196 were Tuition Support payments, 1,919 were vocational training activities, 1,092 were summer employment placements, 599 were internships, 484 were pre-vocational activities, 451 were on-the-job training, 346 were CXC preparation, 326 were job placements, and 80 were in homework centers.

In the vocational skills training area the PEU has placed 1,282 participants in 22 different vocational skill areas including 10 multi-skill programs, using 47 different providers, and delivering 87 vocational programs in total. There were also 14 pre-vocational programs, seven CXC preparation programs and two homework center programs. Six vocational programs did not list a specific skill area and are thus not counted, and 26 scholarships were awarded on an individual basis for vocational training programs to unlisted skill areas, so the total number of skill areas may be larger. The largest providers have been Operation Friendship providing ten programs for 426 participants and two pre-vocational programs for 64 participants, while HEART Trust-NTA provided 26 programs for 237 participants. About half the learners were placed in only four skill areas of the 22 total offerings: Food Preparation 370, Electrical Installation 331, Early Childhood Education 235, and Welding 234.

A complete listing of vocational courses follows:

* Education: Early Childhood Levels 1-3,
* Construction & Engineering: General Construction Levels 1 and 2, Welding & Fabrication Levels 1 and 3, Welding Levels 2 and 3, Welding & Mechanical Maintenance Levels 2 and 3, Electrical Installation Levels 2 and 3, Electrical Installation and Welding, Masonry Level 1
* Automotive: Auto Mechanics Levels 1-3, Automotive Engine Systems Level 1
* Business: Business Administration Level 2
* Hospitality: Housekeeping Level 1 and 2, Food Prep Levels 1-3, Food Prep & Housekeeping Level 2
* ICTs: Web Page Designing Level 2, Data Operations Level 2, Data Entry Level 1
* Manufacturing: Furniture Making Level 2, Garment Construction Level 1
* Services: Cosmetology Level 1, Barbering Level 1
* Health Care: Practical Nursing, Scrub Tech Certification
* Social Services: Social Welfare, Phase 5 - Social Work Certification, HWT Youth Empowerment Program

This is a large set of offerings providing a range of choices for participants, and all vocational training offerings feature certification provisions through arrangements with the National Council on Technical and Vocational Education and Training (NCTVET). The PEU also provides sufficient programming to get participants to Levels 2 and 3 in the NCTVET vocational qualification framework. In this framework Level 1 produces a semi-skilled worker, Level 2 produces a skilled worker, and Level 3 produces technicians, supervisors and own-account workers. One suggestion here is for strong linkage between vocational training and internship, and to consider that to be truly qualified at Level 2 and even more so at Level 3 requires sufficient work experience to achieve real recognition by an employer. With most internship offerings now at one year this is feasible. It would also be sensible to focus on strong Level 2 programs as the main offerings.

It would be useful to map the location of all the vocational training programs in relation to the 50 target communities as data is insufficient now to complete this.

One concern arising from the data contained in Annex 1 is the somewhat large number of participants that would appear to be in one vocational training class, with figures of 25 and 30 learners, while others are so much larger it is understood there are several sections. The (national) standard for HEART Trust-NTA class size is 16 to 20, unless there is convincing evidence of sufficient space, equipment and instructional personnel to handle a larger group. A second concern related to this is training too many people in one geographic location in a particular skill area, for example training 133 participants in General Construction in one Operation Friendship program. It is not at all probable that over 100 participants could be placed in internships or employment at one time. The PEU explained how this program then eventuates in on-the-job training with the Jamaica Defense Force and while this is desirable, the program might have also offered a number of other construction qualification rather than just the General Construction qualification (which aims at producing general contractors). A third concern is the rationale behind some of the “multi-skill” programs that combine rather disparate skills, e.g. Auto-Mechanics and General Construction - Level 1, and using those resources to get a participant to one Level 2 qualification may be better. On the other hand, a multi-skill program such as that offered at the National Tool and Engineering Institute of Electrical Installation, Welding, and Mechanical Maintenance, all at Level 2 is a quite sensible multiple skill offering. Multi-skilling is usually done to achieve a more robust cluster of related skill sets in two or more related occupational areas.

Finally, given the range of program options and sequences and the variability within the target group, there is a need for a better information system to manage and measure education and training activities.

**Table 1: CSJP Education and Training Programs and Participation by Region 2010-2013**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Region/Program** | **2010** | **2011** | **2012** | **2013** | **Total** |
| **KMA** |  |  |  |  |  |
| Vocational | 166 | 576 | 337 | 203 | **1,282** |
| Pre-Vocational | 40 | 87 | 40 | 111 | **278** |
| Tuition Support Scholarship | 0 | 2,173 | 760 | 409 | **3342** |
| Summer Employment | 0 | 311 | 109 | 108 | **528** |
| Homework Centre | 0 | 0 | 0 | 0 | **0** |
| CXC Prep | 0 | 148 | 99 | 39 | **286** |
| On-the-Job Training | 27 | 0 | 194 | 230 | **451** |
| Internship | 0 | 121 | 105 | 83 | **309** |
| Job Placements | 0 | 83 | 100 | 55 | **238** |
| **Sub-Total** | **0** | **3,499** | **1,744** | **1,238** | **6,714** |
| **Central** |  |  |  |  |  |
| Vocational | 0 | 210 | 221 | 0 | **431** |
| Pre-Vocational | 0 | 0 | 40 | 0 | **40** |
| Tuition Support Scholarship | 0 | 161 | 325 | 188 | **674** |
| Summer Employment | 0 | 64 | 110 | 120 | **294** |
| Homework Centre | 0 | 0 | 2 | 0 | **2** |
| CXC Prep | 0 | 0 | 0 | 0 | **0** |
| On-the-Job | 0 | 0 | 9 | 13 | **22** |
| Internship | 0 | 45 | 44 | 49 | **138** |
| Job Placements | 0 | 17 | 3 | 11 | **31** |
| **Sub-Total** | **0** | **497** | **754** | **381** | **1,632** |
| **Western** |  |  |  |  | **0** |
| Vocational | 0 | 126 | 80 | 0 | **206** |
| Pre-Vocational | 0 | 61 | 105 | 0 | **166** |
| Tuition Support Scholarship | 0 | 246 | 438 | 496 | **1,180** |
| Summer Employment | 0 | 118 | 109 | 43 | **270** |
| Homework Centre | 0 | 35 | 0 | 45 | **80** |
| CXC Prep | 0 | 0 | 60 | 0 | **60** |
| On-the-Job | 0 | 0 | 13 | 8 | **21** |
| Internship | 0 | 63 | 57 | 32 | **152** |
| Job Placements | 0 | 12 | 26 | 18 | **56** |
| **Sub-Total** | **0** | **661** | **888** | **642** | **2,191** |
| **Grand Total** | **0** | **4,657** | **3,386** | **2,261** | **10,537** |

Source: Data supplied by the CSJP PEU (revised 11/2013).

When we examine the data by region by year as shown in Table 1, the number of activities has declined to less than half what it was in 2011 moving from 4,657 in 2011 to 2,261 for so far in 2013, but some activities increased such as summer employment in Central region and tuition support in Western, and of course the 2013 data are only to July. According to the PEU, this relates mostly to project funding. Internships declined in the KMA and Western region while holding steady in Central. Vocational training has declined in the KMA and Western region and in Central for this year. Pre-vocational programs show a gradual increase in participation across regions with a large gap in KMA for 2012. Seven CXC preparation programs were mounted, but none in Central. Only two Homework Centre programs were offered, both in Western since 2011. Given this as baseline information, it would be useful to set targets and budgets by region for different services using this baseline data as one input, and then monitoring to ensure following (or modifying) an overall plan.

**Table 2: CSJP Education and Training Programs, Providers, and Participants by Program and Region**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Program** | **Region** | **Number of Programs** | **Number of Providers** | **Number of Participants** | **Expenditure** | **Average Unit Expenditure** |
| **Vocational Skills Training** | KMA | 67 | 29 | 1,282 | **J$ 95,208,440** | **J$ 49,613.57** |
| Central | 17 | 11 | 431 |
| West | 6 | 6 | 206 |
| **TOTAL** | **89** | **49** | **1,919** |
| **Pre-Vocational Programs** | KMA | 7 | 6 | 278 | **J$ 19,662,696** | **J$ 40,625.40** |
| Central | 1 | 1 | 40 |
| West | 5 | 4 | 166 |
| **TOTAL** | **13** | **11** | **484** |
| **On-the-Job Training** | KMA | 4 | 2 | 451 | **J$ 70,600,201** | **J$ 156,541.47** |
| Central | 0 | 0 | 0 |
| West | 0 | 0 | 0 |
| **TOTAL** | **4** | **2** | **451** |
| **Homework Centres** | KMA | 0 | 0 | 0 | N/A | N/A |
| Central | 0 | 0 | 0 |
| West | 2 | 1 | 80 |
| **TOTAL** | **2** | **1** | **80** |
| **CXC CSEC Preparation** | KMA | 6 | 4 | 286 | N/A | N/A |
| Central | 0 | 0 | 0 |
| West | 1 | 1 | 60 |
| **TOTAL** | **7** | **5** | **346** |
| **Internships** | KMA |  |  | 309 | **J$ 54,886,368** | **J$ 91,630.00** |
| Central | 138 |
| West | 152 |
| **TOTAL** | **599** |
| **Tuition Support program** | KMA |  |  | 3,342 | **J$ 122,827,092** | **J$ 23,638.78** |
| Central | 674 |
| West | 1,180 |
| **TOTAL** | **5,196** |
| **Summer Employment** | KMA |  |  | 528 | **J$ 6,313,200** | **J$ 5,781.32** |
| Central | 294 |
| West | 270 |
| **TOTAL** | **1,092** |
| **Job Placement** | KMA |  |  | 239 | N/A | N/A |
| Central | 31 |
| West | 326 |
| **TOTAL** | **596** |

Source: Data supplied by the CSJP PEU (revised 11/2013). N/A = Not Available

Table 2 shows a likely need for more pre-vocational offerings in Central region and improvements in on-the-job training spaces in both Central and Western regions. Job placement statistics are weak in Central, but summer employment there is strong.

In terms of total expenditure (also shown in Table 2) Tuition Support has the largest expenditure (cumulatively) at nearly $123m followed by vocational training at $95m, on-the-job training at $70.6m, and internships at $54.8m. If these last two are added together as one larger on-the-job program the total is $125.5m. This table also reports the average unit cost of activities with the highest unit cost at J$156.5k for on-the-job training, followed by Internships at $91.6K, vocational training programs at $49.6k (a surprisingly low unit cost), and prevocational programs at $40.6k. Surprisingly, the average Tuition Support payment is only J$23.6k. The accounting system could not readily produce accurate figures for Homework Centers and CXC preparation as these costs were lumped in with other CSJP service categories.

To participate in the education and training set of activities of the CSJP, the participant completes a data form which includes some basic identifying data and the education and training interests of the participant. This form is used to help the planning of services, although the data are not entered into an actual computerized database but used manually by the staff. The project does not perform formal needs assessment of the participants, rather, it relies on the informal exchange over the interests and possibilities suggested by the participant on the data form and discussed in interviews. There are sometimes problems with birth certificates and address verification for participants. CSJP arranges Opportunity Fairs which bring services such as the Registrar of Births to the community to address these kinds of problems. Since the offerings are so varied, the Needs Assessment process could be improved and standardized, and the use of a database on participants’ characteristics, service plan and milestones in implementing a service plan is needed.

**Vocational Skills Training:** The vocational training programs arranged are quite diverse ranging from early childhood care and housekeeping, to electrical installation and welding, to food preparation, to practical nursing and social work. Annex 2 contains a complete listing of the vocational skills training offerings through the PEU since 2010. These offerings involve a variety of public training providers including HEART Trust-NTA, Excelsior Community College, Dunoon Technical High School, NGOs such as Operation Friendship, St. Patrick’s Foundation and YMCA, and a number of smaller vocational training centers, many of which receive financing from HEART Trust-NTA as community based training providers. Almost all the programs can lead to NCTVET certification. They also list two incidences of “Various Skills Training-Scholarship Recipients” where CSJP offered individual scholarships to cover tuition in (unnamed) vocational skills training programs.

**Pre-Vocational Training:** These programs are offered to prepare participants to enter an actual vocational training program and they offer a combination of both academic remediation and skill upgrading, and life skills. A total of 13 programs have been offered since 2010 by 11 different providers serving 484 participants across the regions.

**On-the-Job Training:** This has only been offered in the Kingston Metropolitan Area. The largest provider has been the Jamaica Defense Force program piloted beginning in 2010 and continued in two subsequent phases training the majority of participants in this category at 434; with Portmore HEART Academy reported as supervising an on-the-job training program for 17 participants in 2010 (although a PEU staff member said this was not actually an on-the-job training program).

**Internships:** A total of 599 participants have been placed in the Employment Internship Program (EIP) since 2010 with KMA at 309, Central at 152, and Western at 152 participants. Participants are placed on Internship for up to 2 years, although generally for one year. The PEU tries to place all individuals who complete vocational skills training programs in an internship, an excellent practice in terms of effectiveness in leading to employment. Since the cost of supporting internships is likely expensive, many experts would say limiting sponsored internships to about six months after training should be considered; otherwise this may be more of a subsidized employment program. Given the economic situation, however, and the fact that participants get a full year’s experience, the one year internship for this group is warranted in many cases. Internships were initially intended to be six months but according to the PEU factors leading to a longer period included the economic conditions and the experience with employers who were more likely to retain participants with a full year of experience who were then seen as assets to the employers, as they had acquired the required technical skills and, importantly, the social skills to be employable. Linking Internships to the training and certification processes should be a principal focus in this area.

**Homework Centers:** Only one such program has been implemented so far in the Western region with two batches of learners. These would be aimed at the younger portion of the youth group, but why there has been only one is not clear.

**CSC CSEC preparation and pre-CSEC coursework:** The PEU provides support for individuals with no CSEC passes to study to earn passes in English and Mathematics; for individuals who already have these two subjects the project will finance two additional CSEC subjects. Only seven CXC programs were implemented by CSJP, with six in the KMA and one in the Western region. Expansion of this program is recommended as CXC qualifications are so important in the labor market for those who can achieve them. There are a lot of private/commercial providers of CXC preparation courses, and more of these could be considered as service providers, as they cater to a fairly large and diverse clientele. Interestingly, the program in the Western region is based on E-learning; it would be important to know how well this works and whether it is replicable if it is effective, as remedial training would perhaps be more attractive to participants in an e-learning setting. A stronger CXC preparation with more participants across the regions is desirable.

**Summer Employment:** The PEU arranged a total of 1,092 summer employment experiences across the regions, with 528 in the KMA, 294 in Central and 270 in Western. Since these are mostly unstructured experiences, this program provides some valuable work experience for participants at the low average cost of about J$5,800 per activity.

**Tuition Support:** This program provides partial payment of approximately 50% of the cost of tuition for participants who can matriculate to tertiary education. Tuition support is provided mostly for tertiary students in the final year and penultimate year, although some students are at the secondary level with the PEU paying school fees. For tertiary assistance demand is high and decisions were taken to focus on the final years. In recent years no assistance is offered for years one and two, and beneficiaries must apply annually. Recipients are expected to undertake 120 hours of voluntary service.

**Job Placement:** One Officer in the KMA specializes in job placement with one person assigned in the Central region to provide some job placement services under some direction from the Specialist in the KMA. Since 2011 the project has placed 326 participants in jobs with KMA placing 239, Central 31, and Western 56 participants. From the data it is not possible to compute a job placement rate, and this should be addressed as this rate is a key performance indicator. It is also not clear from the data maintained, which categories of participants were placed in jobs, e.g. vocational training participants vs. tuition support recipients although these are tracked for Internship and On-the-Job training participants in the KMA.

**Stipends:** The CSJP PEU pays a stipend of between JA$700 and $1,000 per day, depending on transport costs for all participants in education and training programs. Stipends are paid directly by the PEU. The training organization is responsible for keeping the attendance registers and submitting them to CSJP. Attendance as per these registers is reviewed by the Community Action Officers (CAO) responsible and a submission made to management to approve payment. Upon approval, Accounts processes the payment after doing a final check. Bank drafts are collected by the CAO who takes them to the training provider, or in some instances, the trainees collect the bank draft at the PEU. Providers have no responsibility to administer the stipends.

**Some Key Issues for the PEU:** The PEU has done a remarkable job of implementing an education and training program for CSJP and has made significant efforts to complement training programs with additional modalities including pre-vocational, CXC preparation, an on-the-job training program and internships. There is need for additional resources (personnel) to increase job placement. The PEU also expresses a need for additional support in the psycho-social services area with access to a psychologist, counsellors and perhaps additional social workers. The PEU reported it does encounter uneven quality among the providers, less than optimal responsiveness and flexibility of some providers, and sometimes encounters difficulties with the assessment and certification processes of the NCTVET in the vocational programs, so problem solving of these problems is essential.

One question is the actual carrying capacity of the current program and organization as the annual participation has not grown and whether this reflects mostly budget constraints or other factors. A second issue is the absence of needs assessment and individual planning, business development services, sufficient counselling and psycho-social supports for participants, and sufficient job preparation and job placement services. This report discusses the trends and evidence for “comprehensive training programs” which include all of these services below. A third issue is an inadequate data collection and information management system for monitoring and reporting clearly without double counting and showing gender, and seeing the relationship between different interventions and employment outcomes, possibly for different groups. A fourth is that the program purchases spaces from programs, and does not use competitive procurement methods as these are cumbersome to administer. While there is nothing wrong with purchasing spaces, this approach could be complemented with competitive procurement of more customized training for meeting the needs of the target group. A customized qualification could call for a program certifiable by NCTVET at Level 2 in an in-demand occupation area like Sales Representative, with additional content in the areas of language and communication, a more intensive life skills program, an internship component, and job placement or business development services.

# Target Group Characteristics and Programming Considerations

This section seeks to link target group characteristics to considerations about implementing training programs. The term “target group characteristics” pertains to the characteristics of members of communities involved in the CSJP. The program does not have a database containing information about the social and economic characteristics of the target population or participants in CSJP programs. It is a good idea to have more information about the group, perhaps by requiring all residents who participate in some CSJP program to supply basic information about employment status, age group, educational background and financial situation. This will help in setting priorities and making decisions with limited resources. There are already community profiles produced by the Social Development Commission that are helpful and should be consulted for local community planning.

The best programs use targeting strategies that can be adjusted to both the needs of particular groups as well as individual needs. An intervention strategy for young urban men should be different than one for rural adult women, for example, and each should be tailored to overcoming the main barriers to employment among different sub-groupings. On the individual level, some participants need more services than others. One individual may need remedial education, plus life skills, plus technical training, plus assistance to get work experience and a job, while another can enter an on-the-job training program directly that will lead to employment; some may only need employment services like job search and job placement. Low income youth may need more remedial education, a youth-focused life skills program, more intensive skills training, workplace training, and even more intensive job placement services. The barriers to employment and appropriate types of training interventions are described in Honorati and McArdle (2012) and shown below in Table 3.

**Table 3: Barriers to Employment and Types of Training**

|  |  |
| --- | --- |
| **Barriers/Constraints** | **Type of Training** |
| Insufficient basic cognitive skills | Basic skills, literacy and numeracy, “second chance” education programs |
| Lack of job-specific skills, technical skills mismatch | Technical & vocational skills |
| Lack of behavioral skills relevant for jobs | Life skills |
| Job searching strategies and techniques | Basic job readiness skills, ICT |
| Insufficient entrepreneurial skills | Entrepreneurial skills training |

*Source: Honorati, M. and McArdle T. The Nuts and Bolts of Designing and Implementing Training Programs in Developing Countries, World Bank, May 2012.*

The target group is geographically disbursed over (at least) 50 communities in seven parishes, and is essentially diverse in terms of gender, income, educational background, values and attitudes, etc.. These are the most troubled communities in terms of crime, but the social characteristics underneath this fact are the basis of intervention in terms of education and training. Some common conditions across these communities are poverty, poor infrastructure, housing and sanitation, poor schools, and a low number of businesses and opportunities in the community. The main social deficits among the target group that inhibit decent employment are low education levels, a lack of marketable skills, and the behavioral skills to function in the world of work.

Regarding the barrier to employment of insufficient basic cognitive skills and from educational deficits we can see a range of different problems: low literacy among the older adults, incomplete secondary education in terms of secondary CXC CSEC subject passes for many younger participants who may have completed 11 years of schooling, or school dropouts who also have no secondary qualifications, but more severe deficits. All of these groups have fundamentally weak educational foundations, but the emphasis of an intervention may be slightly different. Training programs need to take this problem into account. Literacy programs, remedial programs customized based on where participants fall in terms of basic literacy and numeracy, CXC preparation programs, and so called “second chance” education programs are all appropriate interventions. The second barrier, lack of job skills, is generally addressed through vocational training, a primary focus of this paper. This includes center-based training, community-based training, work experience, on-the-job training, and internship programs.

The third barrier to employment is social and behavioral skills. The intervention in this area is generally called Life Skills programming. Evidence about life skills training is suggesting this type of intervention is critical to effectiveness of interventions with the disadvantaged poor. It should be pointed out, however, that a life skills program can also be customized according to things such as age grouping, urban-rural, and male and female participants. Life Skills programs include topics such as conflict management, sexuality, substance abuse, as well as personal finance, family and gender relations, and other areas relevant to group needs. An improved CSJP education and training program should consider investing in improvements to life skills programs to make them more customizable and powerful. This suggestion was made in the IDB consultancy pertaining to the Steps to Work program as well. Some training providers are able to integrate basic cognitive skills and life skills into vocational instruction, but it is probably the exception rather than the rule, so most jurisdictions deliver Life Skills programs as a discrete component.

Residents of these communities send signals to prospective employers through their language and demeanor that they may be from one of these communities. The people who live in these communities are affected by stigma and employment discrimination based on the community of origin. Employers fear that if they employ someone from a volatile community the worker will be compromised by criminals and the employer will be targeted by those criminals. They may have low self-esteem and poor social skills (shyness, aggressiveness, not knowing how to relate to others not from their background, etc.). Some are engaging in risky behavior in terms of gang affiliations, criminal associations, drug use, and risky sexual behavior (for disease, unwanted pregnancy, promiscuity, prostitution). A proportion of the target group may already be criminally labeled with a police record, or may have been incarcerated one or more times.

Some additional considerations about the target group have to do with barriers to participation. These include child care problems, the cost of transportation and participating generally, and opportunity costs of participation. Many of the prospective female clients have young children, but may or may not have a child care arrangements. Since both training and job opportunities are mostly outside the community, nearly all participants will depend on public transport at a certain cost. Since they are away from home, any full time participation presents the question of paying for a meal during the participation time. Opportunity cost is a big factor for all those with low-level but critical employment, especially among the men. Ways of reducing opportunity costs are stipends to compensate for this cost, as well as scheduling of programs outside of normal working hours. In the area of remedial interventions, there is a motivational barrier to complete remedial programs. There is also the potential barrier of stigma for participation. Some participants will prefer to travel away from the home area rather than attend a program with a weak reputation in their community, particularly so for pre-vocational and vocational training. Finally, some participants are unable to pass community borders and cross the territory of an opposing community. The use of community organizers and neighborhood benevolent groups may mitigate this problem.

The Steps to Work remedial interventions through JFLL have a very low completion rate. This problem is sometimes counteracted by including the remedial components within a vocational training program itself to make this learning more relevant to the individuals. Cognitive and behavioral skills are woven into the HEART-NCTVET standards, but in general vocational instructors are not very good at imparting these cognitive skills effectively, so usually some compensatory remedial instruction is conducted separately. Improving the effectiveness of remedial programs offered to CSJP clientele should be a component of the education and training interventions implemented.

Finally, thought should be given to what might be called special needs groups among the larger target group. Some have physical or mental disabilities while others have undiagnosed and untreated learning disabilities. Reaching these groups usually requires more elaborate case planning, diagnostic services and specialized education and training services. The PEU data show two individuals trained at Lister Mair Gilby School for the Deaf in cosmetology, and two in business skills at the Abilities Foundation, and hopefully this participation could be much higher. A second group is the correctional population. In 2012, 1,766 males and 160 females were admitted to adult correctional facilities, while 5,225 juveniles were placed under supervision of the courts. Some proportion of this number is also released each year, many to these target communities. Re-integration of this group would be a high priority in a program aimed at reducing crime. Finally a proportion of the target group is traumatized by abuse and violence and needs psychological treatment to benefit from some other services. CSJP should develop a clear plan and goals for participation of persons with disabilities and the correctional populations, including juveniles.

## Programming Considerations for CSJP III

1. **Pre-vocational programming:** A pre-vocational program will generally consist of Life Skills and Employability Skills, possibly with additional education upgrading or remediation. In the programs conducted for CSJP the remedial aspect is rather prominent as it should be, as all those with low literacy or who dropped out of school need remedial education. So the issue for CSJP is a pre-vocational program that includes all three aspects of Life Skills, Employability Skills and Remediation into a coherent and effective design. How effectively these are combined in current CSJP pre-vocational programs is not completely clear, and CSJP has implemented pre-vocational interventions on only seven occasions in the KSA and once in the central region. It is not clear from CSJP data whether pre-vocational participants move on to actual vocational training and this should of course, be a performance indicator.

Life Skills training, a combination of conflict management, self-esteem building, values clarification, interpersonal relations skills, substance abuse prevention, sexuality management and similar skills will be extremely important to fully incorporate within the CSJP education and training actions. Right now this aspect is handled by whatever vocational training or pre-vocational training provider or other program participants enter and thus there is no standard. A powerful, modular life skills course customizable to different groups (male and female youth, young adults, older adults and for rural participants) by specially trained facilitators could be developed and implemented. This project activity is also proposed for Steps to Work, as the programs on offer throughout Jamaica do not maximize the power of this intervention. These programs mainly address attitudes and behaviors.

Employability skills are also important and should be part of training. These can be offered in tandem with Life Skills at the entrance point in the program. The skills include language and communication with a workplace emphasis, job and workplace related mathematics, teamwork exercises, and computing skills. This type of program provides practical skills that all workers need to enable work in the formal sector. HEART/NCTVET programs have a Unit called “Communicating Effectively in the Workplace” and one or two others that could be certifiable by an NCTVET authorized assessor.

1. **Remedial programming:** While CSJP has relied upon pre-vocational programs to offer remedial training, the main provider of remedial education in Jamaica is the Jamaica Foundation for Lifelong Learning (JFLL). JFLL conducts the remedial portion of pre-vocational training in some programs. Many participants will need remedial education to enter and succeed in a vocational training program. JFLL has a new Chair and Executive Director and has said it intends to develop toward offering an alternative secondary education qualification as the main intended outcome of participation. For the sake of sustainability CSJP should work with JFLL toward a partnership that provides relevant, flexible remedial education services to CSJP participants. Some learners may only need remedial interventions like what JFLL provides, and not the full pre-vocational intervention, however, increasing the pre-vocational programs will have more power, and if JFLL participates, all the better.

JFLL offers a literacy screening for Steps to Work participants that could be useful in a diagnostic, needs assessment process conducted in the CSJP III design.

1. **Vocational Training:** In addition to working with current successful vocational skills training providers, CSJP III should form a stronger partnership with HEART Trust. This partnership should (1) streamline the admissions process for CSJP participants; (2) ensure additional service provisions such as counseling support, vocational needs assessment, stipend support, and additional job preparation and job placement services; (3) assist in developing stronger outreach and stronger and more relevant programming for the CSJP participants; (4) get HEART involved in setting up additional community based training programs for target communities, possibly using a cost sharing approach with a transition to HEART funding during the project’s duration; (5) improve the efficiency of the assessment process for CSJP participants; (6) provide a means to work together on program development issues related to the CSJP participants and their needs (such as improved entrance testing coordinated with remedial education providers); and (7) incentivize HEART Trust-NTA to improve its responsiveness and effectiveness with this target group, and the CSJP III could support this partnership.

During CSJP III the PEU should procure some vocational training services through competitive procurement. A partnership or close relationship with the MLSS Steps to Work program should be developed that may enable MLSS to assume responsibility for the vocational training program. With its diverse group of other private and public providers, the CSJP should focus on working with the most successful and weeding out the ineffective, encouraging and perhaps requiring accreditation of high performing providers, and focusing on some new training areas consistent with those described later in this report as areas with supply-demand gaps.

1. **Internships:** Internships, combined with technical training and life skills, have proven to be the best way to get the disadvantaged into employment. They provide an environment for skill development and refinement, social interaction that builds employability, and work experience for a resume. Everyone who gets vocational training should enter internships and ensuring this should be a main performance indicator. Internships with this group need monitoring, support and troubleshooting to enable participants to succeed. Most jurisdictions use internship lengths of three to six months, while CSJP reports having internships for up to two years, but generally one year long. The most contemporary programs insist that training providers show internship arrangements prior to receiving a technical training contract. This acts as an indicator of demand for the training, as well as the probability that participants will indeed get an internship. In some programs the learners in a vocational training program are placed on internship in intervals, e.g. two weeks after the first month or two of training, followed by a lengthier period after completing the technical portion of training.
2. **Job Preparation and Job Placement Services:** These two services go hand-in-hand and will boost employment, one of the overarching objectives. These are the most cost-effective services. More resources need to go into this area to augment and complement the services of the one full-time now staff member currently assigned island-wide. HEART has a job readiness program that could be explored, and greater linkage with the Electronic Labor Exchange of the MLSS as it expands and develops its operations is needed.
3. **Business Development Services:** Given that so many of the participants work in the informal economy, a current trend is to offer business development services and entrepreneurship training to the disadvantaged, often in combination with remedial education oriented toward the kinds of work settings and the cognitive skills needed to participate more effectively in the informal economy. The World Bank is having some success with this approach in African countries.[[2]](#footnote-2) For others, acquiring a skill at a high enough level will enable more entrepreneurial activity and own-account work, and business development services are appropriate for these participants. The Jamaica Business Development Centre (JBDC) is a respected and responsive business development agency serving Jamaica with offices in most parishes and an Incubator in Kingston. In the interest of sustainability a partnership should be established between CSJP and JBDC to provide services for CSJP participants, and the CSJP III could support this partnership. The parties are working on a Memoradum of Understanding.
4. **Counseling Services:** This target group requires counseling support to (a) make appropriate decisions about a plan and follow through actions to assist the individual with education and training leading to employment; (2) support the participant during the experience; (3) conduct crisis intervention for participants who need it; (4) to act as an advocate for the participant when necessary. There are no counseling services available to participants in education and training built into the program, and this should be addressed in the design of CSJP III.
5. **Needs Assessment and Case Planning:** Given the diversity of the sub-groups, the large individual differences among participants, and an even larger programming menu, the CSJP III program should develop a Needs Assessment and Case Planning methodology to follow to assist the participant and the program to reach informed decisions about the services the participant will engage in that will increase the likelihood of employment.

A Needs Assessment (or Employability Assessment or some similar term) should include an education profile, a social profile of financial, family and personal issues, a career interest and aptitude aspect, and a plan that takes these factors into account and addresses them with a program plan for the participant that genuinely addresses their needs and will be effective or sufficient to reach the employment outcome. The education profile should include the number of grades of schooling attained and school types the participant attended, all education certifications attempted and achieved, as well as the results of a screening diagnostic that would measure reading skills and basic mathematics competency, and perhaps English language. A social profile consists of family information, the type of residence and community in which the participant lives, contact information, peer group, financial information on earnings and costs of living, other services the participant is involved with or should be involved with such as PATH, personal issues and problems including any disabilities and possible learning disabilities, delinquency, involvement with drugs and alcohol, issues with partners and children, and the impressions of an experienced case manager, particularly focusing on attitude and motivation. Career interests and aptitudes can be identified through both interviews as well as through testing if needed. HEART Trust has a useful interest test and can also test for aptitudes (though it does not often do this). This section of the needs assessment would also capture any vocational training the participant had in the past.

The Needs Assessment is the tool used to identify the barriers to employment faced by the participant, and the results are used to create a Case Plan for the participant. It will help to identify more concretely and to justify what services the participant is going to need to succeed. The Case Plan (or whatever name is selected) should be an agreement with the participant implemented by the participant with the help and support of a case management specialist (or whatever name is chosen). The Case Plan, a short document, would describe an intended course of action overall, and the specific sequence of activities for the participant to engage in, such as, pre-vocational training to vocational training, with whatever additional support services may be required, followed by, perhaps, on-the-job training and job preparation and job placement services. Tracking should include a follow-up period of six months to a year, and the employment status and earnings should be captured, along with some measure of job quality such as National Insurance Scheme payments, or any fringe benefits such as health care.

All of this data would be inputted into a computer system that would then also be used to track the participant’s progress toward implementing the plan and becoming employed. Having these plans will also assist the PEU to predict where resources may also need to flow in terms of program offerings.

1. **Case Management**

Based on the Case Plan, each case is then proactively managed by a specialist to achieve the expected outcome: employment or (at least) increased employability. Case management personnel are usually provided with some degree of autonomy and authority to implement the Plan, make adjustments as necessary, and be the primary interface between the CSJP III program and the participant. The case manager[[3]](#footnote-3) conducts or oversees the Needs Assessment process and develops the Case Plan with the participant, sets up the activities called for in the plan, makes referrals for other services and ensures cohesiveness of the related services with the overall plan, including advocacy on behalf of the client, keeps the records up to date on the information system, monitors participation in the activities and ensures at least monthly contact, provides coaching and counseling, writes a monthly report, troubleshoots problems that arise that affect participation in the activities, coordinates activities, and plays a role in the participant obtaining employment, and follows up the client for a period of time after all activities are complete.

In some jurisdictions case management personnel are empowered to allocate resources by devoting more resources to those most in need, while requiring that some less needy clients move aggressively and directly toward employment. Some jurisdictions use more specialized personnel for the job placement aspect of the program, while in others case management personnel develop specializations with particular types of clients/participants. Bloom *et al* (2003)[[4]](#footnote-4) report that employment offices in the USA achieved significant gains in employment and earnings of participants using a case management approach, placing an emphasis on personalized service and quick job entry.

Mazza (2011)[[5]](#footnote-5) summarizes research that suggests a strong focus on work activities and quick work entry, along with manageable caseloads, personalized attention and close contact, use of job placement specialists and job search activities to produce better employment and earnings outcomes, and that case workers who focus effort in this way achieve better results than “those who placed more stress on meeting the expressed needs of the unemployed.”

1. **The ex-offender population:** It may be that specialized programs need to be developed aimed at this particular group. In the section on available vocational and after high school education programs found at Annex 4, only one program aimed at the correctional population is observed, the Cornerstone Ministries programs operating at Gun Court Prison and General Penitentiary. This is the only training provider with experience providing training to this target group, as far as could be learned. CSJP III might want to explore possibilities with Cornerstone and any other organizations with experience to address the needs of this particular group. Another alternative is to place training programs in correctional institutions, or to allow participation in training via a program that releases inmates daily to participate in training.
2. **Other special needs groups:** Persons with disabilities, physical, mental and learning disabilities, drug and alcohol clients all can benefit from participation, but may need special learning aids and materials, longer training periods, additional support services, and special arrangements for assessment in vocational training. It is not desirable to segregate the disabled in specialized training facilities, however, and a healthy training system works to ensure that persons with disabilities can participate. This may also require more advocacy work by the PEU staff, and consideration of how the different agencies should respond to their needs.

# What Works in Education and Training for Disadvantaged Groups?

The evidence of what works in assisting the disadvantaged to become employed is found in the literature about social protection under Active Labor Market Programs (ALMPs). This section reviews some of the literature covering the effectiveness of different ALMPs, including vocational training and labor intermediation services, and how countries organize and finance such services generally contracting for services.

## Active Labor Market Programs

Some of the most important literature includes three “meta-analyses” that look at multiple studies, one on ALMPs on the whole, one about youth programs, and the third about training programs. In examining ALMPs as a whole Betcherman (2004)[[6]](#footnote-6) found that:

* Employment services including counselling, job placement services, job matching, and labor exchanges generally improve employment and earning of participants and their low cost makes a good case for cost-effectiveness.
* Training has a positive effect on employment, but not on earnings, but findings in developing countries were less positive. Women benefit more than men. On-the-job training with high employer involvement is more effective than classroom training or short skills training programs in a training institution. Programs that integrate training with remedial education, employment services and other social services have more positive impacts.
* Wage and employment subsidies have generally not had positive benefits for participants in boosting employment and earnings.
* Public works programs can be an effective short-term safety net, but public works do not improve future labor market prospects for participants.
* Micro-enterprise development/self-employment assistance showed some evidence of positive impacts for older and better-educated workers. However, participation among target groups is low.
* Betcherman largely found that developing country trends mirrored developed countries where most of the literature is, although to be fair he only had 2-4 developing country analyses in his study.

This paper goes on to describe “ingredients for successful interventions” as comprehensive packages of services, programs tied to actual labor demand and linked to actual workplaces, along with careful targeting, while noting that “program impacts are usually more positive when the economy is growing.”

The Youth Employment Inventory data (also) analyzed by Betcherman *et al*[[7]](#footnote-7)showed an increasing incidence of positive impacts from programs that offer multiple services, i.e., combinations of vocational training, job and/or life-skills training, job search assistance, entrepreneurial services, and a range of other social and employment-related support services. Another study[[8]](#footnote-8) examining the same data concluded that the effectiveness of programs is less related to the specific type of intervention than to the targeting strategy toward disadvantaged youth, and recommended that policy should consider the question of which type of intervention best addresses the problem of the target group.

Partly out of these findings and others, the concept of “comprehensive training programs” emerged. A comprehensive training program is developed from a “demand-led” approach that very deliberately focuses on the needs of enterprises using labor demand studies, rapid appraisals, focus groups and internship development efforts of training providers. This approach is led by the Latin Americans who have had success in several countries with comprehensive training in what are known as the *Jovenes* (Youth) programs, beginning first with Chile *Joven*.

The most relevant study about comprehensive training programs was conducted by Fares and Puerto (2009)[[9]](#footnote-9). This meta-analysis combines information on program impact, program characteristics, and country context related to 345 evaluations from 90 countries around the world about training programs in an ALMP context. The authors note the movement toward more comprehensive combinations of services as a worldwide trend. The study categorizes training programs as follows:

1. In-classroom training programs (theory);
2. Training carried on in the workplace to insure greater job relevance;
3. Programs that provide both training in classroom and in the workplace; and
4. More comprehensive programs that provide in-classroom and workplace training plus supplementary services such as counselling and mentoring, monitoring, job search and placement assistance, and soft and life skills training.

In examining the 345 interventions studied they found that about 18 per cent had negative or no impact on labor market outcomes; about 41 percent had positive impact, but with no evidence about cost effectiveness; while only five percent of the interventions have positive impact and are shown to be cost effective. Some 34 percent did not have enough evidence to make an assessment. Only 37 percent of the studies have net impact estimates (participants measured against an equivalent counterfactual group of non-participants).

The overall findings of this meta-analysis show that programs combining different kinds of training have a greater positive impact on employment and/or earnings. In-classroom plus workplace training increases positive impacts by 30 percent compared to classroom training alone, while combining these two with other services such as employment services results in a 53 percent improvement in employment/earnings outcomes.

These and other studies indicate that overall the effects of ALMPs are modest, so expectations should be modest; youth in general are the most difficult to impact, yet focusing on low-income youth more specifically shows better results than a focus on youth in general. Classroom/workshop training combined with life skills and with on-the-job training through internships, employment services including counselling, job preparation services (career guidance, interview coaching, resume preparation and job search, and job matching/job placement services) will produce the best outcomes.

Life skills and employability training are emerging research topics, and the work of Ibarrarán and his colleagues in the Dominican Republic’s *Juventud y Empleo* (Youth and Employment) Program is pertinent to the broader aims of CSJP. The program in 2006 consisted of classroom technical training, life skills training, and internship. The 2006 evaluation[[10]](#footnote-10) of the program indicated the importance to the participants of the life skills component of the overall training program, so this program was revamped with extended hours to strengthen the impact. Then in a 2012 paper Ibarrarán *et al[[11]](#footnote-11)* take a second look using an experimental design. Their findings about labor market outcomes were mixed: there was little effect on employment rates, but job quality improved for males. However, beyond this they found that participants’ perception and expectations for the future were more positive, especially for young women, whose pregnancy rates were reduced. They also note improvements in self-organization, conflict resolution, leadership skills, and persistence of effort, and note that persistence of effort is specifically cited by the research of Heckman *et al* in 2006.[[12]](#footnote-12) Considering the overall aims of the CSJP, strengthening life skills training programs may contribute not only to improved labor market outcomes but to reducing pregnancy, improving outlooks, lowering conflict and improving leadership.

Panama’s *PROCAJOVEN* was studied by Ibarrarán and Rosas Shady in 2006. Intended to “improve prospects for jobless youths and disadvantaged groups,” the program operated with two modalities. An “Insertion” modality offers short-term training for the low-income unemployed youths 18-29 years old in two parts, job readiness skill and technical training (120 and 150 hours, respectively), followed by 172 hours of internship in a firm, with a total cost of $611. A second modality, Transition, focuses on the transition for first-time job seekers with complete secondary education, providing job readiness and a longer internship (344 hours), with a total cost of $375. In both cases, the cost includes a transfer to participants of $255. Both courses follow the same procedure: competitive public bids are done periodically to hire training organizations, and in training proposals training providers need to supply letters of commitment from firms interested in providing internships to ensure relevance of the courses.

The results showed a five percentage point improvement in the employment rate for participants versus controls, but this difference was not significant. There was a heterogeneity of impacts; this time with employment rates and earnings being better for women (44% for treatment and 32% for controls) especially for those living in Panama City (47% for treatments, 32% for controls), There was no observable effect on wages, but costs were recovered in about one year, and women’s recovery time in the Transition modality is only three months. This data is showing that not all participants need a large menu of services depending on their educational background, and some participants can be helped with lower levels of assistance.

Ibarrarán and Rosas (2009) studied job training programs supported by the IDB, summarizing some of the above work in the Dominican Republic and Panama as well as evaluations from Chile, Colombia, Argentina, Peru and Mexico. The results suggest that employment effects range from modest to meaningful, increasing the employment rate by about 0 to 5 percentage points—although higher and significant for some groups, such as women in Colombia and Panama, with an impact of 6 to 12 percentage points increase in the employment rate. In most cases there is a larger and significant impact on job quality, measured by getting a formal job, having a contract and/or receiving health insurance as a benefit.

Card *et al* (2010) [[13]](#footnote-13) noted an additional important point. They found that longer term evaluations are more favorable than short-term evaluations and that “many programs with insignificant or even negative impacts after only a year have significantly positive impact estimates after two or three years,” and that classroom and on-the-job training programs appear to be particularly likely to yield more favorable medium-term than short-term impact estimates. All these meta-analyses emphasize the weakness of most of the research and they stress their own reliance on studies that show the net impact of training (meaning a comparison to a counterfactual group), while noting that for proper evaluation, new programs, especially pilot projects, should have both a comparison group and measures of costs for future analysis of cost-benefit. CSJP III needs to consider how a proper evaluation can be conducted during the project development period.

## Labor Market Intermediation

The case for Labor Market Intermediation (LMI) services in the region is made by Mazza (2011)[[14]](#footnote-14) as a response to labor markets that lack transparency, where many jobs are not advertised and informal recruitment is practiced, often within a network of people known to the bosses and trusted workers, and that this is even more so in the informal economy. These practices tend to impact negatively on the disadvantaged who have lower access to these networks and connections. LMI services may counteract this problem. Further, good LMI services help improve the fit of workers and jobs, contributing to improved productivity and retention. Finally, such services can identify barriers to employment such as education, job skills, disabilities, etc. and connect the unemployed with needed services.

Most countries have both public and private employment services, and core functions include registries of jobs seekers and jobs, and an ability to match these two, usually using a computerized system. These may be complemented by job counselors, online job search capabilities, help with resumes and interviewing, and active job search. Jamaica provides these services through the Ministry of Labor and Social Security (MLSS), but is at an early stage of development with a few walk-in centers, but low number of job listings and no functional computerized system. Another IDB project with the MLSS project is working on developing an Electronic Labor Exchange (ELE) and strengthening these services in Jamaica, as well as strengthening the Steps to Work program. For CSJP and in the interest of sustainability, this suggests the importance of linkage and potential partnership with the MLSS in implementing improved labor intermediation services.

Mazza further describes phases of implementing LMI services from the basics of registries and matching, to a case management approach and contracting of services to LMI service providers offering services such as training, internship coordination, and job preparation and placement services, and to “connecting with the other human capital development systems, most importantly to education and training.”

## Contracting of Services

Contracting of services in the areas of welfare-to-work, youth programs and poverty reduction programs is widespread in the developed countries and increasingly being implemented in developing countries. Important work in examining the practice of contracting services to service providers has been done by Dan Finn (2011)[[15]](#footnote-15) and this work focuses on OECD countries. Finn’s work in the 2011 paper and others shows that contracting out may bring some advantages, but with risks and difficulties to manage as well. Contracting of services has worked better in the United Kingdom and the United States than in Germany, France and Sweden. According to Finn, private providers can achieve improved outcomes for particular groups and generate innovations, and may also contribute to improvement of the public services through competitive pressure. Clear advantages are that performance based contracting produces a five to ten percent improvement in short-term job prospects and works more quickly than more traditional approaches, and that the privatized system in Australia, for example, finds more jobs at half the cost. Finn’s work points out that there are risks in these models that more difficult clients may be under-served while easier to place clients get better service, responsibility for a program may be fragmented among several providers and contractors, contracting changes the relationship between policy-makers and frontline service deliverers, and that there is a substantial learning curve for an organization to traverse to master the nuances of contracting out. A key finding is that contracts awarded when lowest cost is weighted too highly result in poor quality service and contract failures. Finn stresses the importance of individual client action plans, information systems, reasonable caseload sizes and frequency of contact, the quality, intensity and customer service orientation of services, including continuity of adviser support, employer engagement, suitability and accessibility of premises, and the use of customer satisfaction surveys and quality indicators in the monitoring procedures.

The CSJP PEU has tried contracting out for training services, but abandoned this approach in favor of “purchasing spaces” in training programs from providers and increasingly from favored providers. Problems with contracting included the difficulties encountered with the prescribed procurement process of the government, the fact that preferred providers did not necessarily submit bids, and that other providers submitted unresponsive proposals. Nonetheless, carefully competed procurements, with proper selection criteria and performance incentives built into the contracts, do offer prospects for improved outcomes. Selection criteria could now be weighted for previous positive performance with CSJP, and other weightings could reduce prospects that lowest bidders or undesirable providers are selected. In implementing procurement there could be a more deliberate process that involves the desired providers and includes workshops to move the proposals forward, and contract provisions for focusing on the participant, ensuring all clients get service, accountability, monitoring, and including performance incentives for such milestones as achieving certification and for job placements lasting a certain minimum number of months.

The training and other services described in all these studies are mostly contracted out to somewhat specialized service providers with the government as customer, coordinator and policy maker. Competitive procurement of training could be most appropriate for CSJP when there is a believed need for 15-20 workers in a particular skill area that can be verified by bidders’ success in obtaining internship spaces.

The current approach of paying tuition to training providers is much like the vouchers used in some countries for participants to purchase skills training. This approach makes sense with existing high quality (and NCTVET accredited) programs. But this report shows areas of training that would fill gaps in the labor market where little or no training is available. Competitive procurement of training could be useful in this area especially.

Some other immediate programming considerations arising from the international literature review include that a next phase of CSJP should (1) build an effective MIS that can record more relevant information on all participants in education and training programs including a needs assessment, case plan, activities, milestones and outcomes, and track participants’ progress through the programme, (2) establish a comparison group, (3) measure costs, and (4) do tracer studies that verify outcomes including employment, earnings, and job quality.

# Labor Market Analysis

*This section provides an economic overview and a labor market analysis of Jamaica with particular relevance to the CSJP target population, youth at risk The analysis focuses on the most recent trends. In the sections to follow, for certain major data categories, a comparison is made between the pre-recession year of 2007 and the latest reports available; in other cases the analysis relies on the most recent snap shot of the Jamaican economy either at the end of 2012, or since 2013 data became available. Some data were calculated from quarterly reports of STATIN where annual averages are shown.*

## Population

Jamaica’s population is 2.711 million with 45 per cent of the population under the age of 25, and about 1.2 working age individuals for all the children below 14 and retired people over 65 who don’t work[[16]](#footnote-16) as shown in Table 4. Jamaica is coming toward the end of what is referred to as a “demographic dividend” when the number of working age people exceeds that of dependents who are either too young or too old to work, and sometimes confers an economic growth advantage that has not materialized in Jamaica to date, and this period is rapidly drawing to a close by around 2020. Population growth is about 1.1 percent and is on track to reach 2.8 million by mid-2025, approximately 100,000 more residents than it has today.

**Table 4: Jamaica Population by Age Range, 2012**

| **Age** | **2012** | | | |
| --- | --- | --- | --- | --- |
| **Males** | **Females** | **TOTAL** | **%** |
| 0 to 4 | 102,400 | 99,600 | 202,000 | 7.4% |
| 5 to 9 | 110,600 | 107,700 | 218,300 | 8.1% |
| 10 to 14 | 127,400 | 122,400 | 249,800 | 9.2% |
| **Under 15** | **340,400** | **329,700** | **670,100** | **24.7%** |
| 15 to 19 | 142,000 | 136,900 | 278,900 | 10.3% |
| 20 to 24 | 127,500 | 125,700 | 253,200 | 9.3% |
| **Under 25** | **609,900** | **592,300** | **1,202,200** | **44.3%** |
| 25 to 29 | 110,900 | 115,400 | 226,300 | 8.3% |
| 30 to 34 | 93,300 | 102,000 | 195,300 | 7.2% |
| 35 to 39 | 83,600 | 94,200 | 177,800 | 6.6% |
| 40 to 44 | 86,500 | 93,300 | 179,800 | 6.6% |
| 45 to 49 | 80,500 | 81,400 | 161,900 | 6.0% |
| 50 to 54 | 71,100 | 70,900 | 142,000 | 5.2% |
| 55 to 59 | 54,900 | 55,200 | 110,100 | 4.1% |
| 60 to 64 | 45,400 | 43,600 | 89,000 | 3.3% |
| **25 to 64** | **626,200** | **656,000** | **1,282,200** | **47.3%** |
| 65 to 69 | 35,300 | 34,900 | 70,200 | 2.6% |
| 70 to 74 | 25,400 | 27,000 | 52,400 | 1.9% |
| Over 75 | 44,900 | 59,600 | 104,500 | 3.9% |
| **65 and over** | **105,600** | **121,500** | **227,100** | **8.4%** |
| **TOTAL** | **1,341,700** | **1,369,800** | **2,711,500** | **100.0%** |

**Table 5: Age Distribution of Jamaica compared to Dominican Republic, Venezuela and The Bahamas**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Age Range** | **Jamaica** | **Dominican Republic** | **Venezuela** | **The Bahamas** |
| 0 to 14 | 24.7% | 28.5% | 28.6% | 23.6% |
| 15 to 24 | 19.6% | 18.5% | 18.8% | 17.5% |
| **Under 25** | **44.3%** | **47.0%** | **47.4%** | **41.10%** |
| 25 to 54 | 39.9% | 39.1% | 39.5% | 44.1% |
| 55 to 64 | 7.3% | 7.0% | 7.3% | 8.1% |
| 65 and over | 8.4% | 6.9% | 5.8% | 6.7% |

As shown in Table 5, Jamaica’s population is not too different from some its neighbors in the region, with mortality and fertility levels in Jamaica close to the regional average.[[17]](#footnote-17)

## Economy

The Jamaican economy has had continuing problems since the 1970’s with anemic growth, a weak currency, high government debt, low and declining productivity and low competiveness, and a generally weak business climate, and resultant slow job growth, high unemployment especially for women, and high levels of poverty, as well as a steady stream of crime and violence. The economy as measured by GDP is about three-fourths Services and one-quarter Goods. In the Goods area it has bauxite/alumina, a high earnings/low employment sector, and manufacturing of foods and beverages, rum, sugar, cement and chemicals. Agriculture produces a high quality coffee that commands a premium price, as well as sugar cane and bananas, and there is a healthy local market for fruits and produce. Tourism, surprisingly, accounts for only about five per cent of the economy (shown only as hotels and restaurants in the data). A large informal economy exists and employs 416,100 individuals (49 percent of the employed), while the formal economy employs 430,400. Jamaica exhibits the highest rates of informality in the Caribbean outside of Haiti. A constant shortage of foreign exchange from exports and tourism keeps constant pressure on the Jamaican dollar which depreciated from J$5.50 to US$1.00 in the 1980s to J$102 to US$1.00 at the present time, and annual inflation has marked the economy since at least the late 1990s. Foreign Remittances, an important source of income for many of the poor, totaled US$2,037 m in 2012 and are up from $1,964 m in 2007.[[18]](#footnote-18)

As shown in Table 6, the Jamaica economy has not recovered from the global recession that began in 2008. Between 2007 and 2012 GDP contracted by five percent losing JA$37 billion in value (about US$370 m), and GDP per capita went from JA$287.6 thousand to JA$269.2 thousand, a decline of 6.4 percent. GDP decreased every year since 2008 except for 2011 which saw modest growth of 1.3 percent. The Jamaican dollar weakened against the US dollar, particularly in the past year moving steadily from JA$69.06 to US$1.00 in 2007 to JA$102.00 as of August 2013. The Current Account balance deteriorated from US$ 2,038.20 to US$ -1,905.2 in 2012.

A growing deficit during the period moderated in 2012. Government has run deficits of between JA$42.2b in 2007 and JA$121.3b in 2009, with the deficit at the end of 2012 at JA$62.6b. Inflation moderated somewhat during the period moving from 16.8 percent to 8 percent, while the cost of living index moved upward dramatically from 116.8 to 192.5, a rise of 64 percent.

Exports declined as a percentage of GDP from 18 percent to 11.5 percent. Exports declined dramatically beginning in 2009 and are down by 26 percent since 2007, although they have started rising since 2010. Traditional exports declined by 46 percent, while non-traditional exports grew by 10 percent. Alumina, the largest traditional export in terms of value, declined by 57 percent. Stock Market Capitalization declined by 32.6 percent.

**Table 6: Selected Economic Indicators 2007-2012**

| **Indicator** | **Unit** | **2007** | **2008** | **2009** | **2010** | **2011** | **2012** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| GDP at Constant (2007) Prices | $b | 767.0 | 760.7 | 734.2 | 723.2 | 732.4 | 729.9 |
| Exports as % GDP (current) | % | 18.0 | 19.6 | 10.9 | 10.1 | 11.0 | 11.5 |
| Imports | % | 53.8 | 61.1 | 42.0 | 40.3 | 43.8 | 44.4 |
| GDP per capita (Constant) | $'000 | 287.6 | 284.2 | 273.4 | 268.3 | 270.3r | 269.2 |
| Growth in GDP in Basic Value at Constant (2007) Prices | % | 1.4 | -0.8 | -3.5 | -1.5 | 1.3 | -0.3 |
| Consumer Price Index (CPI) (end Dec.) |  | 116.8 | 136.5 | 150.4 | 168.1 | 178.2 | 192.5 |
| Inflation: Average | % | 9.3 | 22.0 | 9.6 | 12.6 | 7.5 | 6.9 |
| Surplus/Deficit | $b | -42.2 | -75.3 | -121.3 | -74.2 | -80.7 | -62.6 |
| Surplus/Deficit " | % | -4.6 | -7.4 | -11.0 | -6.2 | -6.4 | n/a |
| Stock Market Capitalization | $b | 876.7 | 597.3 | 544.9 | 564.7 | 619.4 | 590.6 |
| Total Exports (f.o.b.) | US$ m | 2,305.2 | 2,682.9 | 1,320.2 | 1,335.7 | 1,622.4r | 1,709.8 |
| Annual Growth In Total Exports | % | 7.6 | 17.3 | -50.8 | 1.2 | 21.6 | 5.4 |
| Traditional Exports | US$ m | 1,500.4 | 1,529.9 | 616.3 | 654.3 | 860.5 | 813.8 |
| Bauxite | US$ m | 112.9 | 114.5 | 85.4 | 128.7 | 141.9 | 130.1 |
| Alumina | US$ m | 1,193.1 | 1,230.5 | 368 | 402.8 | 580.7 | 508.3 |
| Sugar | US$ m | 100.3 | 104.3 | 72.3 | 44.2 | 62.2 | 94.1 |
| Banana | US$ m | 9.2 | 0.04 | 0.006 | 0.001 | 0.063 | 0.1 |
| Non-Traditional Exports | US$ m | 753.8 | 1 090.7 | 626.9 | 599.1 | 674.7 | 828.3 |
| Wearing Apparel | US$ m | 1.6 | 1.5 | 1.46 | 1.6 | 1.5 | 1.4 |
| Trade Balance | US$ m | -4,588.7 | -5,679.0 | -3,738.3 | -3,990.7 | -4,817.0 | -4,885.1 |
| Total Visitor Arrivals | Million | 2.9 | 2.9 | 2.8 | 2.8 | 3.1 | 3.3 |
| Stopovers | Million | 1.7 | 1.8 | 1.8 | 1.9 | 2.0 | 2.0 |
| Private Remittance Inflows | US$ m | 1,964.4 | 2021 | 1,795.4 | 1,906.2 | 2,018.4r | 2,037.0 |
| % GDP by Sector |  |  |  |  |  |  |  |
| Agriculture | % | 5.3 | 5.0 | 6.0 | 6.1 | 6.6 | 6.8 |
| Mining & Quarrying | % | 4.2 | 4.1 | 2.1 | 2.1 | 2.4 | 2.2 |
| Manufacture | % | 8.8 | 8.9 | 8.7 | 8.5 | 8.6 | 8.6 |
| Construction | % | 8.3 | 7.8 | 7.3 | 7.4 | 7.3 | 7.1 |
| Services | % | 78 | 78.7r | 80.7 | 80.3 | 79.3 | 79.5 |
| Basic Services | % | 14.9 | 14.7 | 14.9r | 14.7 | 14.3 | 14.2 |
| Electricity & Water | % | 3.2 | 3.2 | 3.4 | 3.3 | 3.4 | 3.4 |
| Transport, Storage & Communication | % | 11.7 | 11.5 | 11.5 | 11.3 | 11.0 | 10.9 |
| Total Other Services | % | 63 | 64.0 | 65.8 | 65.7 | 64.9 | 65.3 |
| Financial Services | % | 4.7 | 4.5 | 4.9 | 4.4 | 4.2 | 4.1 |
| $ GDP by Sector |  |  |  |  |  |  |  |
| Agriculture | $b | 40.65 | 38.04 | 44.05 | 44.12 | 48.34 | 43.79 |
| Mining & Quarrying | $b | 32.21 | 31.19 | 15.42 | 15.19 | 17.58 | 15.33 |
| Manufacture | $b | 67.50 | 67.70 | 63.88 | 61.47 | 62.99 | 63.50 |
| Construction | $b | 63.66 | 59.33 | 53.60 | 53.52 | 53.47 | 53.28 |
| Services | $b | 598.26 | 598.67 | 592.50 | 580.73 | 580.79 | 589.03 |
| Basic Services | $b | 114.28 | 111.82 | 109.40 | 106.31 | 104.73 | 108.76 |
| Electricity & Water | $b | 24.54 | 24.34 | 24.96 | 23.87 | 24.90 | 24.82 |
| Transport, Storage & Communication | $b | 89.74 | 87.48 | 84.43 | 81.72 | 80.56 | 83.94 |
| Total Other Services | $b | 483.21 | 486.85 | 483.10 | 475.14 | 475.33 | 480.27 |
| Financial Services | $b | 36.05 | 34.23 | 35.98 | 31.82 | 30.76 | 35.77 |

Source: Economic and Social Survey Jamaica 2012, Planning Institute of Jamaica, 2013

On the brighter side, remittances actually rose during the period by three per cent from US$ 1,964 m to US$2,037 m, a rise of 3.7 percent, and tourist arrivals increased by 13.8 per cent from 2.9 m to 3.3 m with cruise ship stopovers increasing from 1.7 m to 2.0 m, an increase of 17.6 per cent.

The only sector that has grown since 2007 is agriculture, showing an increase of JA$ 3.1 b for an increase of 7.7 per cent. Mining and Quarrying declined by 52 percent and construction by 16 percent, manufacturing by six per cent, and services by almost six percent. So far in 2013, the economy contracted by a further 0.4 percent as of April.

## Economic Outlook

Given the economic problems of the past five years, it is difficult to predict when the economic health of Jamaica will improve, so the outlook for the economy is very much tied to Jamaica’s IMF Agreement approved in May 2013 and to the Government of Jamaica’s investment and growth strategy. The IMF Agreement will stabilize the government’s finances and reduce debt; shrink the public sector workforce and public sector expenditure, while maintaining relatively high levels of social safety net protection (including CSJP III). The IMF arrangement is part of a total funding package of US$2 billion from Jamaica’s multilateral partners including the World Bank and the Inter-American Development Bank, with each having preliminarily agreed to allocate US$510 million over the next four years.

Investment plans and the government’s growth strategy: The Planning Institute of Jamaica (PIOJ) developed a Growth Inducement Strategy now supported by the IMF Agreement provisions that focus on unlocking latent wealth tied up in idle assets, infrastructure investments, strengthening business networks and removing supply side constraints, improving government efficiency, social inclusion, increasing training and certification, and public-private partnerships.

Vision 2030 is another product of the PIOJ, a development plan mapping out steps to achieve four major goals and 15 outcomes including world class education and training, increased safety and security, effective social protection, macroeconomic stability, an enabling business environment and improved competitiveness, technological empowerment, and competitive key industries including agriculture, manufacturing, mining, construction, creative industries, sport, ICTs, services, and tourism. A labor market and productivity plan includes an overall vision of “An efficient and harmonious labor market sustaining a prosperous society and economy, supported by a trained, educated, productive workforce that is attractive to quality job creating investments”, and has four main goals:

* an efficient and effective labor market;
* higher levels of human and social capital formation and trust;
* full and satisfying employment; and
* A level of national productivity that is internationally competitive

The plan includes an implementation, monitoring and evaluation framework and has been adopted across government ministries and agencies.[[19]](#footnote-19)

JAMPRO, the government’s foreign investment agency, is working on development of Jamaica as a logistics hub, taking advantage of its proximity to both South and North American markets. This vision appears to be the main potential for real economic growth. The scope of this program includes infrastructure (roads and ports), warehousing and bulk packaging facilities, primary processing and packaging zones, including connecting road, rail, air and digital communications infrastructure and associated facilities in Kingston and elsewhere in the island. The Caymanas Economic Zone (CEZ) just outside of Kingston is being conceptualized as an industrial zone to focus on key sectors: Distribution, Manufacturing, Agro-Processing and Creative Industries. Plans for the CEZ include housing a research institute, a small business incubation center, light manufacturing facilities for items like pharmaceuticals and assembly operations, logistical planning & warehousing, software development, telecommunications and information technology businesses, hotels, and an aerodrome (existing). According to JAMPRO, thousands of jobs are expected to be created in areas such as logistics and supply chain management, mechatronics, integration of marine engineering systems, (mechanical, electrical and informatics), various ship-board professions such as electromechanical engineering, port operations management, ICT, aircraft mechanics, warehousing, and trucking and heavy duty equipment operations. A Commodity Port to be built in eastern Jamaica will provide crude oil and petroleum product tankage, together with blending, natural deep water loading, discharging and transshipment capabilities that could guarantee uninterrupted supplies of crude oil, gas and refined products to the global market. Other terminals will cater to bulk minerals, grain and other commodities.

Other key strategic priority areas within the Logistics Hub's development consist of expansion of the Kingston Container Terminal and airports, including a cargo facility at Vernam Field aerodrome, logistics planning and warehousing, strategic storage of manufactured merchandise and bulk commodities, ship repair/dry docking, and aircraft maintenance, repair and overhaul. As this report is being developed there is an active discussion and controversy about China Harbor Engineering Company’s proposals (with loan support from the Chinese government) to develop Great Goat Island off the coast of St. Catherine as a new transshipment port, as Kingston’s port is too shallow for the larger ships the widening of the Panama Canal will employ. These developments are intended to capture a share of business connected to the enlargement of the Panama Canal.

A National Export Strategy, also coordinated by JAMPRO, aims at export growth, employment, diversification and quality improvements of export products, skills training for workers, lowering the cost of doing business, offering favorable credit rates, engaging in capacity building, making access to market information easier, and coordinating export promotion. Industries specially targeted include agro-processing (food & beverages), aquaculture, coffee, education, entertainment, fashion, and jewelry.

## The Labor Market

Not surprising, given the economic conditions, the labor market has also contracted significantly. As shown in Table 7, the overall labor force declined by 17,200 members since 2007, from 1,276,900 to 1,259,700, a decline of 1.35 per cent; however, there are 20,600 fewer males and 3,400 more women in the labor force. The labor market participation rate moved from 64.9 percent to 62.7 percent, declining 3.4 percent for males and 4.5 percent for females. Total employment declined by 65,700 (about 5.7 percent) during the period, with 48,400 fewer males and 17,000 fewer females employed.

**Table 7: Selected Labor Force Indicators**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Indicator** | **Unit** | **2007** | **2008** | **2009** | **2010** | **2011** | **2012** |
| Labor Force | '000 | 1,276.9 | 1,299.6 | 1,269.8 | 1,249.7 | 1,251.3 | 1,259.7 |
| Male | '000 | 706.8 | 713.2 | 698.2 | 685.8 | 685.3 | 686.2 |
| Female | '000 | 570.1 | 586.4 | 571.7 | 563.9 | 566.0 | 573.5 |
| Labor Force Participation Rate | % | 64.9 | 65.5 | 63.6 | 62.4 | 62.3 | 62.7 |
| Male | % | 73.5 | 73.9 | 71.8 | 70.4 | 70.2 | 70.2 |
| Female | % | 56.6 | 57.5 | 55.7 | 54.8 | 54.9 | 55.5 |
| Total Employment | '000 | 1,152.6 | 1,162.2 | 1,125.5 | 1,094.9 | 1,093.0 | 1,086.9 |
| Male | '000 | 664. 1 | 661.1 | 638.7 | 622.6 | 621.6 | 615.7 |
| Female | '000 | 488. 5 | 501.1 | 486.9 | 472.3 | 471.4 | 471.2 |
| Total Unemployment Rate | % | 9. 8 | 10.6 | 11.4 | 12.4 | 12.6 | 13.7 |
| Male | % | 6. 1 | 7.3 | 8.6 | 9.2 | 9.3 | 10.3 |
| Female | % | 14.3 | 14.6 | 14.8 | 16.2 | 16.7 | 17.8 |

Employment: Employment by sector, presented in Table 8, shows a decline in employment of 30,200 in construction, 22,500 in agriculture, 10,700 in transport, 7,800 in hotels and restaurants, 6,350 in manufacturing, 5,400 in mining, 3,250 in private households, and 2,900 in health care and social work. Growth occurred in real estate with 6,550 additional employed, financial Intermediation at 6,050, the government sector (Public Administration, etc.) at 3,000, and education at 1,900. The recession has impacted all of the more labor intensive industries that employ the largest proportions of people.

**Table 8: Employed Labor Force by Industry Group**

| **Industry Group** | **Avg. 2008** | **Avg. 2009** | **Avg. 2010** | **Avg. 2011** | **Avg. 2012** | **Change** | **% Change** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Agriculture, Hunting, Forestry & Fishing | 216,900 | 227,400 | 221,700 | 192,300 | 194,350 | -22,550 | -10.4% |
| Mining & Quarrying | 9,800 | 5,600 | 3,800 | 4,267 | 4,400 | -5,400 | -55.1% |
| Manufacturing | 85,300 | 77,700 | 74,225 | 74,767 | 78,950 | -6,350 | -7.4% |
| Electricity, Gas and Water Supply | 7,600 | 8,100 | 6,700 | 8,300 | 7,350 | -250 | -3.3% |
| Construction | 109,000 | 96,000 | 89,600 | 88,167 | 78,800 | -30,200 | -27.7% |
| Wholesale, Retail, & Repair | 223,400 | 214,700 | 211,350 | 219,033 | 219,500 | -3,900 | -1.7% |
| Hotels & Restaurants Services | 80,200 | 78,900 | 74,400 | 74,733 | 72,400 | -7,800 | -9.7% |
| Transport, Storage and Communication | 82,400 | 76,500 | 74,325 | 72,333 | 71,650 | -10,750 | -13.0% |
| Financial Intermediation | 22,300 | 25,700 | 24,300 | 25,233 | 28,350 | 6,050 | 27.1% |
| Real Estate, Renting & Business Activities | 50,200 | 48,200 | 51,950 | 58,967 | 56,750 | 6,550 | 13.0% |
| Public Administration & Defense | 55,200 | 51,100 | 54,625 | 55,800 | 58,200 | 3,000 | 5.4% |
| Education | 64,900 | 67,100 | 66,175 | 69,933 | 66,800 | 1,900 | 2.9% |
| Health & Social Work | 31,100 | 29,100 | 25,325 | 28,767 | 28,200 | -2,900 | -9.3% |
| Other CSP Service Activities | 55,300 | 56,500 | 54,275 | 59,100 | 54,500 | -800 | -1.4% |
| Private Households with Workers | 62,600 | 59,400 | 58,475 | 58,933 | 59,350 | -3,250 | -5.2% |
| Industry Not Specified (Incl. Extra-Territorial Bodies) | 6,300 | 3,800 | 3,700 | 2,367 | 2,800 | -3,500 | -55.6% |
| **Total Employed Labor Force** | **1,162,200** | **1,125,500** | **1,094,925** | **1,093,000** | **1,082,350** | **-79,850** | **-6.9%** |

Source: Source: Calculations from STATIN, The Labor Force, Annual Reports from 2008 to 2012.

Note: In this instance the data are only reported from 2008, as in 2007 the sectors were categorized differently; additional sectors were introduced in 2008.

Employment by occupational grouping in Table 9 shows the largest declines in Craft and Related Trades at a 26 per cent decrease (45,300 workers), and so called Elementary Occupations at 20 per cent (35,300 workers), while the largest increase was for Professionals, Senior Officials and Technicians at 12 per cent (an addition of 25,700), and Service Workers and Shop and Market Sales Workers at ten per cent (20,800 additional). Thinking of CSJP, there is some growth showing for technicians and the services workers (see labor demand section for further detail).

**Table 9: Employed Labor Force by Occupation Group**

| **Occupation Group** | **Avg. 2007** | **Avg. 2008** | **Avg. 2009** | **Avg. 2010** | **Avg. 2011** | **Avg. 2012** | **Jan-13** | **Change** | **% Change** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Professionals, Senior Officials and Technicians | 220,000 | 227,000 | 220,225 | 212,900 | 234,900 | 239,900 | 245,700 | 25,700 | 11.7% |
| Clerks | 101,000 | 102,000 | 105,325 | 98,625 | 100,133 | 92,933 | 91,600 | (9,400) | -9.3% |
| Service Workers and Shop and Market Sales Workers | 210,000 | 216,000 | 216,200 | 220,525 | 220,200 | 221,200 | 230,800 | 20,800 | 9.9% |
| Skilled Agricultural and Fishery Workers | 202,000 | 208,000 | 220,975 | 217,700 | 190,667 | 194,700 | 188,300 | (13,700) | -6.8% |
| Craft and Related Trades Workers | 177,000 | 170,000 | 152,225 | 146,125 | 145,833 | 139,700 | 131,800 | (45,200) | -25.5% |
| Plant and Machine Operators and Assemblers | 70,000 | 71,000 | 65,125 | 64,125 | 63,533 | 59,000 | 65,600 | (4,400) | -6.3% |
| Elementary Occupations | 173,000 | 163,000 | 144,650 | 134,275 | 136,733 | 139,467 | 137,800 | (35,200) | -20.3% |
| Occupation not specified | 1,000 | 1,000 | 800 | 675 | 1,000 | 1,167 | 1,600 | 600 | 60.0% |
| **Total Employed Labor Force** | **1,153,000** | **1,159,000** | **1,125,525** | **1,094,950** | **1,093,000** | **1,088,067** | **1,093,200** | **(59,800)** | **-5.2%** |

Source: Calculations from STATIN, The Labor Force, Annual Reports from 2008 to 2012 and includes some data from website at http://statinja.gov.jm/

Unemployment: Unemployment moved from 9.8 percent in 2007 to 13.7 percent at the end of 2012 and was recorded as 14.6 percent this year (2013) at April. Female unemployment increased from 14.3 percent to 17.8 percent while male unemployment rose from 6.1 percent to 10.3 percent since 2007. Youth unemployment went from 25.9 percent in 2007 to 38.5 percent in April of 2013. The total number of unemployed is 215,100 at April 2013 comprising a total of 85,900 males and 129,200 females and an increase of 95,700 unemployed since 2007. Of the total amount of unemployed (215,100), 81,200 are in the youth category (ages 14-24), while 133,900 are in the adult category. The overall unemployment rate for adults at June 2013 was 12 percent. Females ages 14-19 have the highest unemployment rate at 59 percent at January 2013, followed by males 14-19 at 45 percent, followed by females 20-24 at 43 percent, then females 25-34 at 22 percent, with rates for other age groups all below 15 per cent.

Unemployment by sector: Unemployment by industry in which individuals last worked is lowest in financial services at 2.6 percent, agriculture at 3.0 percent, utilities at 5.2 percent, education at 5.8 percent and health and social work at 6.2 percent. The highest unemployment is in construction at 27 percent, hotels and restaurants at 25 percent, mining at 24 percent, domestic work at 18 percent, manufacturing at 11.6 percent, and wholesale, retail and repairs at 11.2 percent. As of January 2013, the Wholesale, Retail & Repair industry has 28,500 unemployed, while Construction has 25,200, and Hotels & Restaurant Services has 22,900 unemployed workers for a total of 76,600 workers or 42 per cent of all the unemployed. This backlog of unemployed individuals presents an additional challenge for preparing new workers through a project such as CSJP III as the number of experienced workers who are unemployed is so high in the sectors that employ so many members of the labor force.

Unemployment by Occupational Group: Shown in Table 10, all categories of workers by occupational grouping show increases in unemployment with the numerically largest being the 50,325 in the category Classifiable Unemployed Labor Force, followed by Service & Shop Sales Workers category at 12,350 additional unemployed (although employment increased by 20,800), followed by Craft & Related Trades Workers at 9,125, Elementary Occupations at 9,000, and Clerical workers at 8,775.

**Table 10: Unemployed Labor Force by Occupation Group in which Last Worked**

| **Occupation Group** | **Avg. 2007** | **Avg. 2008** | **Avg. 2009** | **Avg. 2010** | **Avg. 2011** | **Avg. 2012** | **13-Jan** | **Change** | **% Change** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Professionals, Officials & Technicians | 8,300 | 8,975 | 11,900 | 11,750 | 11,133 | 12,500 | 12,800 | 4,500 | 54.2% |
| Clerks | 12,425 | 13,775 | 14,575 | 15,150 | 16,167 | 18,550 | 21,200 | 8,775 | 70.6% |
| Service & Shop Sales Workers | 30,250 | 32,425 | 33,225 | 36,000 | 37,100 | 39,475 | 42,600 | 12,350 | 40.8% |
| Skilled Agricultural & Fishery Workers | 2,850 | 3,200 | 4,025 | 5,850 | 4,400 | 4,275 | 5,000 | 2,150 | 75.4% |
| Craft & Related Trades Workers | 12,975 | 17,000 | 21,900 | 19,950 | 19,800 | 24,475 | 22,100 | 9,125 | 70.3% |
| Plant & Machine Operators & Assemblers | 4,900 | 6,000 | 6,625 | 5,800 | 5,267 | 5,275 | 5,000 | 100 | 2.0% |
| Elementary Occupations | 22,700 | 27,150 | 27,150 | 31,675 | 29,700 | 31,325 | 31,700 | 9,000 | 39.6% |
| Occupation not specified | 975 | 2,175 | 1,100 | 1,400 | 1,833 | 1,175 | 5,300 | 4,325 | 443.6% |
| Classifiable Unemployed Labor Force | 95,375 | 110,700 | 120,500 | 127,575 | 125,400 | 137,050 | 145,700 | 50,325 | 52.8% |
| No Previous Occupation | 28,675 | 26,575 | 23,800 | 27,150 | 32,967 | 35,750 | 35,900 | 7,225 | 25.2% |
| **Total Unemployed Labor Force** | **124,050** | **137,275** | **144,300** | **154,725** | **158,367** | **172,800** | **181,600** | 57,550 | 46.4% |

Outside of the Labor Market: There are approximately 750,675 persons outside the labor force, and of this total 188,750 or 25 percent, were “At School Full Time” while 63 percent (471,750) are categorized under “Did Not Want to Work”; there is some concern about the size of this last figure. Other reasons included “Incapable of Working” (4.2 percent), “Staying Home with Dependents” (2.6 percent) and “Illness” (1.6 percent). Since the overall labor force declined by 17,200 members since 2007, it is likely many of these individuals who left the labor market will re-enter when conditions are more favorable.

Underemployment: As of October 2012, underemployment is found mainly in the 25-44 age group with 5,000 females and 3,300 males, with 1,800 in the 14-24 age group consisting of 1,000 males and 800 females, and an overall total of 11,100 categorized as under-employed. Underemployment is highest in Government & Other Services including Electricity, Gas & Water at 4,200, followed by Wholesale & Retail, Hotels, Restaurants and Transport at 2,500, Agriculture, Hunting, Forestry & Fishing at 2,000, and Other Goods Producing Sectors at 2,000. Considering how bad the labor market appears, under-employment appears to be a less prominent problem.

### The Informal Economy and Labor Market

As noted above, about 49 percent of employment in Jamaica is considered to be in the informal sector (defined in the labor market survey as workers for whom social insurance is not paid). As of 2012 the largest amount of informal sector employment is in the area of wholesale, retail and repairs at 151,700, then construction at 68,300, with significant numbers in transport (43,400), community services (42,700) and manufacturing (36,300). Figures are shown in Table 11. There are 182,000 in rural areas in the informal economy, while 233,700 in urban areas are in the informal economy. In designing training interventions, the size of the informal sector matters. While it is desirable to move employment from informal to formal, this depends upon growth in the formal economy. Meanwhile, the informal sector demands a slightly different skill set than the formal sector, and it is possible to gear some training to improving the incomes and stability of employment of informal sector workers. Informal sector workers need more of a multi-skilled skill set, increased basic cognitive skills, and business training and development to increase income.

**Table 11: Formal and Informal Employment by Sector 2011-2012**

| **Sector** | **2011** | | **2012** | |
| --- | --- | --- | --- | --- |
|  | **Formal** | **Informal** | **Formal** | **Informal** |
| Mining & Quarrying | 3,600 | 500 | 3,900 | 800 |
| Manufacturing | 37,900 | 35,400 | 37,400 | 36,300 |
| Elec. Gas & Water | 7,700 | 500 | 7,500 | 200 |
| Construction | 13,200 | 73,200 | 10,300 | 68,300 |
| Wholesale, Retail & Repairs | 63,200 | 153,200 | 63,100 | 151,700 |
| Hotels & restaurant | 42,700 | 30,500 | 42,900 | 32,800 |
| Transport & Storage | 27,100 | 44,100 | 28,900 | 43,400 |
| Real Estate & Business Act. Financial | 70,400 | 12,900 | 69,200 | 12,700 |
| Pub. Admin., Education & Defense | 121,000 | 4,200 | 122,500 | 4,100 |
| Health, Social Work & Personal Serv. | 43,600 | 42,600 | 41,400 | 42,700 |
| Private Households with Employees | 1,600 | 24,300 | 1,600 | 22,600 |
| Not Stated | 1,400 | 500 | 1,700 | 500 |
| TOTAL | 433,400 | 421,900 | 430,400 | 416,100 |

STATIN’s Labor Force Survey for 2012 also showed that the Own Account Worker category, which constitutes the vast majority of small and micro enterprises, accounted for 36.5 per cent of the employed labor force with an average employment of 396,300 persons, up from 2011. While not necessarily in the informal economy, most of these are informal sector workers. Of the total reported, two-thirds are male.

### Workforce Training and Certification

As shown in Table 12, about 30 percent of the workforce is characterized as having some training; 24 percent have vocational certification, a diploma or a degree, according the annual Labor Force Survey. There is not much difference in training and certification levels between the employed and the unemployed, and the unemployed have a notably higher percentage of vocational certification. The other difference is at the degree level where 14 percent of the employed have a degree or diploma, while only five per cent of the unemployed have the same. About 18 percent of All Job Seekers and 22 percent of first seekers have vocational certification; much higher than the employed workforce at ten per cent, and first seekers overall have the highest rates of training and certification. A large majority have no training: 69 percent of the total labor force, 68 per cent of the employed, 71 per cent of the unemployed, and 62 per cent of first seekers.

**Table 12: Labor Force Categories by Training Received**

| **Training Received** | **Labor Force** | **Employed** | **Unemployed** | **All Job Seekers** | **First Seekers** | **Non-Seekers** |
| --- | --- | --- | --- | --- | --- | --- |
| Vocational without Certificate | 1% | 1% | 2% | 2% | 2% | 2% |
| Vocational with Certificate | 11% | 10% | 18% | 18% | 22% | 17% |
| Professional without Degree or Diploma | 0% | 1% | 0% | 1% | 0% | 0% |
| Professional with Degree or Diploma | 13% | 14% | 5% | 7% | 11% | 3% |
| Apprenticeship | 0% | 0% | 0% | 0% | 1% | 0% |
| On-the-Job Training | 5% | 5% | 2% | 3% | 1% | 2% |
| None | 69% | 68% | 71% | 69% | 62% | 74% |
| Not Stated | 1% | 1% | 1% | 1% | 1% | 1% |
| Total % with Training | 30% | 31% | 27% | 31% | 37% | 24% |
| Total % with Certification | 24% | 24% | 23% | 25% | 33% | 20% |

In the total labor force, far more females than males have both vocational certification and diplomas and degrees. As shown in Table 13, 20 per cent of females have vocational certification compared to males at only eight per cent, and 23 per cent of females hold a diploma or degree compared to only nine per cent of males.

**Table 13: Labor Force by Gender by Training Received**

| **Training Received** | **Males** | | **Females** | |
| --- | --- | --- | --- | --- |
| Vocational without Certificate | 6,575 | 1% | 7,175 | 2% |
| Vocational with Certificate | 53,125 | 8% | 85,425 | 20% |
| Professional without Degree or Diploma | 2,475 | 0% | 3,600 | 1% |
| Professional with Degree or Diploma | 58,950 | 9% | 100,825 | 23% |
| Apprenticeship | 2,150 | 0% | 275 | 0% |
| On-the-Job Training | 36,100 | 5% | 21,525 | 5% |
| None | 519,075 | 76% | 345,925 | 80% |
| Not Stated | 7,725 | 1% | 8,800 | 2% |
| Total Trained | 159,375 | 23% | 218,825 | 51% |
| Total Certified | 112,075 | 17% | 186,250 | 43% |

### Educational Certification of the Workforce

STATIN records the highest examination pass for each survey respondent, whether CXC-CSEC exams or an equivalent such as GCE, as well as degrees (but does not include diplomas in this data). Note the high percentage of informal sector workers (78%) with no secondary level exam passes as shown in Table 12, but 63 per cent of the employed also have no exam passes. It is widely said that for a job in the formal sector, workers need at least three or four CXCs at a minimum. Among the employed, only 11 per cent have three or more subjects while 13 per cent have degrees (a somewhat counter-intuitive statistic), while 18 per cent of the unemployed have three or more subjects. The number of workers with additional subjects (five or more) and three or more A Level subjects (taken as a transition to tertiary education) is under one per cent for all categories. Again, first seekers look more qualified than existing workers, with 27 per cent having three or more subjects, ten per cent a degree, but still 45 per cent with no secondary subjects. Women have far more education qualifications than men as shown in Table 13 (yet have much higher unemployment).

**Table 14: Labor Force Categories by Highest Exam Passed (Average % 2012)**

| **Highest Exam Passed** | **Labor Force** | **Employed** | **Unemployed** | **Informal Sector** | **First Seekers** | **Outside LF** |
| --- | --- | --- | --- | --- | --- | --- |
| None | 64% | 63% | 67% | 78% | 45% | 75% |
| CXC Basic, JSC 5, SSC | 2% | 2% | 4% | 2% | 3% | 2% |
| CXC General, GCE 'O' 1-2 | 3% | 2% | 5% | 2% | 8% | 2% |
| CXC General, GCE 'O' 3-4 | 5% | 4% | 7% | 4% | 11% | 3% |
| CXC General, GCE 'O' 5+ | 5% | 5% | 6% | 2% | 15% | 6% |
| GCE 'A' 1-2 | 0% | 0% | 0% | 0% | 0% | 1% |
| GCE 'A' 3 or more | 0% | 0% | 0% | 0% | 1% | 2% |
| Degree | 12% | 13% | 5% | 3% | 10% | 3% |
| Other | 3% | 3% | 3% | 3% | 2% | 2% |
| Not Stated | 6% | 7% | 4% | 6% | 4% | 5% |

The data on both training and certification and educational qualifications tend to show that there is not much difference between the employed and the unemployed, and this suggests the employment problem in Jamaica may be less a skills mismatch than a simple lack of job creation. Skills mismatch appears at a professional level for newer occupations. The unemployed actually appear slightly more educated and trained, on the whole. Getting more job experience for the unemployed who have education and training and certification is likely needed. The other notable finding is the fact that women are so much more highly educated and trained than their male counterparts; this finding also suggests assisting women to get more work experience. The data on first seekers are encouraging, but again the transition from obtaining qualifications to obtaining employment needs work. Finally, the overall low level of secondary level qualification of the workforce suggests that so called “second chance” programs for workers and the unemployed to achieve secondary education credentials may be important.

**Table 15: Labor Force by Highest Examination Passed by Gender**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Highest Exam Passed** | **Males** | | **Females** | |
| None | 494,850 | 72% | 309,900 | 54% |
| CXC Basic, JSC 5, SSC | 12,075 | 2% | 15,700 | 3% |
| CXC General, GCE 'O' 1-2 | 13,850 | 2% | 17,925 | 3% |
| CXC General, GCE 'O' 3-4 | 24,850 | 4% | 35,625 | 6% |
| CXC General, GCE 'O' 5+ | 23,900 | 3% | 37,275 | 6% |
| GCE 'A' 1-2 | 1,325 | 0% | 1,000 | 0% |
| GCE 'A' 3 or more | 1,350 | 0% | 2,400 | 0% |
| Degree | 55,525 | 8% | 96,050 | 17% |
| Other | 14,150 | 2% | 22,575 | 4% |
| Not Stated | 44,300 | 6% | 35,100 | 6% |

# Labor Demand

The effectiveness and utility of CSJP’s labor market interventions rests on the ability to direct the interventions towards both current and future labor market demand. In developing this section on demand for labor and gaps between job openings and training provisions, it is best to use the research generated about labor demand from studies conducted by the Ministry of Labor and Social Security (MLSS) and HEART Trust-National Training Agency. Within the context of this report, it is not possible or advisable, given both restrictions on data by STATIN and statistical issues, to do mathematical occupational projections. First, STATIN restricts the occupation-level data needed to do this, and second, the size of the individual statistical cells containing the occupations are too small to make reliable projections for a great many occupations. HEART used such projections for a study of labor demand in the construction sector[[20]](#footnote-20) that generated projections for 2012 to 2016 that so far are wide off the mark (the data predicted strong growth by this year and last and predicted growth of 19 per cent in the industry’s demand for labor over the period 2011 – 2016, and an annual average growth rate of 4 per cent).

On the other hand there are several data sources that hold valuable information about the occupational areas that look promising based on actual research with employers and stakeholders. The MLSS conducted a fairly large employer demand survey published in 2010[[21]](#footnote-21), and continuously studies job advertisements in the newspapers to track the most in-demand jobs (there are about 4,400 jobs advertised per quarter). HEART has (1) an active listing of Skills in Demand (2013), (2) a Creative Industry Sector Training Plan (2013)[[22]](#footnote-22), (3) a Construction sector study (2012), and (4) a Tracer Study of HEART graduates (2013)[[23]](#footnote-23). PIOJ has compiled detailed information on overseas employment opportunities, and the sectoral emphases of government and partners. While these data sources provide ample examples of available jobs, they do not provide numerical predictions.

While these listings are useful for selecting training programs, it will always be important to verify actual employer demand in implementing a program in any particular geographic location. One way this is being done is in multi-stage programs of training followed by internships, where the training provider makes arrangements for internships up front when the provider submits a competitive bid. This supplies some direct and immediate evidence of employer demand.

Annex 2 contains (1) a compilation of Occupations Cited for Growth in Employment in the work of HEART Trust-NTA and the MLSS; (2) a table developed from MLSS data on skill sets associated with industry sectors. These studies contain quite a few occupational areas for which there is some actual evidence of demand. The studies also report some other interesting data. Annex 2 also contains information about potential overseas employment opportunities in growth areas as requested by one of the stakeholders during the consultation process.

In general, Jamaica is undergoing changes in occupations often based on restructuring that firms are undergoing to improve their competitiveness. The MLSS study reports that restructuring, mainly in terms of production and business processes, new equipment and technology, has particularly taken place in agriculture, financial services, and manufacturing and that jobs generally require higher levels of education and training, both vocational and professional. The MLSS report also indicates that while overall the economy has created uncertainty among employers, there was optimism among employers who are ready for expansion, particularly in the Construction, Agriculture, and Real Estate, Renting and Business Activities sectors.

In general, according to the MLSS study, employers say they need improvements in customer service, computer technology, and sales, and want workers with a positive attitude towards the job, hands on experience, as well as technical and information technology skills. MLSS notes an increase in the demand for skilled workers over the previous years and there has been an increase in the demand for NCTVET Levels 2 and 3 certification at the vocational level. Employers are also looking for employees with Bachelor’s and Master’s Degrees, but also want managerial and supervisory skills as part of these qualifications. For jobs filled by secondary graduates, they want to see accounting and information technology skills, and believe it gives those students an edge. Sixty per cent of sampled firms said they need more training, and 40 percent said only about 20 per cent of their workers are certified.

There has been a consistently high demand in agriculture, although there are 6,800 unemployed workers there, while unemployment is low at only three per cent. The MLSS report cites demand for low skilled casual workers, laborers, masons, and cultivation workers, as well as highly skilled workers such as mechanics, shift supervisors and mechanical engineers. Opportunities abound in agriculture, particularly in agro-processing, poultry and large livestock rearing, food and fruit tree crop cultivation, as well as organic and contract farming.

The data on supply and demand gaps shows a fair number of new and emerging occupations as in short supply, but these are at high technical and professional levels and probably don’t involve great numbers of jobs. From the economic data, however, we should not expect large sets of openings for different jobs until growth returns. This suggests that training programs must not train too many in a particular skill area so as to numerically flood any localized market. What growth occurs is likely to be modest for the near term. A second observation is that the main area of skills mismatch is at the technical and professional levels, as Jamaica does not produce such highly specific technical practitioners that the data say are scarce. A third observation is that the listings of what is in-demand tend to refer to specific jobs (e.g. call center worker or machinist), and not to more general occupations and occupational areas (e.g. data operations or mechanical maintenance), while the training courses are set up along occupation lines. It will be fruitful to look at some of the job titles and customize some new programs to train in a particular in-demand job. Finally, a look at Jamaica’s National Qualification Register (http://www.nqrjamaica.org/nationalregister/generalinfo/frm\_QualFramework.aspx) shows a great many sets of occupation and job standards (totaling 510), developed, one presumes, in response to stakeholders’ requests, that are not actually on offer in the training system.

## Gaps Between Labor Demand and Training Provisions

Examining the listings of in-demand jobs from the MLSS and HEART the following jobs have no or few training programs: sales representatives, retail sales clerks, accounts and payroll clerks, call center workers, truck drivers, mobile phone technicians/repair specialists, security alarm technicians, cleaners, machinists, plumbers, furniture upholsterers, bakers, green jobs in construction and installation, plasterers, stucco masons, drywall installers and trowel-on personnel, air conditioning technicians, security guards, bartenders, equipment operators, nursing aids, geriatric care specialists, nannies and domestic housekeepers.

From the MLSS listing of “Hot Jobs” (October 2013) the following are noted: Sales Representatives, Drivers and Truck Drivers, Security Officers, Domestic Helpers, Cashiers, Bartenders, Customer Service Attendants such as Receptionists, Customer Service Representatives, Store Clerks, and Front Desk Clerks.

From the HEART data: These listings include Concrete Finishers (Green Construction), Plasterers, Stucco Masons and Trowel-on Personnel, Cement Masons, Operations and Maintenance for HVAC and PV (Electricians and HVAC Technicians), Master Welders and Fabricators, Collision Repair Specialists, Vehicle Alarm Technicians, Mobile Phone Technicians, Internet Protocol –TV Technicians, Electronic Device Repair and Maintenance, Networking –CCNA & Wireless Program/Application Developers, Computer Network Installation and Maintenance, Masseuses, Manicurists, Hairdressers, Barbers and Hairstylists.

From the MLSS Labor Demand Survey: Listings include Delinquency Officers, Cleaners, Tractor Operators, Accounts and Payroll Clerks, Machinists, Boiler Maintenance Personnel, Plumbers, Furniture Upholsterers, and Bakers.

Some of the more promising areas for employment at present include: Sales Representatives, Sales Associates, Customer Service Representatives, Receptionists, Cashiers, Auto Mechanics, Vehicle Alarm Technicians, Masons, Plasterers, Stonemasons and Stucco Masons, Plumbers, Air Conditioning Technicians, Cabinet Makers, Counter Top Fabricators, Drywall Installers, Welders and Fabricators, Drivers (taxis and buses), Bike Messengers, Equipment Operators, Forklift Operators, Nursing Aids, Geriatric Care Specialists, Call Centre Workers, Industrial Security Guard, Security Guards, Alarm Technicians, Security Technicians, Gate Porters, Bartenders, Chefs and Cooks, Waiters and Waitresses, Food Servers, Kitchen Stewards, Mobile Phone Technicians, Computer Network Installation and Maintenance Personnel, Data Entry Workers, Machinists, Boiler Maintenance Personnel, Furniture Upholsterers, Refrigerator Welders, Electricians, Certified Electricians, Machine Operators, Small Equipment Maintenance Personnel, Domestic Helpers, Babysitters, Housekeepers, Caregivers, Massage Personnel, Fingernail Technicians/Manicurists, Hairdressers, Barbers, and Hairstylists.

The HEART Trust-NTA tracer study (2013) shows high employment rates (75% or more) for the following training programs: Ornamental Horticulture, Barbering, Maître D, Motor Vehicle Electrical/Electronic System, CISCO IT Essentials, Hairstyling, Allied Health Care (Patient Care), Horticulture Turf Management, Agro-Food Processing, Green House Technology, Fingernail Technology, Tile Installation, Early Childhood Development, Plumbing, Computer Repairs, Fashion Designing, and Air Conditioning and Refrigeration. Employment rates of less than 50 per cent were found for Carpentry, Building Maintenance, Secretarial Skills, General Office Administration, Housekeeping, and Hotel Front Office Agent.

Construction: Emerging Occupation Areas(HEART 2012): The HEART Trust-NTA construction sector report provides a listing of emerging occupational areas in the construction field. This listing includes Project/Construction Managers, Construction Supervisors. Green Construction Professionals, Cost Estimators, First-line Supervisors of Construction, Electricians (Solar Panel Installers & Technicians), Operations and Maintenance for HVAC and PV (Electricians & HVAC Technicians) Construction and Building Inspectors, Sales Representatives for Green Construction, Cement Masons and Concrete Finishers, Roofers, Solar Installers & Technicians, Deconstruction Workers, Energy & Indoor Air Quality Auditors, Energy Modelers, Commissioning Agents or Certification Consultants, Construction and Building Inspectors, Finishers, Carpet Installers, Floor Installers and Floor Layers, Tile Installers, Tile Setters and Marble Setters, Plasterers, Stucco Masons and Trowel-on Personnel, Concrete Finishers, Glaziers, and Interior Designers. Alternative Construction Professionals, Insulation Workers, Drywall Installers.

Table 16 below shows the top ten jobs advertised in the Gleaner and Observer newspapers for the two most recent quarters reported, while Table 17 shows the distribution of advertisements by occupation group.

**Table 16: Top Ten Advertised Jobs, 2013**

| **January 1 to March 31, 2013** | | **April 1 to June 30, 2013** | |
| --- | --- | --- | --- |
| **Occupations** | **Vacancies** | **Occupations** | **Vacancies** |
| Sales Representatives | 555 | Sales Representatives | 368 |
| Security Officers | 131 | Drivers | 185 |
| Domestic Helpers | 124 | Security Officers | 116 |
| Drivers | 120 | Domestic Helpers | 108 |
| Bartenders | 110 | Receptionists | 106 |
| Chefs | 87 | Cashiers | 103 |
| Cashiers | 80 | Bartenders | 103 |
| Receptionists | 73 | Store Clerks | 99 |
| Packers | 64 | Packers | 95 |
| Waiters/Waitresses | 63 | Masseuse | 84 |

Source: MLSS LMIS *Gleaner* and *Observer* newspapers found at http://www.lmis.gov.jm/labormarket\_Analysis.aspx

**Table 17: Advertising Citations by Occupational Group**

|  |  |  |  |
| --- | --- | --- | --- |
| **OCCUPATION GROUP** | **January to March 2013** | **April to June 2013** | **Calendar Year to Date** |
| Professionals, Senior Officials and Technicians | 1,484 | 1,561 | 3,045 |
| Clerks | 413 | 564 | 977 |
| Service Workers, Shop and Market Sales Workers | 1,473 | 1,224 | 2,697 |
| Skilled Agricultural and Fishery Workers | 11 | 19 | 30 |
| Craft and Related Trades Workers | 171 | 189 | 360 |
| Plant and Machine Operators and Assemblers | 189 | 284 | 473 |
| Elementary Occupations | 636 | 673 | 1,309 |
| **TOTAL** | **4,377** | **4,514** | **8,891** |

Source: MLSS LMIS *Gleaner* and *Observer* newspapers found at http://www.lmis.gov.jm/labormarket\_Analysis.aspx

# Inventory of Education and Training Programs Providing Vocational Training and Secondary Subjects in Jamaica

A thorough Inventory of all vocational training programs and programs providing classes toward sitting CXC CSEC exams was conducted. A complete listing of all these programs and their offerings is contained in Annex 4. Current enrolments were only available for CSJP and HEART Trust-NTA. The sources of the information include the CSJP, the HEART Trust-NTA, the MLSS, and the author’s knowledge and previous work. Jamaica has 173 vocational training programs that could be identified, and at least 26 (mostly commercial) programs aimed at the market of students who have left high school, but want to acquire additional secondary subjects like CSECs or other secondary credentials like Britain’s GCE ‘O’ Level Exams. The number of these latter programs may be higher. Table 18 shows the distribution of vocational enrolments and types of programs in each of the 14 parishes. Total annual vocational training enrolment in training centers and community-based training programs is approximately 33,756 for all parishes in 173 listed vocational programs. St. Andrew has the most vocational programs by far at 62 programs and 9,777 enrolled. The analysis finds 82 HEART-financed “Community Training Interventions”, as that agency refers to them, operated mostly by NGOs and CBOs, 61 privately operated or commercial programs (mostly commercial and a few church owned), 27 HEART Institutions, 14 other NGO/CBO operated programs, and 13 educational institutions involved in (post-secondary) vocational education and training. The parishes involved with the CSJP show Kingston at seven programs for 1,710 spaces, St. Andrew at 62 programs for 9,777, St. Mary at nine programs and 647 enrolled, St. Ann at 11 programs for 2,936, St. James at 15 programs for 2,899, Westmoreland at 8 programs serving 1,363, Clarendon at nine programs for 2,754, and St. Catherine at 21 programs serving 4,521. The enrolment figures represent the total number of individuals who occupied a training space; more than one individual may occupy a space in a given year, and not all of those who were enrolled will complete during the period; this has to do with many programs being less than one year in duration.

A total enrolment of 6,286 involving as many as 2,300 firms was recorded for four on-the job training programs including MLSS-JEEP at 500 participants in 200 firms, HEART Trust-NTA’s School Leavers program at 4,000 in 1,200 firms, NYS at 1,000 participants (number of firms not reported), and YUTE at 786 enrolled in 140 firms.

**Table 18: Training Enrolments and Types of Programs by Parish**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Parish** | **Vocational Enrolment** | **Vocational Programs** | **Secondary Subjects** | **HEART Institutions** | **HEART CTIs** | **Private & Commercial** | **Educational Institutions** | **CBO/ NGO** |
| Kingston | 1,710 | 7 | 1 | 2 | 4 | 1 | 0 | 1 |
| St. Andrew | 9,777 | 62 | 14 | 5 | 22 | 37 | 6 | 7 |
| St. Thomas | 259 | 2 | 1 | 0 | 2 | 1 | 0 | 0 |
| Portland | 852 | 3 | 0 | 1 | 2 | 0 | 0 | 0 |
| St. Mary | 647 | 9 | 0 | 1 | 8 | 0 | 0 | 0 |
| St. Ann | 2,936 | 11 | 1 | 2 | 4 | 2 | 2 | 1 |
| Trelawny | 1,102 | 3 | 0 | 1 | 2 | 0 | 0 | 0 |
| St. James | 2,899 | 15 | 3 | 3 | 4 | 6 | 2 | 2 |
| Hanover | 1,857 | 4 | 0 | 1 | 2 | 1 | 0 | 0 |
| Westmoreland | 1,363 | 8 | 3 | 2 | 2 | 4 | 1 | 1 |
| St Elizabeth | 1,522 | 4 | 0 | 2 | 2 | 0 | 0 | 0 |
| Manchester | 1,479 | 15 | 1 | 1 | 10 | 3 | 1 | 1 |
| Clarendon | 2,754 | 9 | 0 | 2 | 7 | 0 | 0 | 0 |
| St. Catherine | 4,599 | 21 | 2 | 4 | 11 | 6 | 1 | 1 |
| **TOTAL** | **33,756** | **173** | **26** | **27** | **82** | **61** | **13** | **14** |

It will be useful to map out all the educational and training programs in proximity to the 50 CSJP communities.

The following CSJP communities (Table 19) have one or more vocational training programs in proximity to the community.

**Table 19: Communities with a Vocational Training Program Nearby**

|  |  |
| --- | --- |
| **KINGSTON & ST. ANDREW** (6/23 communities) | **ST. MARY** (1/1 communities) |
| 1. Grants Pen/Barbican | 1. Gayle |
| 1. Rockfort | **ST. ANN** (0/1 communities) |
| 1. Mountain View | None known |
| 1. Marverly\* | **ST. JAMES** (3/12 communities) |
| 1. Seaview Gardens\* | 1. Granville |
| 1. Majesty Gardens\* | 1. Glendevon |
| **ST. CATHERINE** (0/7 communities) | 1. Flankers |
| None known | **WESTMORELAND** (0/2 communities) |
| **CLARENDON** (0/4 communities) | None known |
| None known |  |

The following CSJP communities (Table 20) have no vocational training programs in proximity to the community.

**Table 20: Communities without a Vocational Training Program Nearby**

|  |  |  |
| --- | --- | --- |
| **KINGSTON & ST. ANDREW** (17/23 communities) |  | **ST. CATHERINE** (con’t.) |
| 1. August Town |  | 1. Central Village\* |
| 1. Whitehall Gardens/Red Hills Road (Park and 100 Lane, 89 Red Hills Road, Common, Whitehall Avenue, Ackee Walk, Jackson Town) \* |  | 1. Greendale (Shelter Rock/Jones Ave, Lauriston, New Nursery, Thompson Pen, Tredegar Park, Gravel Heights)\* |
| 1. Hannah Town |  | **CLARENDON** (4/4 communities) |
| 1. Denham Town |  | 1. Canaan Heights |
| 1. Trench Town |  | 1. Turners |
| 1. Waterhouse |  | 1. Farmville/Effortville |
| 1. Tower Hill |  | 1. York Town\* |
| 1. Drewsland |  | **ST.ANN** (1/11 communities) |
| 1. South Side/Tel-A-Viv |  | 1. Steer Town |
| 1. Allman Town/Woodford Park |  | **ST. JAMES** (9/12 communities) |
| 1. Kencot |  | 1. Mount Salem |
| 1. Ambrook Lane/Cassia Park |  | 1. Farm Heights |
| 1. Tivoli |  | 1. Rose Heights |
| 1. Highlight View/Mudd Town |  | 1. Canterbury |
| 1. Dunkirk/Browns Town |  | 1. North Gully and Railway Lane\* |
| 1. Matthews Lane |  | 1. Salt Spring |
| 1. Fletchers Land |  | 1. Norwood |
| **ST. CATHERINE** (4/7 communities) |  | 1. Green Pond\* |
| 1. Homestead |  | 1. Anchovy\* |
| 1. Tawes Pen |  | **WESTMORELAND** (2/2 communities) |
| 1. March Pen & Dela Vega\* |  | 1. Russia in Sav-la-Mar (to include Seaton Street as of Feb 2012) |
| 1. Ellerslie Pen |  | 1. Whitehall (Negril) \* |
| 1. Gordon Pen\* |  |  |

## The HEART Trust-National Training Agency (HEART Trust-NTA)

The largest provider of vocational training in Jamaica by far, The HEART Trust – National Training Agency was established in 1982 as a statutory organization under the Human Employment and Resource Training (H.E.A.R.T.) Act of 1982 and offers a wide range of technical and vocational education and training services: training in its 30 centers, institutes and career colleges, training in communities run by local groups and NGOs, and on-the-job training programs for both new workers in the School Leavers program and existing workers seeking certification. It also trains instructors, provides career guidance and job placement programs, and finances the National Council on Technical and Vocational Education and Training (NCTVET) which creates training standards, accredits programs, oversees the assessment process, and awards certifications at various skill levels. HEART-NTA operates mostly on a training levy on employer payrolls of three per cent to finance the roughly JA$8 billion dollar budget. This training levy is the highest in the Latin American and Caribbean region which typically vary from 1-2 %.

HEART’s original program was based on the HEART Act’s provisions for a rebate on the payroll tax for firms taking in trainees, with HEART acting as a coordinating and supports agency as well as a tax compliance regulator. The School Leavers Training Opportunities Program (SLTOP) was the first program created by HEART, and it was (and remains) mostly a work experience program more than a formal OJT program. Later in the 1980s HEART established various training Academies, some with residential capacity, sometimes in a partnership, but eventually HEART assumed all operations directly, and in the 1990s it took on quite a few vocational programs that other ministries had been operating and operated these vocational training centers and the Vocational Training Development Institute. Also in the 1990s it began partnering with community organizations to provide training as well, enabling it to reach new locations and clients. It now has about 85 such programs run by NGOs, churches and CBOs, and includes training aimed at at-risk youth and special needs groups, but operated within the same qualification framework, and during this time HEART established a standards setting, accreditation, and certification system and a daughter agency, the National Council on Technical and Vocational Education and Training (NCTVET), to operate the system with some degree of autonomy.

More recently, HEART has focused on upgrading its institutions into “workforce colleges” and generally increasing higher level training enrolments significantly, while also financing a significant portion of the Career Advancement Program (CAP) of the Ministry of Education (MOE) aimed at establishing NCTVET-type qualifications for secondary school leavers. The community-based training offerings, “community interventions” as they are being called, are a diverse group of special programs supported by HEART Trust-NTA. Most are community operated by churches, community groups or NGOs. CSJP’s largest training provider, Operation Friendship, is among these HEART-supported programs as are several more that are utilized by CSJP. For the most part they offer training at NCTVET Level 1 in a large range of skill areas, and HEART shows flexibility in this area for additional educational or other instruction. HEART has been customizing programs with the Steps to Work program to add additional education, life skills and entrepreneurship components to programs for STW.

HEART Trust-NTA’s current total enrolment for all categories of training is in the range of 78, 000 per year, with center-based and community-based training (the ones accessible to CSJP) accounting for a total enrolment of 38,400 for last year (see Table 20). The remainder is the programs conducted in firms serving over 20,000, as well as those enrolled in the Ministry of Education CAP program (about 8,000). In the center-based and community programs female enrolment is about 56%.

**Table 21: HEART Enrolments in Institutions and Community Programs 2012-13**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Program** | **Enrolment** | | **Completion** | | **Total Enrolment** | **Total Completion** |
| **Female** | **Male** | **Female** | **Male** |
| HEART Institutions | 14,170 | 13,448 | 8,262 | 7,477 | 27,618 | 15,739 |
| Community Programs | 7,370 | 3,416 | 4,482 | 2,091 | 10,786 | 6,573 |
| **Total** | **21,540** | **16,864** | **12,744** | **9,568** | **38,404** | **22,312** |

Source: HEART Trust-NTA Statistical Report for FY 2012//13

Applicants to HEART (including CSJP participants) can access career development services to clarify their career aspirations and identify occupational areas of greatest interest using psychometric tests, and these services should be examined more closely going forward to see if they offer opportunities for CSJP. Graduates as well as the general public can access job placement services, but historically, HEART has a weak record on direct job placements.

HEART’s center-based and community-based training programs combine classroom, workshop or lab, with employability and some life skills content built into the standards-based curriculum. As a rule, all HEART programs try for a work experience sequence of one month toward the end of the training period and this has historically correlated with improved employment outcomes. The programs have a difficulty, however, finding work experience placements for all participants. Follow-up is limited to tracer studies rather than ongoing contact with all graduates.

The agency pays a small stipend and programs at Level 1 are free of cost to participants, and some Level 2 programs are free as well, with learners paying a subsidized rate for higher levels.

HEART Trust-NTA is in an organizational transition with a new Board of Directors since mid-2013 and new Executive Director, promoted from within at the end of 2013. The Executive Director indicated in an interview some new directions including refocusing the admissions process toward a diagnostic rather than an assessment orientation, and reviewing the appropriateness of the grade nine test as the main criterion for admissions to all training programs to reach some of the under-served target group. (Interview with author, 2013). He also indicated commitment for closer partnerships with JFLL and the Steps to Work program, and it is noteworthy that the Executive Director of HEART-NTA sits on the Board of JFLL. It would be potentially productive if all the partner organizations involved with services for the unemployed were involved at the Board level of the different organizations.

HEART Trust-NTA partners with the Steps to Work program to deliver its five day Job Savvy job preparation program. CSJP should explore whether this program could upgrade its job preparation services. HEART also partners with JFLL, NYS, and JEEP (among numerous other partnerships HEART is involved with). Applicants who do not achieve the requisite scores on the admissions test are referred to JFLL, and improving the smoothness of this referral process and then subsequent admission to HEART has been a challenge. HEART has a “first past the post” admission policy and places accepted applicants on a waiting list. The waiting list for popular courses can be as long as two years. They work with NYS to enable certification of NYS participants, and they work with JEEP on a number of projects. HEART partners with the MOE’s CAP program providing 64 student support officers for JEEP.

The HEART Tracer Study of 2010-2011 graduates published this year reveals some interesting facts about both HEART Trust-NTA as well as vocational training programs in Jamaica. Graduate satisfaction is high at 93 percent, and 92 percent believe that the training was adequate in preparing them for employment in the skill area trained. On other measures, satisfaction with instructors was 87 percent, with the assessment process 84 percent, training materials 80 percent, facilities 79 percent, and equipment 76 percent. Low ratings were noted for Job Placement Services (20 percent) and Work Experience Program (64 percent). There is no recent Employer Survey, although earlier studies were fairly positive about work attitudes and behaviors as well as technical skills, while still critical of the educational foundations of graduates, e.g. English language.

The overall employment rate in the tracer study stood at approximately 57 percent and there is no statistically significant difference in employment as a result of certification. The main sectors of employment were Hotels and Restaurants (18 percent), Wholesale and Retail Trade; Repair of Motor Vehicles (17 percent), Other Community and Personal Service Activities (11 percent) and Education (11 percent). The best performing skill areas were Cisco IT Essentials (83 percent employment rate), Allied Health Care (Patient Care) at 82 percent, Barbering at 75 percent and Industrial Electronics at 75 percent. Over half (57 percent) of the respondents were employed or have been employed in an occupational area related to the training they received at HEART Trust/NTA. Males stood a greater chance of gaining employment at 62 percent, compared to the female rate of 53 percent. Adults (25 years and over) were more likely to be employed (71 percent) when compared to youths ages 17 – 24 years (45 percent), and those 45 and over have an 82 percent employment rate.

Single graduates had a lower employment rate at 54 percent compared to those married/living with a partner at 68 percent. Parents were more likely to be employed at 61 percent than non- parents at 54 percent. Heads of households (HOH) were employed at a rate of 72 percent compared to 51 percent for those who are not HOH. Graduates from four parishes were more likely to be employed: St. Thomas (69 percent), Kingston and St. Andrew (68 percent) and Portland (67 percent). The lowest employment rates were in the parishes of Clarendon (43 percent), Hanover (46 percent) and St. Mary (47 percent). Thirty percent worked outside of their parish of residence. A job placement assisted by the agency was only reported by nine percent of graduates.

Notably, respondents who were certified by NCTVET carried an employment rate of approximately 57 percent; while uncertified respondents reported an employment rate of approximately 59 percent. It takes most graduates seven to 12 months to find employment, and if a graduate does not find employment by 13 months the chances of employment decrease notably. Also notable, 14 percent had completed additional education and training and almost 20 percent were currently participating in further education and training.

The following skill areas recorded employment rates above the average rate of 57%:

Motor Vehicle Electrical/Electronic System – 100.0%

Hairstyling – 84.6%

CISCO IT Essentials – 84.6%

Allied Health Care (Patient Care) – 81.8%

Computer Repairs – 76.5%

Barbering – 75.0%

Horticulture (Turf Management) – 70.0%

Early Childhood Development – 67.6%

Electrical Installation – 66.7%

Accounting Clerk – 65.6%

Plumbing – 64.3%

Food and Beverage – 64.3%

Welding – 63.8%

CFP (Cookery) – 63.0%

Cabinet Making – 62.5%

Electrical/Electronic Maintenance – 61.9%

Motor Vehicle Repairs Car and Light Trucks – 60.0%

Customer Service – 60.9%

Garment Construction – 60.0%

General Cosmetology – 60.0%

Hospitality Service (Villa) – 59.3%

The specific qualifications that result in higher employment rates were:

Early Childhood Development (Level 3) – 100.0%

Computer Repairs (Level 1) - 100.0%

Motor Vehicle Electrical/Electronic System (Level 3) – 100.0%

Cisco IT Essential (Level 3) - 88.9%

Hairstyling (Level 2) – 83.3%

Electrical/Electronic Maintenance (Level 3) – 80.0%

Allied Health Care (Patient Care) (Level 2) – 80.0%

Cisco IT Essential (Level 2) - 78.6%

Welding (Level 3) – 76.9%

Computer Repairs (Level 2) - 71.4%

Barbering (Level 2) – 71.4%

Data Operations (Level 1) – 70.8%

Plumbing (Level 2) – (69.2%)

Electrical Installation (Level 2) – 68.9%

Electrical Installation (Level 1) – 68.4%

Welding (Level 2) – 64.0%

Carpentry (Level 1) – 66.7%

Accounting Clerk (Level 2) – 66.7%

Early Childhood Development (Level 1) - 66.7%

Motor Vehicle Car and Light Trucks (Level 3) – 66.7%

Massage Therapy (Level 2) – 66.7%

Business Administration (Secretarial Skills) (Level 1) – 66.7%

Food and Beverage (Level 1) - 66.7%

Horticulture Turf Management (Level 2) – 66.7%

Early Childhood Development (Levels 2) – 65.5%

General Cosmetology (Level 2) – 65.1%

Commercial Food Preparation (Cookery) (Level 1) – 63.0%

Food and Beverage (Level 2) – 60.0%

Horticulture Turf Management (Level 3) – 60.0%

General Construction (Level 2) – 60.0%

Hospitality Services (Level 2) – 59.3%

Practical Nursing (Level 2) – 63.6%

Skills areas with low employment rates include Carpentry, Building Maintenance, Secretarial Skills and General Office Administration, Housekeeping-Laundry and Linen, and Hotel Front Office.

**The National Council on Technical and Vocational Education and Training (NCTVET)** is a key player in vocational training programs. It is financed by HEART Trust-NTA and is comprised of a group of stakeholders from the public and private sector, including HEART Trust-NTA. The Council is supported by a technical staff that develops standards, provides quality assurance (QA) of the assessment and certification process, and does the technical work to accredit TVET programs. The Council approves and formally adopts occupational standards and training program standards, and awards accreditation and certification. NCTVET regulates the assessors in the system, both approving who can be an assessor through certification, and providing QA services for the assessment process through audits of assessment records. NCTVET has developed 510 occupational standards in a five-tier qualifications framework. Training providers can become accredited, although there are not many non-HEART programs that have been accredited. Accredited programs have more control over the assessment process. It is supposed to be possible for an organization to be accredited for assessment only (and not for providing training directly) and this could be an option for CSJP III to explore as it would improve the assessment process for CSJP vocational training participants. Training for assessors is available through the Vocational Training Development Institute, a tertiary level program of HEART Trust-NTA.

NCTVET qualifications are arranged in competency units such as “Communicate effectively in the workplace” or “Perform an oil change on a vehicle engine”. Each unit is assigned nominal hours, the average time it should take to complete a unit. A qualification is comprised of core mandatory units and elective units to customize a training offering to a particular job or employer emphasis. Qualification levels are Level 1 semi-skilled, Level 2 skilled, Level 3 independent skilled worker, technician, supervisor, Level 4 for managers and higher level technicians, and Level 5 is a professional level. Work has been underway to merge with a proposed regional qualifications framework of CARICOM and add additional levels.

HEART has approved and implemented five customized training programs in the past year for poorer beneficiaries with lower educational qualifications for the Steps to Work program; the programs customized for Steps to Work feature more remedial education content and additional hours on life skills and employability skills. A similar customized approach is something CSJP III will want to explore.

Sustainability concerns require that the CSJP III form a longer term partnership with HEART Trust-NTA for training and certification. A partnership should focus on improving access for the target group, implementing community programs in proximity to CSJP communities, possibly providing customized programs as is done with the Steps to Work program, improving the assessment process for CSJP participants, jointly addressing the unsolved problem of remedial education services needed by the target group and a concern for both HEART and CSJP, working together in program development for better life skills and employability training, work experience and internship programs, and job preparation and job placement services.

In the next section we discuss three other Jamaican entities that are important to think about for sustainability. CSJP likely needs a remedial education component for some clients, needs linkage to the MLSS, and is also missing any business development services for would be entrepreneurs.

## The Jamaica Foundation for Lifelong Learning (JFLL)

Founded as a literacy agency in the 1970s by Michael Manley’s government, JFLL offers literacy training and remedial education (including a computer assisted called AutoSkills), CSEC and High School Equivalency programs, literacy assessments for HEART, the YUTE program, and Steps to Work, and CASE [Computer Application Software for Empowerment] a basic computer training course. JFLL is located in every parish. The organization has been undergoing a great transformation to remain relevant and expand beyond basic literacy and carries a bit of stigma from its earlier mission. Many JFLL programs operate three times daily.

JFLL operates one pre-vocational training program in partnership with the CSJP Western region at present. The JFLL programs to help Steps to Work participants achieve CXC CSECs and HISEP academic certifications appear successful at increasing the qualifications of participants whose main barrier is low education attainment according to the Osei *et al* report[[24]](#footnote-24). Any program that works to get individuals without high school CSEC certification will greatly improve chances for employment, as employers nearly all use this as their most important benchmark. JFLL also works with the Correctional Services Department to implement literacy interventions in correctional facilities as part of their wider rehabilitation efforts. JFLL welcomes learners referred by the judicial system and the JCF.

The JFLL offers five different program streams:

* The Foundation LENS(Lessons in English, Numeracy and Survival) takes the adult learner from basic literacy and numeracy up to the Grade 6 level.  Based on a pre-training test, learners are placed at one of four levels and guided to advancement at their natural pace. Upon completion of all four levels of the Basic Literacy & Numeracy Program the learner is awarded a Certificate of Achievement.
* The JFLL Secondary Program offers a pathway to learners who want to get their qualifications in Mathematics and English up to the Grade 11 level. The program is aimed at students who did not sit for CSEC subjects or dropped out of high school, and is 15 months full time for five hours per day four hours per week, and two years part-time at three hours per day, four days per week. Certifications may include Jamaica Secondary Certification, Secondary School Certification, Caribbean Certificate of Secondary Level Competence, and Caribbean Secondary Education Certificate (CSEC), NCTVET High School Equivalency Program (HISEP). This program costs JA$7,500 per term for all subjects for full time and JA$3,500 per term per subject for part-time.
* AutoSkills is a computer-aided reading and mathematics program that takes the learner from the most basic level to Grade 12. It is designed to assist learners who face particular or persistent challenges by developing their intellectual skills. The JFLL provides a live facilitator to render any assistance that the learner might need. AutoSkills is delivered in three hour sessions, allowing the learner to interact with a computer by receiving instructions via headphone. Auto Skills is available only at centers that have computer labs.
* The Computer Application Software for Empowerment (CASE) program teaches basic Windows computer skills including Microsoft Office Suite, Internet browsing, and Internet research including Google. These courses are taught at the Basic, Intermediary and Advanced level in computer labs at selected locations across the island; each course is 6 weeks long.
* Workplace Education in Literacies and Life Skills (WELLS) is a program offered to employers to assess workers’ literacy and education levels and provide tailored interventions to improve these levels.

JFLL has a new Chair and Executive Director, and the new Chair has indicated a shift toward a focus on helping individuals acquire secondary level certification like CSECs and the High School Equivalency creation of the NCTVET. The agency faces a challenge as well in improving the performance of remedial programs for Steps to Work and learners trying to gain entrance to HEART Trust-NTA programs. This area of remedial education needs additional design work to deliver more effective and efficient programs that retain the motivation of participants.

## Ministry of Labor and Social Security (MLSS)

The MLSS is another potential partner for sustainability of the CSJP efforts. The Ministry hosts the Program of Advancement through Health and Education (PATH) conditional cash transfer program serving over 400,000 beneficiaries, and PATH operates the Steps to Work program. This training program has an overlapping target group and mission in terms of social protection programming. The IDB is working with PATH to develop a pilot for an on-the-job training program for the revamped Steps to Work program; the World Bank is working with PATH on reorganizing and streamlining Steps to Work. Recommendations concerning the STW program call for the same kind of comprehensive training program as this report. Collaboration and partnership, and possibly transitioning of CSJP education and training programs to the MLSS must certainly be explored as a sustainability device.

MLSS operates a variety of labor market programs including an Electronic Labor Exchange that is currently being reconfigured, Employment Services including job preparation and job matching, and the Overseas Employment program. In addition, the MLSS conducts labor market research that identifies jobs in demand.

The MLSS also operates its own Jamaica Emergency Employment Program (JEEP), an on-the-job training program. The program was continued for 2013/14 with about 500 participants. The highly selective program lasts for six months, with MLSS paying a weekly stipend of JA$6,000 for three months and employers financing a second three months; MLSS Jeep reports approximately 35 per cent of participants have been retained by the employers.

## The Jamaica Business Development Corporation (JBDC)

The CSJP education and training program lacks opportunities in the area of business development and entrepreneurship.The JBDC was established in April 2001 as the leading local agency charged with the responsibility of facilitating the development of Micro, Small and Medium-sized Enterprises (MSMEs) in making a contribution to the development of the economy. JBDC has locations in Kingston, Mandeville, Savanna la Mar, Lucea, Montego Bay, Ocho Rios and at UWI in Mona, with a possible site in Portland at the College of Agriculture, Science and Education (CASE). They also operate a Business Incubator at the Garmex complex in Kingston, which houses technical and engineering services. Incubation services are available in fashion, pattern making and cutting, food products development, craft work such as jewelry, and products for Things Jamaican. JBDC has experience with donor-assisted projects with IDB, the EU and USAID, and local partners such as the Kingston Urban Renewal Program (KURP) including use of the BY.ND model, and local partners Development Bank of Jamaica (DBJ), Jamaica Social Investment Fund (JSIF), National Commercial Bank (NCB), Tourism Enhancement Fund (TEF), Jamaica National, Micro Investment Development Agency (MIDA), and Bureau of Standards Jamaica (BSJ).

The organization has over 7,000 active clients, who utilize a substantial suite of services and who are located across the country and represent varying sectors including: fashion, agro-processing, craft and services. The clientele includes many low income and less privileged and JBDC has been quite involved in combating poverty through business development. The company has over 100 multi-skilled staff consisting of professional business advisors, engineers and industry specialists who provide expert support to its clients across the industrial sector. Services include business advisory services (business profiles, plans and training, support for access to finance, financial management and monitoring), technical services (inter alia product development, fashion, graphic services and, food technology services). Their Incubator and Resource Centre (IRC) in the Garmex Free Zone delivers the majority of the workshops put on by the JBDC along with product incubation. The Incubator offers workspace, and access to specialized technology and equipment. IRC’s technical services also include concept development, product design, prototyping, branding & packaging, production and commercialization. The strategically located company also administers six (6) Things Jamaican stores, in strategic locations such as the two international airports, while facilitating the marketing services and promotional aspects of JBDC’s integrated approach to providing services for its MSME clients. JBDC’s Financial Services Unit (FSU) provides financial consultancy geared specifically at capacity building through financial education, training and debt counseling, while its Project Management & Research Department – PMRD (previously called the Industrial Secretariat), is responsible for quantitative and qualitative research (data collection and analysis), monitoring and evaluation, capacity building, institutional assessment, proposal writing and project management. The PMRD managed 10 projects during the 2012 – 2013 for donors such as the United Nations Development Program (UNDP), Development Bank of Jamaica (DBJ), Inter-American Development Bank (IDB), Jamaica Social Investment Fund (JSIF) and the Bureau of Standards Jamaica (BSJ). Examples of projects include: Craft Biz Facility Project, Energy Conservation and Efficiency Project, Small Business Growth and Distribution Linkages Project, Productive Integration of Micro-Enterprises in Jamaica, Kingston Urban Renewal Project, JSIF – REDI and Jamaica Furniture and Wooden Products Project – Furniture Jamaica. The JBDC offers handholding for about a year for clients, and generally assigns one officer to 60 clients. Table 22 shows the data on JBDC for 2012/13.

JBDC said in a 2013 IDB Mission interview that there are entrepreneurial opportunities in the areas of food processing, especially sauces and condiments, beverages, and candies, fashion, retailing, ICTs, animation and related creative areas, tourism-related products, and a variety of niche areas, but the likelihood of success will depend on the geographic area and the available resources. The JBDC team also highlighted its Building Youth for National Development Program (BY.ND), developed by JBDC specifically to facilitate business start-ups and employment opportunities for 18-35 year olds that involved over 3,300 participants in two phases. The program involved skills training for candidates in a variety of target industries as well as internships in host micro and small enterprises and small grants for equipment and tools for business start-ups.

The CSJP should explore partnership opportunities with this important and responsive organization to create pathways to entrepreneurship for CSJP clients.

**Table 22: JBDC Activities 2011-2012**

| **Products & Services** | **Description of Interventions** | **Number of Interventions** | |
| --- | --- | --- | --- |
| **2011** | **2012** |
| Business Advisory Services | Business advice and mentoring, business plan preparation and analysis, program and project management, business training, assessment of entities and preparing them to access financing and referrals to technical and financial institutions | 3,974 | 4,547 |
| Technical Services | Technical assistance such as product design and development, business incubation management plant and production engineering, food technology, customized hands-on workshops, prototype and product development, branding, fashion and graphic design, pattern-making and packaging and  labelling services. | 1,043 | 1,312 |
| Marketing Assistance | Retailing – Things Jamaican; Stores Marketing Consultation – Screening of Products; Market Research; Market Access. Participation in trade shows and expositions | 509 | 976 |
| Financial Services | Business Development Loans Financial Brokerage Services – loan and grant funds on behalf of other agencies; Financial advice and monitoring | 534 | 549 |
| **TOTAL** |  | **6,060** | **7,384** |

Source: Jamaica Business Development Corporation in ESSJ, 2013

The CSJP should explore partnership opportunities with this important and responsive organization to create pathways to entrepreneurship for CSJP clients.

## Youth Upliftment through Education (YUTE)

The YUTE program is an initiative of the Private Sector Organization of Jamaica begun in 2011 to provide more opportunities for at-risk youth. In its work with this target group, YUTE acts primarily as an intermediary between training and services providers and the employers, brokering for training and for on-the job training experiences. It is mentioned here for its unique blend of services, private sector linkages, and potential to contribute to CSJP III.

YUTE recruits participants by working with Community Development Councils and YUTE Community Engagement Officers (CEOs), as well as NGOs and service clubs in targeted communities (inner city communities of Tivoli Gardens, Jones Town, Mountain View, Rockfort, Denham Town, Trench Town, Olympic Gardens, and Parade Gardens), for the 16-29 age group, who are “unattached” (not attending school or working).

Participants are assessed by JFLL to verify a level of educational achievement, and the program verifies age and community of residence. A case planning and management approach is applied to some of the most at-risk in a sub-program called the U-turn Program Stream that includes a camp component, and YUTE has a team of trained social workers who engage the participants during training, job placement or within periods of transition. For skills training, YUTE refers participants to HEART Trust-NTA for vocational training. The program has offered two-day Career Preparation Workshops for 560 participants aimed at more job ready participants, led by a prominent local employment services provider, the Job Bank, and has now modified the program to include content for entrepreneurship and preparation for further studies. YUTE has established and manages community-based Pre-Skills Training Programs and has enrolled 456 participants in that stream. Junior Achievement or micro franchising workshops are conducted with participants interested in entrepreneurship. Partnerships have contracted out some services that include or have included a mentorship program with Youth Opportunities Unlimited and the Leadership Institute, entrepreneurship training to Junior Achievement Jamaica and the U-turn camps were managed by a firm called Logistics and Protocol Services. A segment of the program is referred to as an apprenticeship stream and is conducted in partnership with the NYS. YUTE conducts monthly workshops with the participants who are currently on work experience and on-the-job training.

YUTE has five categories of job and OJT placement:

1. 5- Week Placements
2. Internship (3-6 Months)
3. Apprenticeship
4. Permanent Placement
5. Special Placement (Seasonal employment opportunities e.g. Restaurant Week or gift wrapping during Christmas etc.)

The program features a Job Bank for matching participants to available jobs and participants are all required to attend career preparation workshops. According to YUTE personnel, employers are recruited via specialized meetings, door-to-door canvassing or business drives, although they are engaged primarily through e-newsletters and follow up calls.

YUTE conducts baseline and exit surveys with participants, as well as evaluations by both the employer and participant; provides periodic workplace visits, and monitors attendance closely; this is due to the connection of attendance to the stipend of JA$1,000 per day paid bi-weekly. Hopefully, all of these practices would be emulated by CSJP, and an exit survey would be a good monitoring and evaluation mechanism.

Work experience/on-the-job training programs have involved 140 employers to date and served 830 in year one (506 on their budget and 324 in a USAID project) and this most recent year recruited 1,825 participants and provided 1,091 various opportunities to 786 participants.

The YUTE is expected to come to an end at the end of December 2013, and is mainly going to be involved with facilitating the completion of training and job placement for participants currently enrolled at training institutions.

YUTE emphasizes close targeting, employment preparation services and on-the-job training, with variations on how the workplace component is implemented, whether it is more of a work experience than training, whether it can lead to certification, whether it includes a life skills component, or a remedial component or entrepreneurship. YUTE has a rich menu of services and appears to customize for each participant and provide follow-up services in an effective way, in what could be called more of a case management and labor intermediation approach. No outcome data is yet available from YUTE, but it does appear to be a well-run operation with some innovative approaches, especially effective targeting, using a brokering approach and focusing on coordination, contracting out and partnering for services, offering flexible time arrangements with employers, and a reasonable stipend. As the program will come to an end later this year, the positive features above should inform future efforts for CSJP. The operator, Development Options, could also be considered as a services provider for CSJP consideration.

## Institute of International Recognized Qualification (IIRQ)

IIRQ is a relatively new job training program set up by UTECH Professor Gossett Oliver with offices in the UTECH business incubator and several training locations near the UTECH campus. It is mentioned here for its blending of classroom training and internships (called apprenticeships by IIRQ). The program offers training in health care services and for phlebotomy technicians, an early childhood care associate’s degree, motor vehicle servicing, construction skills modules, certification in plumbing and electrical installation, IT systems repair, business skills, accounting, a non-certificate sales and marketing short course, travel and tourism (including housekeeping), food preparation/culinary arts, food and beverage service, engineering, metal machining, plant maintenance, and teacher training (an advanced diploma), IIRQ also offers courses in English for the office, customer service, and numeracy/mathematics. Most programs lead to certification possibilities with England’s City & Guilds of London from certificate to advanced diploma level, while the early childhood program uses NCTVET standards at levels three and four, the phlebotomy program is certified by American Medical Technologists and one program offers an IIRQ certification. Electrical Installation is primarily an assessment-only program toward licensure, although training is offered as well.

The IIRQ programs try to combine classroom training in modestly outfitted training venues with work-based learning through arrangements with employers, and the CEO refers to the program as an apprenticeship approach. IIRQ supplies support to the workplace training and brings structure to the workplace training to align it to the requirements of the qualification, an intermediation service. The program designs are sometimes three days classroom and two days’ workplace, and other times practicums for several months; the arrangement depends on the qualification sought.

IIRQ has 300 Career Advancement Program (CAP) students assigned by the MOE at a cost of JA$80,000 per participants. Otherwise costs range from JA$72,000 for Phlebotomy Technician to about JA$100,000 for an Information Technology certificate. Many of the employers provide a small stipend to the apprentices. Total enrolment at IIRQ is in the range of 350 students, so most are CAP students.

This program is to some extent a public-private partnerships, since most of the students are sponsored by the public sector. In fact, the source of the funding is actually HEART Trust-NTA’s contribution to CAP.

IIRQ has no standard admissions requirements; rather, these vary according to qualification pursued, with some requiring experience, some two CXC CSECs, and some, such as the culinary program and some certificate programs having no formal entry requirements. Courses are generally listed in terms of hours and three month semesters.

The City & Guilds certification involves a quality assured assessment process that includes internal and external verifiers of the validity of an assessment (as does the NCTVET certification). IIRC has the only OJT program that usually leads to a full qualification.

The institution does not have tracer studies so far, but reports absorption by employers as in the range of 50 per cent hired by the apprenticeship firm. The ingredients of flexible admissions standards, the dual approach to training involving both classroom-based and workplace training, the generally shorter duration of training programs as compared to most similar offerings of HEART Trust-NTA, the structured nature of the on-the-job component, and the certification are all appealing. IIRQ lacks life skills training, but does offer some employability training. IIRQ could be a provider for CSJP III and its clients who have completed school but have only a few CXC CSECs. This could work through an agreement to cover the tuition or through a training voucher that would include IIRQ. It would also be possible to consider a pilot of this type of approach with CSJP clientele.

# Additional Considerations for CSJP III

1. The several related and overlapping projects including the Community Renewal Program and the GOJ/IDB pilot program for PATH/Steps to Work, as well as projects in the pipeline with the European Union and USAID with similar goals need to be considered, especially as the donor-assisted projects either may have or do also have education and training components. If this is so, how will education and training programs be organized and coordinated across projects?
2. Does the CSJP PEU want to take on a larger role as a planner, procurer, financier and operator of a conceivably somewhat larger education and training project activity as envisaged by CSJP III? This may require a larger organization structure and budget. Or does the PEU prefer to work through more partnerships and service contracts, and possibly assign much of the responsibility for the education and training component to another organization?
3. What kind of training program does the project want to implement? This report says that the most effective training programs, according to the evidence, are comprehensive training program that features classroom components for life and employability skills, as well as for technical skills theory, workplace training for practical training, and a package of employment services including job preparation and job placement, complemented by a needs assessment and individual training case plan, more counselling services, remedial and second chance education programs, and business development training for entrepreneurship. This is a lot to take on. Various services may be contracted out, or delivered in partnership. The problem with this is potentially fragmenting the program and losing the continuity of services needed for such programs to work effectively and efficiently.

# Thinking Outside the Box

Here are some ideas that are new or have not been tried by CSJP, but show promise.

1. Increase the focus on educational programming, especially for participants to achieve secondary education qualifications. The most fundamental barrier to employment and to training leading to employment of CSJP participants is low educational achievement. Given that the economy is not generating jobs right now, job training may lead to frustration. Former IDB economist Claudio de Mauro Castro once said, “When jobs are plentiful, provide training; when jobs are scarce, provide education.”
2. Develop an on-the-job training program component aimed at small businesses and even informal sector enterprises. The competing on-the-job training programs of HEART Trust-NTA, NYS and MLSS JEEP target more medium and large organizations in the formal sector. Provide an incentive to employers to provide training to CSJP participants. Ensure support to an on-the-job or internship component with services that support the participants and the employers.
3. Develop and implement a program aimed at the informal sector workers to increase workplace literacy, language and numeracy, provide business development training and support services, and referral and follow up for financial assistance and credit.
4. Develop and co-finance customized training programs as is being done between Steps to Work and HEART Trust with additional remediation, life skills, employability skills, internships and job placement services.
5. Develop and co-finance some new community-based programs with HEART Trust-NTA, possibly using the Community Action Committees as governance bodies.

# Recommendations for Education and Training Programs for CSJP III

The recommendations below were presented to the PEU during a consultant Mission of November 11-15, 2013 in two separate presentations for management and staff and were generally accepted, although skepticism about contracting services using competitive procedures remains.

1. Implement a comprehensive training program. This would feature classroom components for life and employability skills, as well as for technical skills theory, workplace training for practical training, and a package of employment services including job preparation and job placement, complemented by a needs assessment and individual training case plan, more counselling services, remedial and second chance education programs, and business development training for entrepreneurship..

Comprehensive Training Programs

Training Program Components:

* + - 1. Life Skills, Employability Skills and Technical Skills taught in a classroom setting

Usually one primary training provider selected

* + - 1. Internship with employers of 3-6 months, monitored and supported
      2. Job Preparation Services
      3. Job Placement Services

Complemented by:

Main or a second provider may perform these two services

* + - 1. Needs Assessment and Case Planning of Participants
      2. Counseling Services

Usually other providers for these two services

* + - 1. Remedial and Second Chance Education
      2. Business Development Services and Entrepreneurship Services
      3. Stipend to enable participation
      4. Special Fund for special financial needs of some participants

1. How to divide up the service menu: CSJP should provide the needs assessment, case planning/individual training plan, and counseling services to steer the program. It should contract out or purchase technical training services, but should define a clear program of life skills and employability skills training. Training providers selected should offer supervised internships and employment services. It would also be possible to contract out or otherwise purchase the internship services.
2. Maintain the option of paying directly for training spaces. This adds choice and variety for the PEU and participants, but limit numbers trained in a particular skill area in a particular program to a group size of about 16 learners (and no more than 20) participants.
3. Improve targeting strategies for particular groups.
4. Implement more remedial and second chance education and secondary education programs for participants.
5. Continue using pre-vocational interventions, ensuring a strong component of educational upgrading, life skills and employability skills. Work with partner organizations like JFLL, HEART and Steps to Work to strengthen both remedial and life skills programs.
6. Implement a partnership with JBDC to implement programs for CSJP participants.
7. In the interest of sustainability, transition vocational training programs to HEART Trust-NTA and MLSS, and remedial and secondary certification programs to JFLL beginning in year three of CSJP III. Implement cost-sharing with partner agencies to motivate involvement, responsiveness and accountability.
8. Develop more programming that accommodates persons with disabilities and individuals released from correctional institutions.
9. Develop a database capturing participants’ background information, needs assessment findings and service plan, and milestones reached in the service plan. Set more targets and define indicators for the education and training programs and manage so to achieve the targets. The CSJP III should have objectives, annual performance targets for education and training. How many should be trained, perhaps by region or community, age group and gender, and any other important target group considerations (e.g. correctional) should be defined for each region based on a bottom-up assessment of baselines, resources and priorities. This will then enable better reporting of results. It would be a good idea for the project to facilitate some strategic/project planning workshops with CSJP staff and some partners to develop an effective plan.
10. Develop more elaborate monitoring and reporting on education and training activities that corrects for double counting, measures progression from remedial and pre-vocational programs to training, and connects interventions to employment outcomes. Develop an evaluation plan for education and training programs.
11. Develop a stronger partnership with HEART Trust-NTA including an MOU which should focus on improving access for the target group, implementing community programs in proximity to CSJP communities, possibly providing customized programs as is done with the Steps to Work program, improving the assessment process for CSJP participants (and possibly establishing itself as an assessment-only organization under NCTVET), jointly addressing the unsolved problem of remedial education services needed by the target group and a concern for both HEART and CSJP, working together in program development for better life skills and employability training, work experience and internship programs, and job preparation and job placement services.
12. In selecting skill areas for training in a particular locale, evidence of employer demand must be found; the listings of jobs in demand must be verified locally. Most comprehensive training programs require the training provider to do this and produce the evidence in the form of letters of commitment to take on internship participants.
13. Focus attention on achieving a smooth service delivery and avoiding disruption in the flow of the service menu. This is not easy. Steps must be taken to ensure that participants can move from pre-vocational or remedial education into skills training, then internships, then employment services without prolonged delays and waiting lists.
14. If a job placement function is retained at the PEU, it should have additional resources, a strengthened job preparation program and additional personnel. Other additional staff could include parish level counselors (who could handle the needs assessment and individual case planning), perhaps regional training coordinators, depending on what parts of an expanded menu it wants to provide, and perhaps additional resources for a better information and reporting system.
15. Use HEART Trust-NTA for as much regular vocational training as possible, referring those ready for HEART, and use other providers for more specialized and customized training to implement targeting concepts.
16. Try a few new things: For example, a competitive procurement could be used to implement a program aimed at adults who operate in the informal sector, combining business education and skills with business development services for individuals who already have some skills but weak employment and income. This type of training could be relevant to a group of 16-20 participants from the same community. Another informal sector program could identify the higher level craft practitioners in informal or smaller business (like plumbers, cabinet makers, retailers, small construction outfits, drivers and any number of other occupations), give them some upgrading and training of trainers, and place participants in an informal sector apprenticeship. Provide a reasonable incentive to the apprenticeship supervisor like JA$1,000-2,000 per participant per week, and supportive services and stipends for the training process. The supervisor/trainer will have 3 or 4 Interns and trains them for about six months. As the training period is ending, the job preparation and job placement services are initiated. Another example may be a program like early childhood care, where there may be sufficient openings in a local market to justify training 15-20 people at a time. This could also connect to establishing child care enterprise or developing a center that provides both child care services and training in the field. Competitive procurement could also enable the development of new, customized programs that respond more directly to the needs of CSJP and participants.
17. Other recommendations stated earlier in this report:
    1. CSJP would benefit from having information about and analyzing target group characteristics.
    2. CSJP should develop a clear plan and goals for participation of persons with disabilities and the correctional populations, including juveniles.
    3. CSJP might want to explore possibilities with Cornerstone Ministries and any other organizations with experience to address the needs of correctional group.
    4. For the sake of sustainability CSJP should work with JFLL toward a partnership that provides relevant, flexible remedial education services to CSJP participants.
    5. During CSJP III the PEU should procure some vocational training services through competitive procurement.
    6. A partnership or close relationship with the MLSS Steps to Work program should be developed that may enable MLSS to assume responsibility for the vocational training program of CSJP.
    7. The CSJP program should develop a Needs Assessment protocol to follow to assist the participant and the program to reach informed decisions about the services the participant will engage in.
    8. CSJP III needs to consider how a proper evaluation for the education and training component can be conducted during the project development period.
    9. The PEU should also develop a policy about using accredited training providers and whether exceptions are appropriate.
    10. A next phase of CSJP should (1) build an effective MIS that can record more relevant information on all participants in education and training, (2) track participants’ progress through the program, (3) establish a comparison group, (4) measure costs, and (5) do tracer studies that verify outcomes including employment, earnings, and job quality.
    11. It will be useful to map out all the educational and training programs in proximity to the 50 CSJP communities.
    12. CSJP should explore whether the HEART Trust’s Job Savvy program could upgrade its job preparation services.

**Figure 2: CSJP III Design for Education and Training**

Contract & Purchased Services

Government Major Partnerships

HEART Trust-NTA

Purchased E&T Services

Vocational Training

On-the-Job Training

Vocational Training & CXC

Procured E&T Programs

CSJP PEU

MLSS

PATH/Steps to Work and ELE

Pre-Vocational &

Customized Vocational Training, CXC

Job Matching via ELE

On-the-Job Training

Program & Case Planning, Needs Assessment, Counseling, Procuring, Purchasing, Financing, Monitoring, Job Preparation & Job Placement

Development of new Remedial, Life Skills, and Employability Programs

Procured Management Services

JFLL

Internship management

Remedial Education & CXC Prep

(Possibly) Job Preparation & Placement Services

JBDC

Business Development Services and Entrepreneurship Services

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# Annexes

Annex 1: Key Meetings and Consultations

Annex 2: Education and Training Programmes Offered through the CSJP

Annex 3: Additional Labor Demand Tables and Overseas Employment Opportunities

Annex 4: Inventory of Post-Secondary Education & Training Providers by Parish

## Annex 1: Key Meetings and Consultations

**Mission of July 15-24, 2013 in Kingston**

| **Day/Date** | **Purpose** | **Agency** | **In Attendance** |
| --- | --- | --- | --- |
| Monday, July 15 | Briefing with IDB Team | IDB | Mariel Fiat, Arnaldo Posado, Joel Korn, Federico Changaniqui, and including Kelly Thompson (DFATD), and Bhavna Sharma (DfID) and Glaister Cunningham (IDB) |
| Tuesday, July 16 | Meeting with PIOJ to prepare for Workshop | PIOJ | Barbara Scott, Diedre Coy, Pauline Morrison, Marsha Woolcock and Winsome Miller, all from PIOJ, and Dr. Barnes of MNS |
|  | Meeting with the Ministry of National Security/CSJP/PEU | MNS/PEU | Simeon Robinson, Courtney Brown, Orville Simmonds, Rochelle Clarke, Denise Adams along with IDB Team, DFATD, and DfID teams |
| Wednesday, July 17 | Project Planning Workshop at Terra Nova Hotel, all day | PIOJ | PIOJ, MNS, PEU, Min. Justice, PATH and other stakeholders. Worked on Results Framework for Education & Training component 2. |
| Thursday, July 18 | Briefing | HEART Trust-NTA | Met with HEART Trust/NTA Director of Project Development Elizabeth Terry |
| Friday, July 19 | Information gathering for report re CSJP III role | Jamaica Business Development Center | Harold Davis, Ryan Peralto, Marie Casserly, Althea West-Myers |
| Monday, July 22 | Information gathering for report via phone calls and emails | HEART Trust | Verlia Bogle, Allison Birch re: HEART statistical reports and community program locations and HEART labor market research, and Erica Williams and Richard Shaw at National TVET Center re: directory of training programs |
| Information/data on labor market data | Statistical Institute of Jamaica (STATIN) | Phyllis Wilkes and Martin Brown; |
| Tuesday, July 23 | Information gathering for report | Project Execution Unit | Orville Simmonds, Rochelle Clarke, Brian Gregory, Denise Adams, Karlene Buzzar |
| Wednesday, July 24 | Follow-up with STATIN and HEART Trust |  |  |

**Mission of November 11-15, 2013 in Kingston**

| **Day/Date** | **Purpose** | **Agency** | **In Attendance** |
| --- | --- | --- | --- |
| Monday, November 11 | Presentation of draft report to IDB Team, MNS and PEU | IDB | IDB Team: Mariel Fiat, Arnaldo Posado, Jennifer Pierce and Melissa Gonzalez; MNS: Courtney Brown; PEU: Orville Simmonds, Brian Gregory, Rochelle Clarke, Denise Adams, Karlene Buzzar |
| Tuesday, November 12 | Tour of Operation Friendship (training provider) | Operation Friendship | Webster Edwards, Executive Director. Brian Gregory of the PEU |
| Wednesday, November 13 | Work on Results Matrix Component 2 (Labor Market Attachment and Employability) and budget development for Component 2 | PEU | IDB )Pierce, Gonzalez and McArdle) and PEU, DfID and DFATD |
| Briefing of PEU staff, presentation and discussion of draft report[[25]](#footnote-25) | MNS/PEU | Orville Simmonds, Rochelle Clarke, Brian Gregory, Denise Adams, Karlene Buzzar and field officers of the PEU, and Courtney Brown of MNS |
| Thursday, November 14 | Stakeholders Consultation for CSJP III | IDB | IDB Team, Stakeholders including civic benevolent groups, KRC, Operation Friendship, Rise Life Services, etc. |
| Briefing on draft report | PIOJ Human Development Section | Diedre Coy, Steven Kerr |
| Friday, November 15 | Wrap-Up Meeting | PIOJ | IDB Team, PIOJ Team, MNS, PEU, Ministry of Justice, MOF&P rep. |
| Briefing | USAID | Nichole Graber |
| Briefing, discussion | IDB | Met with Linda Edelman of Trust for the Americas and discussed their programs in LAC in relation to CSJP III |

## Annex 2: Education and Training Programmes Offered through the CSJP

**Table 1: Education & Training Programmes of CSJP as at July 19 2013**

| **Providers** | **Programmes** | **Participants** | **Start Date** | **End Date** |
| --- | --- | --- | --- | --- |
|  | **KMA Vocational Skills Training Programmes** |  |  |  |
|  | Operation Friendship - Electrical Installation Level 2 | 26 | 11-Jun | 11-Nov |
|  | Operation Friendship - Electrical Installation Level 2 | 26 | 11-Jun | 11-Nov |
|  | Operation Friendship - Welding Level 2 | 26 | 11-Jun | 11-Nov |
|  | Operation Friendship - General Construction Levels 1&2 | 31 | 11-Jun | 12-Mar |
|  | Operation Friendship - Furniture Making level 2 | 14 | 11-Jul | 12-Mar |
|  | Operation Friendship - Food Prep Level 1 | 2 | 11-Jun | 12-Mar |
|  | Operation Friendship - Electrical Installation level 3 | 26 | 11-Sep | 12-Feb |
|  | Operation Friendship - Welding and Fabrication Level 3 | 25 | 11-Sep | 12-Feb |
|  | Operation Friendship Level 3 (Gen Construction, Food Prep, Electrical Installation and Welding) | 117 | 12-Apr | 12-Sep |
|  | Operation Friendship General Construction Level 2 | 133 | 13-May | 14-Feb |
|  | HEART Rockfort VTC - Electrical Installation Level 2 | 4 | 10-Jun | 11-Apr |
|  | HEART Rockfort VTC - Electrical Installation Level 2 | 25 | 10-Jan | 11-May |
|  | HEART Rockfort VTC - Business Administration | 3 | 10-Nov | 11-Aug |
|  | HEART Rockfort VTC - Housekeeping level 2 | 9 | 10-Nov | 11-Aug |
|  | HEART Rockfort VTC - Electrical Instillation - Level 2 | 6 | 10-Nov | 11-Aug |
|  | HEART Rockfort VTC - General Construction - Level 2 | 4 | 11-Jan | 11-Aug |
|  | HEART Rockfort VTC - Bus Admin and Electrical Installation level 2 | 3 | 11-Jun | 12-Mar |
|  | Various Skills Training- Scholarship Recipients | 12 | 10-Jul | 11-Aug |
|  | Various Skills Training - Scholarship Recipients | 5 | 12-Jan | 12-Dec |
|  | Various Skills Training - Scholarship Recipients | 8 | 13-Jan | 13-Dec |
|  | Bethel S.T.C - Early Childhood Education Level 1 | 13 | 10-Dec | 11-Jul |
|  | St Andrew Care Centre - Early Childhood Education Level 1 | 10 | 10-Oct | 11-Aug |
|  | HEART Portmore Heart - Welding Level 3 | 27 | 10-Jul | 11-Jun |
|  | Christ Redeemer - Food Preparation Level 2 | 1 | 10-May | 11-Jul |
|  | HEART NTEI - Electrical Installation, Welding, Mechanical Maintenance Level 2 | 24 | 10-Sep | 11-Aug |
|  | HEART NTEI - Electrical Installation, Welding, Mechanical Maintenance Level 2 | 4 | 10-Sep | 11-Dec |
|  | HEART NTEI - Electrical Installation, Welding, Mechanical Maintenance Level 3 | 3 | 11-Dec | 12-Apr |
|  | HEART NTEI (New group) - Electrical Installation, Welding, Mechanical Maintenance Level 2 | 25 | 11-Apr | 12-Mar |
|  | HEART NTEI - Electrical Installation, Welding, Mechanical Maintenance Level 3 | 3 | 12-Jun | 13-Dec |
|  | HEART NTEI - Electrical Installation, Welding, Mechanical Maintenance Level 3 | 6 | 12-Sep | 13-Dec |
|  | HEART Garmex - Early Childhood Education Level 2 | 28 | 10-Sep | 11-Sep |
|  | HEART Garmex - Early Childhood Level 2 | 28 | 12-Jan | 12-Apr |
|  | HEART Garmex Heart - Web Page Design Level 2 | 1 | 12-Sep | 13-Aug |
|  | HEART Garmex - Early Childhood Level 3 | 30 | 12-Sep | 13-Aug |
|  | Stella Maris - Early Childhood Level 1 | 10 | 11-May | 11-Nov |
|  | Lister Mair Gilby- Cosmetology Level 1 | 2 | 11-Apr | 11-Nov |
|  | Kingston Central S.T.C - Food Prep Level 2 | 28 | 11-Mar | 11-Jun |
|  | Kings Gate Heart Training Centre - Food Prep & Housekeeping - Level 2 | 11 | 11-Feb | 11-Jun |
|  | King's Gate Heart Training Centre - Housekeeping and Food Preparation Levels 1&2 | 19 | 11-May | 12-Jun |
|  | Kings Gate H.T.C - Housekeeping, Food Prep Level 2 | 50 | 12-Sep | 13-Jun |
|  | Boys Town - Food Preparation Level 3 | 37 | 11-Feb | 11-Oct |
|  | Samaritan Centre - Housekeeping Level 1&2 | 24 | 11-Apr | 11-Nov |
|  | Cornerstone - Automotive Engine Systems Level 1 | 11 | 11-Apr | 11-Dec |
|  | Golden Opportunities - Early Childhood Education Level 1 | 24 | 11-Apr | 11-Dec |
|  | Golden Opportunities - Early Childhood Education Level 2 | 17 | 12-Jan | 12-Jun |
|  | Carmel Skills Training Centre - House Keeping Level 1 | 20 | 11-May | 12-Jan |
|  | Carmel Skills Training Centre - Food Preparation Level 1 | 20 | 11-May | 12-Jan |
|  | YMCA - Welding and Fabrication Level 1 | 45 | 11-Jul | 12-Mar |
|  | Excelsior Community College - Cosmetology Level 1 | 30 | 11-Sep | 12-Jan |
|  | Excelsior Community College - Barbering Level 1 | 20 | 11-Sep | 12-Jan |
|  | Abilities Foundation - Level 1 | 1 | 11-Sep | 12-Jul |
|  | Abilities Foundation - Business Administration Level 2 | 1 | 12-Sep | 13-Aug |
|  | St. Pius X S.T.C - Food Prep Level 1 | 28 | 11-Sep | 12-Jun |
|  | St. Pius X S.T.C - Garment Construction Level 1 | 5 | 11-Sep | 12-Jun |
|  | St. Pius X S.T.C - Data Entry Level 1 | 19 | 11-Sep | 12-Jun |
|  | St. Pius X S.T.C - Cosmetology Level 1 | 11 | 11-Sep | 12-Jun |
|  | Dunoon Tech -S.T.C - Electrical Installation level 1 | 32 | 12-Jan | 13-Jul |
|  | Dunoon Tech -S.T.C - Auto mechanic Level 1 | 16 | 12-Jan | 13-Jul |
|  | Dunoon Tech -S.T.C - Masonry Level 1 | 10 | 12-Jan | 13-Jul |
|  | UWI Open Campus Social Welfare Programme (Phase 4) 2012 | 18 | 12-Jan | 12-May |
|  | HEART JAGAS - Auto Mechanics Levels 2&3 | 2 | 12-May | 12-Mar |
|  | MOH - In-service Education Unit - Scrub Tech Cert | 1 | 12-Dec | 13-Mar |
|  | Social Welfare Training Centre - Phase 5 - Social Work Certification | 25 | 13-Jan | 13-Apr |
|  | Various Skills Training - Scholarship Recipients | 8 | 13-Jan | 13-Dec |
|  | Global Institute of Certified Specialist - Practical Nursing | 3 | 13-Jan | 13-Dec |
|  | HWT Youth Empowerment Programme | 26 | 13-Jun | 13-Nov |
|  | **TOTAL** | **1282** |  |  |
|  | (Note: there is double-counting in some instances as participants who complete one level may go on to another level) |  |  |  |
|  |  |  |  |  |
|  | **KMA Pre-Vocational Skills Training Programmes** |  |  |  |
| 1 | CAB - Pre-Vocational Skills Training | 40 | 10-Oct | 11-Oct |
| 2 | St. Margaret's Human Resource Centre - Prevocational Training | 25 | 11-Jun | 11-Dec |
| 3 | Operation Friendship - Pre-vocational Skills Training - Phase 1 | 39 | 11-Jun | 11-Nov |
|  | Operation Friendship Pre-Vocational Skills Training - Phase 2 | 25 | 13-Apr | 14-Jan |
| 4 | Samaritan Centre - Pre-Vocational Skills Training | 23 | 11-Apr | 11-Sep |
| 5 | Stella Morris Pre-Vocational Skills Training Programme | 40 | 12-Oct | 13-Apr |
| 6 | Majesty Gardens JFLL Pre-Vocational Skills Training Programme | 86 | 13-Mar | 13-Dec |
|  | **TOTAL** | **278** |  |  |
|  |  |  |  |  |
|  | **KMA CXC Preparation Programmes** |  |  |  |
|  | KRC CXC Preparation Classes | 64 | 11-Sep | 12-Jun |
|  | Greater Browns Town CXC Prep Programme Phase 1 | 58 | 11-Sep | 12-Jun |
|  | Greater Browns Town CXC Prep Programme Phase 2 | 57 | 12-Sep | 13-Jun |
|  | West Kingston CXC Support Phase 1 | 26 | 11-Sep | 12-Jun |
|  | West Kingston CXC Support Phase 2 | 42 | 12-Sep | 13-Jun |
|  | Drewsland and Waterhouse CXC Prep Programme | 39 | 13-Sep | 14-Jun |
|  | **TOTAL** | **286** |  |  |
|  |  |  |  |  |
|  | **KMA On-rhe-Job Training Programmes** |  |  |  |
| 1 | On-The-Job-Training - Portmore Heart | 17 | 10-Feb | 11-Dec |
| 2 | On-the Job Training - JDF Pilot | 10 | 10-Oct | 11-Jun |
|  | On-the Job Training - JDF Phase 1 | 194 | 12-Jan | 13-Dec |
|  | On-the Job Training - JDF Phase 2 | 230 | 13-Jan | 13-Dec |
|  | **TOTAL** | **451** |  |  |
|  |  |  |  |  |
|  | **CENTRAL REGION Vocational Skills Training Programmes** |  |  |  |
| 1 | Spring Village Training Institute - Housekeeping Level 1 | 1 | 11-Apr | 11-Sep |
| 2 | SDA Spanish Town Skills Training Centre - Food Preparation Level 2 | 1 | 11-Apr | 11-Aug |
|  | SDA Spanish Town Skills Training Centre - Early Childhood Development Level 1 | 2 | 11-Apr | 12-Jan |
| 3 | Stony Hill Heart - Cisco - Certified Network Associate (CCNA) - Phase 1 | 3 |  | 12-Sep |
|  | Stony HILL Heart - Cisco - Certified Network Associate (CCNA) Phase 2 | 1 | 12-Sep | 13-Aug |
| 4 | Inswood Pre-College - Auto-Mechanic and General Construction - Level 1 | 36 | 11-Jul | 12-Jan |
| 5 | Hazard Skills Training Centre- Level 1 - Phase 1 | 159 | 11-Sep | 12-Mar |
|  | Hazard Skills training Centre - Level 2 - Phase 1 | 11 | 11-Sep | 12-Mar |
|  | Hazard Skills Training Centre- Level 1 - Phase 2 (Cosmetology, Food Prep, Hospitality | 105 | 12-Sep | 13-Mar |
| 6 | Solid as Rock S.T.C - Phase 1 | 97 | 12-Feb | 12-Oct |
| 7 | Guy's Hill Skills Training Centre - Cosmetology | 11 | 12-Sep | 13-May |
| 8 | Four Paths Skills Training Centre - Early Childhood Level 1&2 | 1 | 12-Sep | 13-Jul |
|  | Four Paths Skills Training Centre - Early Childhood Level 2 | 1 | 12-Oct | 13-Mar |
| 9 | Boys Town Heart Academy - Food Prep Level 1 | 1 | 12-Sep | Aug 201`3 |
| 11 | Portmore Community College | 1 | 12-Sep | 13-Aug |
|  | **TOTAL** | **431** |  |  |
|  |  |  |  |  |
|  | **Central Region Pre - Vocational Skills Training Programmes** |  |  |  |
| 1 | Children First Agency - Prevocational Skills training Programme | 40 | 12-Jul | 13-Aug |
|  | **TOTAL** | **40** |  |  |
|  |  |  |  |  |
|  | **Western Region Vocational Skills Training Programmes** |  |  |  |
| 1 | Western Hospitality Institute | 77 | 11-Oct | 12-Jul |
| 2 | National School of cosmetology (Barbering and Cosmetology) | 26 | 11-Oct | 12-Aug |
| 3 | Heart College of Innovation and Technology | 23 | 11-Oct | 12-Jun |
| 4 | Cornwall Automotive Training Institute | 20 | 12-Jan | 13-Apr |
| 5 | Youth Enhancement Services - Data Operations Level 2 | 20 | 12-Jan | 13-Apr |
| 6 | Granville V.T.C | 40 | 12-Feb | 13-Jan |
|  | **TOTAL** | **206** |  |  |
|  |  |  |  |  |
|  | **Western Region Pre-Vocational Skills Training Programmes** |  |  |  |
|  | Youth Enhancement Services - Phase 1 | 23 | 11-Nov | 12-Jul |
|  | Youth Enhancement Services - Phase 2 | 26 | 12-Nov | 13-Jul |
|  | Undergrad group of Schools | 38 | 11-Nov | 12-Oct |
|  | Jamaica Foundation for Lifelong Learning | 16 | 12-Mar | 13-Dec |
|  | Centre for Excellence Barracks Road – Pre-Vocational Training | 63 | 12-Dec | 13-Sep |
|  | **TOTAL** | **166** |  |  |
|  |  |  |  |  |
|  | **Western Region CXC Prep** |  |  |  |
| 1 | E-Learning - CXC | 60 | 12-Nov | 13-Jun |
|  | **TOTAL** | **60** |  |  |
|  |  |  |  |  |
|  | **Western Region Homework Centre Programmes** |  |  |  |
| 1 | Homework Resource Centre-phase 1 | 35 | 11-Nov | 12-Jul |
|  | Homework Resource Centre -Phase 2 | 45 | 13-Jan | 13-Sep |
|  | **TOTAL** | **80** |  |  |

| **Program** | **Participants** |
| --- | --- |
| **Tuition Support - Scholarship** |  |
| **KMA** |  |
| Number of Persons Engaged in 2011 | 2173 |
| Number of Persons Engaged in 2012 | 760 |
| Number of Persons Engaged in 2013 | 409 |
| **Sub-Total** | **3342** |
|  |  |
| **Central Region** |  |
| Number of Persons Engaged in 2011 | 161 |
| Number of Persons Engaged in 2012 | 325 |
| Number of Persons Engaged in 2013 | 188 |
| **Sub-Total** | **674** |
|  |  |
| **Western Region** |  |
| Number of Persons Engaged in 2011 | 246 |
| Number of Persons Engaged in 2012 | 438 |
| Number of Persons Engaged in 2013 | 496 |
| **Sub-Total** | **1180** |
| **TOTAL** | **5196** |
|  |  |
| **Summer Employment Program** |  |
| **KMA** |  |
| Number of Persons Engaged in 2011 | **311** |
| Number of Persons Engaged in 2012 | **109** |
| Number of Persons Engaged in 2013 | **108** |
| **Sub-Total** | **528** |
|  |  |
| **Central Region** |  |
| Number of Persons Engaged in 2011 | 64 |
| Number of Persons Engaged in 2012 | 110 |
| Number of Persons Engaged in 2013 | 120 |
| **Sub-Total** | **294** |
|  |  |
| **Western Region** |  |
| Number of Persons Engaged in 2011 | 118 |
| Number of Persons Engaged in 2012 | 109 |
| Number of Persons Engaged in 2013 | 43 |
| **Sub-Total** | **270** |
| **TOTAL** | **1092** |
|  |  |
| **Employment Internship Program (EIP)** |  |
| **KMA** |  |
| Number of Persons Engaged in 2011 | 121 |
| Number of Persons Engaged in 2012 | 105 |
| Number of Persons Engaged in 2013 | 83 |
| **Sub-Total** | **309** |
|  |  |
| **Central Region** |  |
| Number of Persons Engaged in 2011 | 45 |
| Number of Persons Engaged in 2012 | 44 |
| Number of Persons Engaged in 2013 | 49 |
| **Sub-Total** | **138** |
|  |  |
| **Western Region** |  |
| Number of Persons Engaged in 2011 | 63 |
| Number of Persons Engaged in 2012 | 57 |
| Number of Persons Engaged in 2013 | 32 |
| **Sub-Total** | **152** |
| **TOTAL** | **599** |
| Note: Participants are placed on Internship for up to 2 years. |  |
|  |  |
| **Job Placements** |  |
| **KMA** |  |
| Job Placement 2011 | 45 |
| EIP Permanent Jobs 2011 | 38 |
| Job Placement2012 | 63 |
| EIP Permanent Jobs 2012 | 37 |
| On-the -Job Training Permanent Job 2012 | 1 |
| Job Placement2013 | 32 |
| EIP Permanent Jobs 2013 | 2 |
| On-the -Job training Permanent Job 2013 | 21 |
| **SUB-TOTAL** | **239** |
|  |  |
| **Central Region** |  |
| Job Placement 2011 | 17 |
| Job Placement 2012 | 3 |
| Job Placement 2013 | 11 |
| **SUB-TOTAL** | **31** |
|  |  |
| **Western Region** |  |
| Job Placement 2011 | 12 |
| Job Placement 2012 | 26 |
| Job Placement 2013 | 18 |
| **SUB-TOTAL** | **56** |
| **TOTAL (as at June 2013)** | **326** |

Source: Data supplied by the CSJP PEU (revised 11/2013).

## Annex 3: Labor Demand Tables, Overseas Employment Program and Overseas Employment Opportunities

### Labor Demand Tables

**Table 1: Occupations Cited for Growth in Employment[[26]](#footnote-26)**

| **Industry Area** | **MLSS Hot Jobs 2013** | **HEART Trust-NTA 2013** | **MLSS 2010** |
| --- | --- | --- | --- |
| **Agriculture** |  | Greenhouse Horticulture  Hydroponics Horticulture  Organic Farming, Small Farm Management, Tilapia Farming/Shrimp Farming, Small Equipment Maintenance, Tractor Operations Maintenance,  Drip Irrigation Management,  Duck/Sheep Farming, Sea Island Cotton Farming, Budding and Grafting  Spray Men, Tractor Driver,  Agriculture technology (Hydroponics systems, etc.),  Agricultural Equipment Operator, Agricultural Research Specialist, Agricultural Extension Officers | Agricultural Workers, Production Worker, Skilled Worker, Reapers, Casual Worker, Cultivation Worker, Laborer, Field Worker  Administrative Assistant, Clerk, Driver, Tractor Operators, Mason, Mechanic,  Manager, Operations Manager, Personal Assistant, Shift Supervisor, |
| **Automotive Workers** |  | **Automotive Services**  Electric Hybrid System Technician, Automotive Internal Combustion Technician, High Pressure Tanks Technician, Hybrid Vehicles Diagnosticians,  Collision Repair Specialist,  Vehicle Alarm Technicians,  Service Writers/Advisors  Maintenance of Haulage Vehicles | Auto Mechanics, Motor Vehicle Repairmen |
| **Building and Construction** |  | **Construction**  Cement Masons and Concrete Finishers (Green Construction), Commissioning Agent or Certification Consultant, Construction and Building Inspectors, Cost Estimators, Drywall Installers  Electricians (Solar Panel Installers), Energy and Indoor Air Quality Auditor, Energy Modeler, Insulation Workers,  Operations and Maintenance for HVAC and PV (Electricians and HVAC Technicians),  Plasterers, Stucco Masons and Trowel-on Personnel | Carpenters, Welders, Masons and Stonemasons, electricians, Mechanics, Plumbers, Air Conditioning Technicians, Cabinet Makers, Counter Top Fabricators, Laborers, Draughts-persons, Site Supervisors, Quantity Surveyors, Construction and Project Managers, Engineers |
| **Business & Commerce, Retailing** | **Sales and Marketing Personnel** [470 ads]:-  Sales Representatives; Sales Executives; Sales Associates; Sales and Marketing Executives and Representatives; Marketing Associates and Executives.  **Customer Service Attendants** [285 ads]  Receptionists; Store Clerks;  Customer Service Representatives; Front Desk Clerks; Telephone Operators.  **Managers** [202 ads]:- Operations; Sales; Restaurant; Project; Information Technology (Advisory and Security). |  | Office Clerks, Cashiers, Receptionists, Accounts and Payroll Clerks. Secretary, Accounting, Call Centre Workers, Customer Service Representatives, Sales Representatives, Merchandisers, Human Resource Officers, Data Entry Clerks, Baker, Driver, Handyman, Maintenance Worker, Office Manager, Packer, Pump Attendant, Relief Manager, Sales Professional, Secretary, Service & Repair |
| **Creative Industry** |  | Traditional and Digital Animator, Videography/Video Production, Entertainment Production Operations,  Events Management, Tattoo Removal, Production Assistants, Digital Documentation |  |
| **Education** | **Teachers** [138 ads]:-  Mathematics; English Language; Language Arts;  Information Technology;  Primary/GSAT. |  | Special Needs Teachers, Teachers: Science, Mathematics, Special Education, Spanish, Early Childhood; Laboratory Technicians, Computer Technicians, Mathematicians |
| **Electricity and Water** |  | **Energy**  Civil Engineers, Electrical Engineers, Mechanical Engineers, Architects,  Hydrologists/Geologists,  Renewable Energy Technicians, Master Welders and Fabricators, Crane Operators, Solar Energy System Designers, Solar Energy System Installers/ Technicians, Petroleum Engineers, Pipeline Operators  Process Control Technicians, Gas Ship Operators, Sustainability Coordinators,  Energy Manager/Auditor,  Renewable Energy Lawyers | Hydraulic Engineers, Hydrologists, Environmentalists, Environmental Engineers, Electro-Mechanical Engineers, GIS and Geo-Informatics Technicians, Analysts, Project Managers and Information Technology Professionals |
| **Engineering** |  |  | Mechanical Engineers, Engineers: Medical, Biomedical Engineers, Electrical Engineers |
| **Government Services** | **Officers** [286 ads]: Security; Medical; Credit; Delinquency; Returning Residents |  | Delinquency Officers, Cleaners, Personnel Officer, Clerical Worker, Dispatcher, Janitor, Phlebotomist, Resident Magistrate, Security Guard, Supervisor |
| **Financial Services** |  |  | Loan officers for inner city communities, CPA Professionals, CFA Managers, Financial Managers, IT Professionals |
| **Health and Medical** |  | **Allied Health Care**  Colon Hydrotherapy/ Colonic Irrigation, Natural Medicine/ Alternative Medicine, Dental Assistant and Technician, Eye Screening Technician, Nursing Aid, Medical Assistance,  Geriatric Care, Nutritional Care | Medical Doctors, Pharmacy Technician, Surgical Technologists, Registered Nurses, Practical Nurses, Special Needs Specialists, Speech Therapists, Audiologists, Psychologists, Radiologists, Dieticians, Phlebotomists, Laboratory Technicians |
| **Hospitality and Tourism** | **Hospitality Workers** [331 ads]: Bartenders, Chefs and Cooks, Waiters and Waitresses, Food Servers, Kitchen Stewards |  | Chefs, Sous Chefs, Pastry Chefs, Cooks, Housekeepers, Waiters, Waitresses, Bakers, Deli-bakers, Wine Stewards, Trained Tour Guides, Porters, Waiters, Customer Service, Water Sports, Amateur Actors, Bartenders, Multi-Lingual Staff, Tour Guides, Water Sports, Millwrights, Property Maintenance, Airport Agent, Boutique Manager, Line Position, Social Director, Training Coordinator |
| **ICTs** | Advisory and Security | Social Network Coordinators  Fiber Optic Termination and Splicing, Mobile Phone Technician , Internet Protocol –TV Technicians, Electronic Device Repair and Maintenance, Networking –CCNA & Wireless training  Programmer/Application Developer, Computer Network Installation and Maintenance, Telecommunication Systems Installation and Maintenance | Computer Technicians, Information Technology Technicians, Data Operations, Web Designing, Media/Multimedia Personnel, Data Entry Workers |
| **Manufacturing** |  | **Agro-Processing**  Dry Products Inventory Controller, Environmental Specialist, Flavorist/Flavor Delivery Specialist, Food Safety System Management,  Healthy Lifestyle Specialist,  HACCP Coordinators, Product Developers, Production/ Quality Managers, Sanitization Control Personnel, Sauce Manufacture  Sensory Evaluation Practitioner,  Soy Food Processors,  Form, Filled and Sealed Machine Operators | Factory Workers, Artisans, Bearers, Casual Workers  Tool Repairmen, Machinists, Boiler Maintenance Personnel, Plumbers, Furniture Upholsterers, Refrigerator Welder, Electricians, Certified Electrician, Technicians, Plant and Machinery and Maintenance Technicians and Managers, Mechanic, Mechanical Technician, Production Manager, Middle Management, Plant & Machinery Maintenance Manager, Sales Representative Engineers, Industrial Engineers, and Industrial Designers, |
| **Personal Services** | **Household Services** [258 ads]:-  Domestic Helpers; Babysitters; Housekeepers; Caregivers; Nannies.  **Personal Care Specialists** [187 ads]:- Masseuse; Nail Technicians/ Manicurists; Hairdressers; Barbers; Hairstylists. | **Beauty Care Services**  Aromatherapy  Reflexology  Interlocking  Natural Hairstyles and Hair Care  Dancehall/Exotic Hairstyles  Permanent Makeup  Tattooing | Cosmetology, Nail Technology, Hair Styling |
| **Real Estate Renting and Business Activities** |  |  | Accounting Officers, Loss Adjuster and Investigator, Mechanic, Customer Service Worker, Contact Centre Operator, Clerical Worker, Fashion Designers and Drapery Makers |
| **Security** | **Security Service Personnel** [128 ads]:-  Security Officers; Watchmen;  Alarm Technicians; Gate Porters; Security Technicians |  | Industrial Security Officers (Great Demand), Armed Security Officers |
| **Transport** | **Drivers and Riders** [209 ads]:-  Drivers (Taxis and Buses);  Bike Riders; Equipment Operators; Forklift Operators;  Delivery Contractors. |  | Drivers, Port Workers, Porters, Sales, Welding, Bus Mechanics, Accounting Clerks, Customer Service Worker |

**Table 2: Skill Sets Required by Industry Group (MLSS)**

| **INDUSTRY** | **TYPES OF SKILLS**  (KSAs = Knowledge, Skills and Attributes) |
| --- | --- |
| **Agriculture, Forestry and Fishing** | KSAs: Driving, Electronics, Disease and Pest Management, Information Technology, Occupational Safety And Health, Plumbing, Supervisory Management  Technical Areas: Equipment Maintenance and Repair, Food Handling, Heavy Machine Operators, Horticulture, Citrus, Potato and Pepper Production, Mechanical Engineering, Technician, Tractor Driver |
| **Craft and Related Trade Workers** | Technical Areas: Nail Technology, Hair Styling |
| **Construction** | KSAs: Computer Literacy, Certified Construction Workers, Information Technology, Customer Service  Technical Areas: Draftsmen, Drywall Installation, Electrician, Machine Turning, Technology Management, Masonry, Plumbing, Pump Repairs, Counter Top Fabricators of Corian & Granite, Sales, Tiling, Welding |
| **Financial and Insurance Services** | KSAs: Customer Service, Financing, Marketing, Management, Public Speaking, Sales  Occupational Areas: None cited |
| **Hotels and Restaurants** | KSAs: Good Literacy, English Language, Customer Service, Interpersonal Relationships, Biking, Information Technology  Technical Areas: Advanced Cooking, Baking of Bread and Pastry, Bartending, Beverage Preparation, Culinary, Dining Room Service, Food Preparation and Managerial Training, Food Service, Front Desk, Garnishing, Housekeeping, Life Saving, Maintenance, Middle Management Managerial Training, Landscaping, Spa Service, Water Sports |
| **Manufacture** | KSAs: Competitive Values and Attitudes, Computer Training, Driving, Knowledge Of Fabrics, Language Mastery, Planning and Organization Skills, Read Plans, Reading and Writing, Safety in Kitchen, Technical Skills, Writing & Oral Techniques, Work Ethics, Leadership,  Technical Areas: Accounting, Agro Processing, Baking, Best Manufacturing Practices, Brewing, Cake Decorating, Certified Production Workers, Counter Top Fabricators of Corian & Granite, Customer Service, Designing for Electrician, Electrical, Electronics, Engineering, Finance, Food Processing, Janitorial, Machine Operation, Machine Repair, Managerial, Marketing, Mechanical, Packaging, Paint Mixing, Printing, Quality Control, Sales, Website Development |
| **Mining and Quarrying** | KSAs: Competitive Welders  Technical Areas: Auto Mechanics, Backhoe Operation, Computer Technology, Electrical Welding, Electricians, Millwright, Plant Workers, Supervisor, Tractor Drivers |
| **Plant and Machine Operators and Assemblers** | Technical Areas: Automotive Mechanics, Motor Vehicle Repairmen, Machine Operation |
| **Producers of Government Services** | KSAs: Communication, Interpersonal, Competent and Trustworthy Workers, Computing, Customer Service, Language, Literacy, Managerial, Work Ethics  Occupational Areas: Accounting, Analyzing Reports, Art and Craft, Aviation Specialists, Clothing And Textile, Sports Coaching, Electrical, Firearms Management, General Cleaning, Grounds & Maintenance, Home Management, Human Resource, Hydraulic Transmission, Information Technology, International Shipping, Investigating, Justice Reform, Laboratory Technician, Marine Specialist, Marketing, Medical Technologists, Morticians, Cargo Movement, Nursing, Pharmacy Technician, Phlebotomy, Plumbing, Port Worker, Porter, Sales, Welding, |
| **Real Estate Renting and Business Activities** | KSAs: Work Ethics  Technical Areas: Accounting, Art and Craft, Automobile Valuation and Assessment, Carpentry, Customer Service, Drama, Fiber Optic Cable Construction and Maintenance, Graphic Arts, Information Technology, Insurance Operation, Lifeguard, Loss Adjustment, Machinery, Managerial, Mechanics, Motor Repair, Painting, Products Selection for Vehicles, Sound and Light Installation, Supervisory, Technical, Telephone, Welding, |
| **Transportation** | KSAs: Customer Relations, Road Safety  Technical Areas: Transport Technicians |
| **Wholesale and Retail Trade; Repairs and Installation of Machinery** | KSAs: Mathematics, Basic Work Ethics, Customer Service, Decision Making, Communication, Information Technology, Management, Supervisory, Time Management, Marketing, General Hardware Knowledge, Dispute Resolution, Resource Management,  Technical Areas Retail: Baking, Basic Cashier, Deli Baker, Gemologist, Meat Cutting, Sales Representative, Technical Areas Repairs: Accountant, Automotive Mechanics, Auto Repairs, Auto-Electronics, Body Repair, Computer Diagnostics, Control Systems, Elevator Installation, Equipment, Fork Lift Operator, Front End Loader Operator, Glass Cutting, Mechanic, Merchandizing, Modern Vibration Analysis, Hydraulics, Infrared Thermograph, Welding, Tire Repairs |

### Overseas Employment Program and Overseas Employment Opportunities

The MLSS places suitably qualified Jamaicans in seasonal employment in the USA and Canada through its Overseas Employment Program, whose levels are set annually by the respective participating governments. The program consists of the US Farm Work Program; the US Hospitality Program; the Canadian Farm & Factory Workers Program; and the Canadian Hospitality & Skilled Workers Programs. Over 11 thousand participated in recent years, and the number has been increasing for the Canadian Skilled Workers/Hospitality Program and the US Hospitality Program. Under the Canadian Skilled Workers Program there are opportunities for Class 1 Trailer Drivers, Welders, Truck and Transport Mechanics, Heavy Duty Mechanics, Executive Chefs, and Power Line Technicians; all requiring five years’ experience, as well as Cooks and Fast Food Cooks requiring two years’ experience. Overall, males have been the main recipients of employment opportunities in the Overseas Employment Program, accounting for 89 per cent of the total, while the participants in the hospitality programs are about 60 per cent female. Recent reports in The Gleaner newspaper say the port in Kingston is losing a significant number of drivers and maintenance technicians to Canada, and the manufacturers say there is an acute shortage of mechanical engineers.

Table 16 shows the jobs in demand for the USA, Canada and the UK.

**Table 16: Overseas Employment Opportunities**

| **Projected Top 12 Occupations in the United States** | | **Top 16 Occupations in Demand in Canada** | | **10 Most In Demand Jobs for 2013 in the UK[[27]](#footnote-27)** | |
| --- | --- | --- | --- | --- | --- |
| **Occupations** | **% Increase 2010-2020** | **Occupations** | **% Annual Growth Rate**  **2011-2020** | **Occupations** | **Growth Since 2010** |
| Healthcare Support Occupations | 34.5 | Primary Production Managers | 3.02 | 1) Software Developers (Applications and Systems Software) 70,872 jobs added | 7% |
| Personal Care and Service Occupations | 26.8 | Underground Miners, Oil & Gas Drillers, etc. | 2.77 | 2) Accountants and Auditors 37,123 jobs added | 3% |
| Healthcare Practitioners and Technical Occupations | 25.9 | Physicians, Dentists and Veterinarians | 2.56 | 3) Market Research Analysts and Marketing Specialists 31,335 jobs added | 10% |
| Community and Social Service Occupations | 24.2 | Human Resources and Business Service Professionals | 2.49 | 4) Computer Systems Analysts 26,937 jobs added | 5% |
| Construction and Extraction Occupations | 22.2 | Other Occupations in Personal Service | 2.48 | 5) Human Resources, Training and Labor Relations Specialists 22,773 jobs added | 5% |
| Computer and Mathematical Occupations | 22.0 | Supervisors, Mining and Oil and Gas | 2.39 | 6) Network and Computer Systems Administrators 18,626 jobs added since 2010 | 5% |
| Business and Financial Operations Occupations | 17.3 | Therapy and Assessment Professionals | 2.22 | 7) Sales Representatives (Wholesale and Manufacturing, Technical and Scientific) 17,405 jobs added | 4% |
| Life, Physical, and Social Science Occupations | 15.5 | Mine Service Workers and Operators in Oil | 2.19 | Information Security Analysts, Web Developers and Computer Network Architects 15,715 jobs added | 5% |
| Education, Training, and Library Occupations | 15.3 | Photographers, Graphic Arts Technicians, etc. | 2.18 | 9) Mechanical Engineers 13,847 jobs added | 6% |
| Transportation and Material Moving Occupations | 14.8 | Nurse Supervisors and Registered Nurses | 2.16 | 10) Industrial Engineers 12,269 jobs added | 6% |
| Installation, Maintenance, and Repair Occupations | 14.7 |  |  |  |  |
| Arts, Design, Entertainment, Sports, and Media Occupations | 12.6 |  |  |  |  |

**USA Opportunities**

Career One Stop is sponsored by the U. S. Department of Labor, Employment and Training Administration and reports on both the fastest growing jobs as well as those with the most openings:[[28]](#footnote-28) The following lists are for the U.S. job market overall, rather than specified openings for foreign workers.

USA: Fastest Growing: Personal Care Aides, Home Health Aides, Construction Helpers, Veterinary Technologists, Reinforcing Iron and Rebar Workers, Physical Therapist Assistants, Glaziers, Interpreters and Translators, Medical Secretaries, Brick masons and Block masons, Stone masons, Cement masons and Concrete Finishers, Heating, Air Conditioning, and Refrigeration Mechanics and Installers, Occupational Therapy Aides, Security and Fire Alarm Systems Installers, Pharmacy Technicians, Mechanical Insulation Workers, Medical Secretaries, Dental Hygienists, Bicycle Repairers, Market Research Analysts and Marketing Specialists, Physical Therapists, Marriage and Family Therapists, Audiologists, and Health Educators

USA Most Openings: Cashiers, Waiters and Waitresses, Registered Nurses, Combined Food Preparation and Serving Workers, Including Fast Food, Office Clerks, Laborers and Freight, Stock and Material Movers, Customer Service Representatives, Home Health Aides, Janitors and Cleaners, Except Maids and Housekeeping Cleaners, Personal Care Aides, Childcare Workers, Heavy and Tractor-Trailer Truck Drivers

**Canada Opportunities**

Growing areas include: professional occupations in health; assisting occupations in support of health services; professional occupations in natural and applied sciences; paraprofessional occupations in law, social services, education and religion; professional occupations in business and finance; technical and skilled occupations in health; technical and skilled occupations in art, culture, recreation and sport; and; technical occupations related to natural and applied sciences. The second column contains those 2-digit occupational groupings that are expected growth between 1.0% and 1.4%. they include: skilled sales & service occupations; professional occupations in art & culture; primary industry laborers; professional occupations in social science, education, government services & religion; elemental sales & service occupations; trades helpers, construction laborers & related occupations; management occupations; intermediate sales & service occupations; trades & skilled transport & equipment operators; and; intermediate occupations in transport, equipment operation, installation & maintenance. The third column contains those 2-digit occupational groupings that are expected grow below 1.0%. they are skilled occupations in primary industry; processing, manufacturing and utilities supervisors and skilled operators; skilled administrative and business occupations; laborers in processing, manufacturing and utilities; clerical occupations; intermediate occupations in primary industry; and; processing and manufacturing machine operators and assemblers.

In Demand Top 16: Petroleum engineer, Electrical & telecommunications contactor, Architect, Health policy specialist, Data analyst, Chemist & chemical engineer, Economic development specialist, Nursing supervisor, Construction manager, Respiratory therapist, Transport industry manager, Lawyer, Electrical power line and cable worker, Health, environment & occupational safety inspector, Mechanical engineer, and Education policy specialist.[[29]](#footnote-29)

**United Kingdom Opportunities**

Top 10 Growing Jobs in the United Kingdom: Human Resource Managers, Construction Workers, Public Relations Professionals, Teachers, Midwifery, IT Consultants, Nursing, Accounting, Oil Workers, and Market Researchers.[[30]](#footnote-30)

## Annex 4: Inventory of Post-Secondary Education & Training Providers by Parish[[31]](#footnote-31)

| **#** | **Parish and Name and Location** | **Courses Offered** | **Certification** | **Voc** | **CXC** | **Type[[32]](#footnote-32)** | **Enrolment** |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Kingston** |  |  | 7 | 1 |  | 8 |
|  | (HEART) Bethel United STC  31 South Camp Road, Kingston National Academy | Nursing and Business  Early Childhood (HEART) | Certificate  NCTVET Certificate Level 1 | 1 |  | 2 | 122 |
|  | (HEART) Central Kingston STC  Manchester Square, 151 East Street, Kingston 4 | Commercial Food Preparation | NCTVET Certificate Level 1 | 1 |  | 2 | 32 |
|  | (HEART) Pentecostal Gospel Temple STC  111 Windward Road, Kingston 2 | Commercial Food Preparation, Housekeeping in both offerings. Training in evenings | NCTVET Level 1, 2 & Unit Certification | 1 |  | 2 | 52 |
|  | (HEART) First Missionary STC  58 East Street, Kingston | Quilting & Drapery Making | NCTVET Joint Certification | 1 |  | 2 | 100 |
|  | HEART Boys Town VTC | Commercial Food Preparation, Food & Beverage Restaurant Service, Housekeeping  Marketing And Promotions | NCTVET Level 1, 2 & Unit Certification | 1 |  | 1 | 675 |
|  | HEART Rockfort VTC  Windward Road, Rockfort | NCTVET NVQ-J courses | NCTVET | 1 |  | 1 | 729 |
|  | Laws Street Trade Training Centre  1 Law Street, Kingston | No data | No data | 1 |  | 5 | 0 |
|  | Pentab High & Evening  16 North Street, Kingston | High School Certification | Certificate |  | 1 | 3 | 0 |
|  | **Total Enrolment** |  |  |  |  |  | **1,710** |
|  | **St. Andrew** |  |  | 62 | 14 |  |  |
|  | Abilities Foundation  195 Constant Spring Road, Kingston 8 | Programmes are for Persons with **Disabilities**; operated by Ministry of Labour & Social Security; (HEART) Furniture Making, Garment Construction, General Office Administration | Certificate | 1 |  | 2, 4 | 103 |
|  | Advanced Accounting Training Centre  Suite 33 Beechwood Avenue, Kingston 5 | Peachtree, QuickBooks, Payroll, ACCA & CAT, Fundamentals Of Computing, Word, Excel, Etc., and Practical Accounting Training | Certificate | 1 |  | 3 | 0 |
|  | Auto Tech Institute  3 West Arcadia Avenue, Kingston 5 | Automotive repairs and services |  | 1 |  | 3 | 0 |
|  | B & E Catering & and Enterprise Training Institute  16 Ripon Road, Kingston 5 | Bartending, Waitering, Housekeeping, General Catering, Baking and Decorating, Housekeeping, Chef, Florist, Bridal Venue Decorating | Certificate | 1 |  | 3 | 0 |
|  | (HEART) Boulevard Baptist STC  2 Washington Boulevard, Kingston 20 | Commercial Food Preparation, General Office Administration | NCTVET Certificate Levels 1 & 2 | 1 |  | 2 | 277 |
|  | CAPTECH Limited  35 Burlington Avenue, Kingston 10 | No data | Certificate | 1 |  | 3 | 0 |
|  | Career Development Institution  6-8 Parkington Plaza, Kingston 10 | Electronics, Computer Courses, Customer Service Level 1 & 2 | Certificate | 1 |  | 3 | 0 |
|  | Caribbean Christian Centre for the Deaf - St. Andrew  4 Cassia Park Road, Kingston 10 | No data | Certificate | 1 |  | 5 | 0 |
|  | Caribbean Institute of Business  7 Oxford Road, Kingston 5 | No data | Certificate | 1 |  | 3 | 0 |
|  | Caribbean Maritime Institute  Palisadoes Park, Kingston | Pre- Course of Study, Pre- Engineering Course, Multi-purpose Rating, Operations Maintenance |  | 1 |  | 5 | 0 |
|  | Chemilex Academy Of Science and Technology  Suit 4 20 Half Way Tree Road, Kingston 5 | CXC, GCE, CAPE | Certificate |  | 1 | 3 | 0 |
|  | Golden Opportunities – CSJP | Early Childhood Education Level 2 | NCTVET Certificate |  |  | 3 | 17 |
|  | HEART Jamaica German Automotive School (JAGAS)  Maxfield Avenue, Kingston 5 | NCTVET NVQ-J Automotive courses | NCTVET Certificate Levels 1 - 3 | 1 |  | 1 | 582 |
|  | HEART College of Beauty Services  Hope Road, Kingston 5 | NCTVET courses in Cosmetology | NCTVET Certification Levels 1-4 |  |  | 1 | 1112 |
|  | (HEART) Citizens Advice Bureau  29 Beechwood Avenue, Kingston 5 | Housekeeping | NCTVET Certificate Level 1 | 1 |  | 2 | 86 |
|  | (HEART) Good Hope Partners Benevolent Society  Dallas Castle, St. Andrew | Housekeeping | NCTVET Certificate Level 1 | 1 |  | 2 | 50 |
|  | (HEART) St. Margaret's Human Resource Centre  64 - 68 Henderson Ave., Kingston 11 | Electrical Installation | NCTVET Level 1 / Unit Certification | 1 |  | 2 | 27 |
|  | (HEART) St. Patrick’s Foundation Seaview Gardens, Spanish Town Road, Kingston 11 | Commercial Food Preparation, Business Administration, General Cosmetology | NCTVET Level 2 | 1 |  | 2 | 116 |
|  | (HEART) Stella Maris Foundation  1 Grants Pen Road, Kingston 8 | Data Operations, Early Childhood Care | NCTVET Level 1 / Unit Certification | 1 |  | 2 | 90 |
|  | (HEART) Total Care Skills Training Centre  56 Lady Musgrave Road, Kingston 5 | Early Childhood Care Development | NCTVET Level 1 | 1 |  | 2 | 11 |
|  | (HEART) Trinity Moravian STC  29 Montgomery Avenue, Kingston 10 | Housekeeping, Commercial Food Preparation, General Office Administration, Business Administration. Days and evenings. | NCTVET Levels 1 & 2 | 1 |  | 2 | 284 |
|  | (HEART) Webster STC  56 Half Way Tree Road, Kingston 5 | Early Childhood Development | NCTVET Levels 1 & 2 | 1 |  | 2 | 29 |
|  | (HEART) YMCA – Kingston  22 Hope Road, Kingston 10 | Remedial Intervention, Welding | Non-NCTVET / NCTVET Unit certification | 1 |  | 2 | 292 |
|  | College of Accountants Training Ltd  30 Balmoral Avenue, Kingston 10 | Accounting & Business | No data | 1 |  | 3 | 0 |
|  | (HEART) Cornerstone Ministries  21A Connolley Avenue, Kingston 4 | Data Operations, Motor Vehicle Engine, Correctional inmates | NCTVET Certificate Level 1 | 1 |  | 2 | 56 |
|  | (HEART) Jamaica Defence Force  Up Park Camp, Kingston 5 | General Construction, Electrical Installation, Welding | NCTVET Level 2 | 1 |  | 2 | 153 |
|  | (HEART) Kings Gate STC  49 Hope Road, Kingston 10 | Commercial Food Preparation, Leather Craft, Housekeeping | NCTVET Level 1 / Unit Certification | 1 |  | 2 | 162 |
|  | (HEART) Lister Mair Gilby Institute for Adult Education, Hope Estate, Papine, Kingston 6 | Opportunities for hearing impaired General Cosmetology, General Office Administration. Evening programme | NCTVET Level1 & Unit Certification | 1 |  | 2 | 52 |
|  | (HEART) Olympic Gardens Civic Centre  119 Olympic Way, Kingston 11 | Allied Health Care, General Office Administration, Early Childhood | NCTVET Level 1 & 2 | 1 |  | 2 | 47 |
|  | (HEART) Operation Friendship  2c East Bell Rd, Kingston | Allied Health, Food Preparation, General Construction, Garment Construction, Welding, Electrical Installation, Plumbing | NCTVET Level 1 & Unit certification | 1 |  | 2 | 551 |
|  | (HEART) Shoe Shine Project  1 Devon Road, Kingston 10 | Leather Craft | NCTVET Joint Certification | 1 | 1 | 2 | 17 |
|  | (HEART) St. Margaret’s Caregivers Training Programme  167 Old Hope Road, Kingston 6 | Early Childhood Development, Allied Health / Practical Nursing | NCTVET Levels 1 & 2 | 1 |  | 2 | 61 |
|  | Dornid’s School of Beauty Culture  117 Maxfield Avenue, Kingston 10 | Cosmetology, Beauty Services | NCTVET Certificate Level 1 & 2 | 1 |  | 3 | 0 |
|  | Dunoon Tech -S.T.C - CSJP | Electrical Installation level 1, Auto mechanic level 1, Masonry level 1 | NCTVET Certificate Level 1 | 1 |  | 4 | 58 |
|  | Elatho's School Of Business  Suite 16 #1 Crotona Terrance, Kingston 20 | CAPE, Certified Professional Service | Certificate |  | 1 | 3 | 0 |
|  | Excelsior Community College  137 Mountain View Avenue, Kingston 3 | CXC, A' Levels/CAPE, Cosmetology, Barbering | Certificate |  | 1 | 4 | 45 |
|  | Fast Track Career Institute  Burnside P. O., Red Hills | CXC/ GCE Courses, Computer Courses, Data Operation Level's 1 and 2, CPS | No data | 1 |  | 3 | 0 |
|  | HEART Garmex Academy  76 Marcus Garvey Drive, Kingston | Customer Service Level's 1 and 2, Interior Decoration Level's 1 and 2, Fashion Designing, Web Page Designing, Practical Nursing, Early Childhood |  | 1 |  | 1 | 1625 |
|  | (HEART) Girls' Town Ja., 89 Maxfield Avenue, Kingston 13 | Commercial Food Preparation, General Office Administration, Cosmetology, Early Childhood, Housekeeping | NCTVET Certificate Level 1 & 2 | 1 |  | 2 | 209 |
|  | (HEART) Genesis Academy  38 South Camp Road, Kingston 5 | (HEART) Data Operations, Art & Textile, Food Preparation | NCTVET Certificate | 1 |  | 2 | 34 |
|  | Global Training and Marketing Service  3 Burlington Avenue, Kingston 10 | Customer Service, Market Research, Information Technology, Supervisory Management, Paralegal Studies, Project Management |  | 1 |  | 3 | 0 |
|  | HEART Stony Hill Academy  Stony Hill Road, Kingston 9 | Data Entry, various business and commercial skills, CISCO networking | NCTVET Certificate | 1 |  | 1 | 2006 |
|  | Holy Childhood Institute  9 Skibo Avenue, Kingston 10 | Sec. Education, Business Management, Hospitality |  | 1 |  | 4 | 0 |
|  | Hutton's Education Unit  4 Sylvan Avenue, Kingston 5 | CXC (CSEC), A' and O' Levels, GCE | Certificate |  | 1 | 3 | 0 |
|  | Infoserv Limited  19 Parkington Plaza, Kingston 10 | Computer training |  | 1 |  | 3 | 0 |
|  | Institute for Workforce Education & Development (IWED), Manpower Centre -- 1 Eureka Road, Kingston 5 | NCTVET Certificate courses (10-12 weeks): Pest control management, Landscaping and Grounds Maintenance, Customer Service, Housekeeping (Room Attendant), General Office Administration, Data Operations.  IWED Certificate courses (6-8 weeks) include: Cleaning Techniques for Janitorial Services, Workplace Education, Medical Office Administration, Introduction to Supervisory Management, Workplace Professionalism, Reception Operations, Office Attendant, Food Handling Practices and Procedures, Occupational Health and Safety for Industry, Inventory and Purchasing Management, Home Management, Introduction to Cashiering. Also offers one-day classes. | NCTVET and IWED Certificates | 1 |  | 3 | 0 |
|  | International Institute for Recognized Qualifications  237 Old Hope Road, Kingston 6 | Training in health care services and for phlebotomy technicians, early childhood care associate’s degree, motor vehicle servicing, construction skills modules, certification in plumbing and electrical installation, IT systems repair, business skills, accounting, a non-certificate sales and marketing short course, travel and tourism (including housekeeping), food preparation/ culinary arts, food and beverage service, engineering, metal machining, plant maintenance, and teacher training (an advanced diploma), IIRQ also offers courses in English for the office, customer service, and numeracy/maths. | Certificate & Diploma courses: NCTVET and City & Guilds | 1 |  | 3 | 200 |
|  | International Institute of Science & Technology  Shop 20 Central Plaza Kingston 10 | Licenced/ Practical Nurse Programme (Certified Nursing Assistant), Patient Care Assistant, Pharmacy: Phlebotomy, Engineering and Computer Courses, Math and English (City and Guild Certification), Office Administration and Office Management, Tourism and Hospitality, Early-Childhood Education, High School Diploma (GED), Studio Engineering, Industrial Electronics | Certificate & Diploma courses | 1 |  | 3 | 0 |
|  | Jamaica Assoc. for Children with Learning Disabilities  7 Leinster Road, Kingston 6 | Certificate |  | 1 |  | 4 | 0 |
|  | (HEART) Jamaica Association on Mental Retardation, 7 Golding Avenue, Kingston 7 | Crafts | NCTVET Joint & Unit Certifcation | 1 |  | 2 | 20 |
|  | Jan's School of Catering and Skill Center  29 Courtney Walsh Drive (Derrymore Road), Kingston 10 | Catering, Food Preparation, Cake Baking and Decorating, Pastry Making, Waitering, Housekeeping, Floral Arrangement | Certificate | 1 |  | 3 | 0 |
|  | Ka Ju Dressmaking & Fashion Designing Institute  2-4 Chancery Street, Kingston 19 | Dress Making, Fashion Design, Interior Decorating, Lingerie, Fabric Painting | Certificate | 1 |  | 3 | 0 |
|  | M C O Nursing Institution  11 Kelly Road, Kingston 2 | Health Care Assistant/Practical Nurse, NCTVET Certificate Preparation, Nursing, Basic Computer Course, CXC | Certificate | 1 |  | 3 | 0 |
|  | Modern School Of Music Limited  75A Molynes Road, Kingston 10 | Music | No data | 1 |  | 3 | 0 |
|  | Music Business Technology Institute  7 Forest Glen, Kingston 19 | Studio Engineering | No data | 1 |  | 3 | 0 |
|  | National Academy  119 Duke Street, Kingston GPO | Industrial Electronics, Welding & Fabrication, Electromechanical, Health Care Assistance (Practical Nursing), High School Curriculum (Forms 3-5), Receptionist & Secretarial Studies, Computer Course, Cashiering, CXC/GCE O and A Levels, Early Childhood Education, NCTVET/Assessment Centre | Diploma | 1 |  | 3 | 0 |
|  | HEART National Tool and Engineering Institute  Ashenheim Road, Kingston 2 | Industrial Electronics, Electrical Maintenance, Air Conditioning and Refrigeration, Welding and Fabrication, Computer Repairs | NCTVET Certification & diploma | 1 |  | 1 | 1342 |
|  | Paralegal Training Institute  47c Old Hope Road, Kingston 5 | Attorney's assistant (Law) |  | 1 |  | 3 | 0 |
|  | Pre-University School  Taylor Hall, UWI, Mona, Kingston 7 | CXC, CAPE, O Levels, A Levels, NCTVET Practical Nursing, Practical Nursing | Certificate |  | 1 | 4 | 0 |
|  | Professional Trainers Institute  17 Tangerine Place, Kingston 10 | Administrative and Secretarial Science, Paralegal Studies, Supervisory Management, Customer Service, Office Protocol and Personal Development, Project Management | Diploma | 1 |  | 3 | 0 |
|  | Quality Academics  7 Ardenne Road, Kingston 10 | SAT'S, CXC CSECs, O Levels, CAPE, A Levels, | Certificate |  | 1 | 3 | 0 |
|  | R O M I Training Institute  41 Hagley Park Road, Kingston 10 | CXC & Other Courses, Spanish, Information Technology, Reading and Writing | Certificate |  | 1 | 3 | 0 |
|  | Rapid School of Commerce  34a Clock Tower Plaza, Kingston 10 | Secretarial Course, CXC (CSEC) Courses |  | 1 | 1 | 3 | 0 |
|  | S.T.E.P. Centre  167 Old Hope Road, Kingston 6 | High School Certification, Vocational Certification | High School and Vocational Certificates | 1 | 1 | 5 | 0 |
|  | St. Pius X S.T.C  CSJP Programme | Food Prep Level 1, Garment Construction level 1, Data Entry level 1, Cosmetology level 1 | NCTVET Certificate Level 1 | 1 |  | 5 | 63 |
|  | School Of Excellence  3 Balmoral Avenue, Kingston 10 | CXC, GCE, Short Computer Course | Certificate |  | 1 | 3 | 0 |
|  | Sonia's Catering  3 Tewfix Crescent, Kingston 20 | No data |  | 1 |  | 3 | 0 |
|  | The Centre for Language & Culture  24 Grosvenor Terrace  Kingston 8 | CXC, Pre-Prim. Education | Certificate |  | 1 | 3 | 0- |
|  | The Honours Academy  18 Hagley Park Road, Kingston 10 | Office Administration, Front Office Receptionist, Housekeeping, Early Childhood Education, Customer care, Computing Management Studies | Certificate | 1 |  | 3 | 0 |
|  | University of The West Indies School of Nursing  Mona, Kingston 7 | Registered Nursing | Degree | 1 |  | 4 | 0 |
|  | Vector Technology Institute  35A Eastwood Park Road, Kingston 10 | Basic Electronics, Computer Operations, Troubleshooting Maintenance, Network Design, Network Administration, Programming, Business Administration, Associate Degree in Computer Systems Technology, Diploma In Computer Systems Technology | Certificate | 1 |  | 3 | 0 |
|  | Versan Education Services  Shop 17, 134 Constant Spring Road, Kingston 8 | SAT Level 1& 2, GMAT, DRE, GED, LSAT, MCAT, SSAT, USMLE | Certificate |  | 1 | 3 | 0 |
|  | Visionaries Institute of Business  12 North End Place, Kingston 10 | High School Certification | High School Certificate |  | 1 | 3 | 0 |
|  | West Avenue Institution  9 West Avenue, Kingston 8 | CXC, GCE, Professional Courses, Computer Training, NCTVET Certified Programmes | Certificate |  | 1 | 3 | 0 |
|  | Wings Jamaica Limited  Tinson Pen Aerodrome, Kingston 11 | Private Pilot Licence | License | 1 |  | 3 | 0 |
|  | **Total Enrolment** |  |  |  |  |  | **9,777** |
|  | **St. Thomas** |  |  | 2 | 1 |  |  |
|  | Port Morant Evening Institute | No data | No data |  | 1 | 3 | - |
|  | (HEART) Paul Bogle Centre  Lyssons, Morant Bay P.O., St. Thomas | Electrical Installation, General Construction | NCTVET Level 1 & 2, Unit Certification | 1 |  | 2 | 136 |
|  | (HEART) Yallahs STC  Yallahs, St. Thomas | Housekeeping, Commercial Food Preparation | NCTVET Levels 1 & 2 / Evening Programme | 1 |  | 2 | 123 |
|  | **Total Enrolment** |  |  |  |  |  | 259 |
|  | **Portland** |  |  | 3 | 0 |  |  |
|  | HEART Buff Bay Vocational Training Centre  Buff Bay, Portland |  |  | 1 |  | 1 | 556 |
|  | (HEART) Happy Grove STC  Hectors River, Portland | Commercial Food Preparation, Housekeeping | NCTVET Certification Level 1 | 1 |  | 2 | 161 |
|  | (HEART) Smarts Skills Training & Academic Centre, Shop 5, West Palm Court 17 West Palm Avenue, Portland | Commercial Food Preparation, Customer Service, Allied Health, Housekeeping | NCTVET Levels 1 & 2 | 1 |  | 2 | 135 |
|  | **Total Enrolment** |  |  |  |  |  | **852** |
|  | **St. Mary** |  |  | 9 | 0 |  |  |
|  | HEART Port Maria Vocational Training Centre | NCTVET Courses NVQ-J Levels 1 & 2 | NCTVET Levels 1 & 2 | 1 |  | 1 | 793 |
|  | (HEART) Clonmel STC  Highgate, St. Mary | Commercial Food Preparation, Housekeeping, General Office Administration | NCTVET Certification Level 1 | 1 |  | 2 | 80 |
|  | (HEART) Gayle STC  Gayle, St. Mary | Electrical Installation | NCTVET Certification Level 1 | 1 |  | 2 | - |
|  | (HEART) Grace Care & Counselling Centre STC, Oracabessa, St. Mary | Housekeeping | NCTVET Certification Level 1 | 1 |  | 2 | 65 |
|  | (HEART) Guys Hill STC  Guys Hill, St. Mary | Data Operations, Cosmetology | NCTVET Certification Level 1 & 2 | 1 |  | 2 | 86 |
|  | (HEART) Middlesex School of Cosmetology  Shop 4-5, Retirement Plaza, Salt Gut, Boscobel, St. Mary | General Cosmetology | NCTVET Level 2 | 1 |  | 2 | 62 |
|  | (HEART) Retreat STC  Trinity Evangelical Ministries, Content, St. Mary | Housekeeping, General Cosmetology, General Office Administration, Food & Beverage | NCTVET Level 1 / Unit Certification | 1 |  | 2 | 158 |
|  | (HEART) Wood Park STC  Wood Park, St. Mary | Food Preparation, Housekeeping, Allied Health | NCTVET Levels 1 & 2 | 1 |  | 2 | 93 |
|  | (HEART) Wood Park Expansion Locations  Charleston, Three Hills, Wood Park, St. Mary | Housekeeping, General Construction, Electrical Installation | NCTVET Level 1 | 1 |  | 2 | 183 |
|  | **Total Enrolment** |  |  |  |  |  | **647** |
|  | **St. Ann** |  |  | 11 | 1 |  |  |
|  | Adams Catering and Commercial School  Bucksfield P.O. Box 249, Ocho Rios-St. Ann’s Bay | Waitering, Food Preparation, Bartending | Certificate | 1 |  | 3 | 0 |
|  | (HEART) Belle Aire Meadows Relocation 2000 Project, Dumbarton St. Ann | Commercial Food Preparation, Housekeeping, General Office Administration | NCTVET Certification Level 1 | 1 |  | 2 | 281 |
|  | (HEART) Brown's Town Community College, Huntley Rd Browns Town | Some NVQ-J Courses | NCTVET Certification | 1 |  | 2 | 23 |
|  | (HEART) Browns Town Cosmetology  9 Top Road, Browns Town P.O. | Cosmetology | NCTVET Certification Levels 1 & 2 | 1 |  | 2 | 110 |
|  | (HEART) College of Hospitality & Vocational Skills  14 James Avenue, Ocho Rios | Cosmetology, Massage Therapy, General Office Administration, Restaurant Server, Front Office, Housekeeping, Commercial Food Preparation, Allied Health | NCTVET Certification Levels 1, 2 & 3 | 1 |  | 2 | 558 |
|  | HEART Runaway Bay Training Institute, Cardiff | NVQ-J Hospitality Courses | NCTVET Certification Levels 1, 2 & 3 | 1 |  | 1 | 1029 |
|  | HEART Beechamville Vocational Training Center  Beechamville | NVQ-J Courses | NCTVET Certification | 1 |  | 1 | 809 |
|  | St. Ann's Bay Vocational & Christian Training Centre  2 Wharf Street, St. Ann's Bay | Computer Science, Food Preparation and Catering, Drapery making, Dressmaking And Designing | No data | 1 |  | 3 | 0 |
|  | St. Monica's Commercial College  134 Main Street, Ocho Rios | **CXC Evening,** Cosmetology , Food, Beverage and Dining Etiquette, Computer Beginners Course, Computer Studies, Diploma in Business, Cashiering | No data | 1 | 1 | 3 | 0 |
|  | Sigma School Of Nursing | Enrolled Nursing | Certificate | 1 |  | 3 | 0 |
|  | (HEART) Rotary Club of Ocho Rios  Ocho Rios, St. Ann | General Office Administration, Electrical Installation | NCTVET Level 1 / Unit Certification | 1 |  | 2 | 126 |
|  | **Total Enrolment** |  |  |  |  |  | **2,936** |
|  | **Trelawny** |  |  | 3 | 0 |  |  |
|  | HEART Falmouth Vocational Training Center  Falmouth | NVQ-J Courses | NCTVET Certification | 1 |  | 1 | 907 |
|  | (HEART) Cedric Titus STC  Clarks Town P.O., Trelawny | Commercial Food Preparation, Restaurant Server, Data Operations, General Office | NCTVET Certification | 1 |  | 2 | 195 |
|  | (HEART) South Trelawny Ed-Skills Centre  Albert Town, Trelawny | Housekeeping, Restaurant Server | NCTVET Level 1 / New Project | 1 |  | 2 | 0 |
|  | **Total Enrolment** |  |  |  |  |  | **1,102** |
|  | **St. James** |  |  | 15 | 3 |  |  |
|  | (HEART) National School of Cosmetology & Barbering Arts  Shop 6A The Victory Building, 3-5 Fort Street, Montego Bay, St. James | General Cosmetology, Nail Enhancement, Message Therapy | NCTVET Levels 1 & 2 / Joint & Unit Certification | 1 |  | 2 | 73 |
|  | (HEART) Ultimate Service Hospitality Training Programme  The Victory Building, 3-5 Fort Street, Montego Bay, St. James | General Office Administration, Restaurant Service, Front Office | NCTVET Levels 1 & 2 / Unit Certification | 1 |  | 2 | 342 |
|  | (HEART) Adelphi STC  Adelphi P.O. St. James | Plumbing, Electrical Installation, Housekeeping | NCTVET Certification | 1 |  | 2 | 70 |
|  | Arianox Business & Technology College | No data | No data | 1 |  | 4 | 0 |
|  | Caribbean Christian Centre for the Deaf – Granville  P.O. Box 24, Granville | No data | No data | 1 |  | 5 | 0 |
|  | HEART College of Innovation & Technology | Software and Webpage Design and Development, Computer Information Technology, CISCO Certified Networking | Certificate | 1 |  | 1 | 1002 |
|  | Caribbean School of Business  Montego Bay #2 P.O. Box 1703, Montego Bay | GCE/CXC (CSEC) Courses, Diploma in Business Administration, Certified Accounting Technician (CAT) Course, Certified Professional Secretary (CPS) Course, | Certificate & Diploma | 1 | 1 | 3 | 0 |
|  | Centre For Business Studies  Montego Bay #1 P.O. Box 188, Montego Bay | CXC/ GCE Courses, ACCA, CAT, CAP, Computer Studies, Diploma In Tourism Management , Business Administration | Certificate& Diploma | 1 | 1 | 3 | 0 |
|  | HEART Cornwall Automotive Training Institute, Montego Bay | Motor Vehicle Repair, data operations | NVQ-J Certificate | 1 |  | 1 | 673 |
|  | HEART Granville Vocational Training Centre | NCTVET Courses | NVQ-J Certificate Level 2 | 1 |  | 1 | 739 |
|  | (HEART) Glendevon Centre of Excellence  Sunvalley Road, Montego Bay, St. James | Front Office, Data Operation, Food & Beverage, Housekeeping | NVQ-J Certificate Level 2 | 1 |  | 2 | 0 |
|  | La’Rosell’s School of Cosmetology  Box 1639, Montego Bay No. 1 P. O., Montego Bay | Cosmetology |  | 1 |  | 3 | 0 |
|  | Montego Bay Institute of Technology  54 Market Street, Montego Bay | No data |  | 1 |  | 3 | 0 |
|  | Royal Caribbean Institute  Montego Bay #1 P.O., Montego Bay | CXC/GCE Courses, Professional Courses, CPS | Certificate |  | 1 | 3 | 0 |
|  | Undergrad School  2 Corner Avenue, Montego Bay | Secretarial Certificate | Diplomas | 1 |  | 3 | 0 |
|  | Western Hospitality Institute  674 Half Moon Drive, Coral Gardens, Rose Hall | Hotel and Restaurant Management, Food and Beverage Management, Culinary Chef Management, Tourism Management, Hospitality Management;  Short courses offered: Front Office Management, Housekeeping, Management, Bartending, Waitering | Degree, Diploma and Certificate | 1 |  | 3 | 0 |
|  | **Total Enrolment** |  |  |  |  |  | **2,899** |
|  | **Hanover** |  |  | 4 | 0 |  | 4 |
|  | HEART Kenilworth Academy | Variety of NVQ-J Courses | NCTVET NVQ-J Certification | 1 |  | 1 | 1632 |
|  | New Beginning International Ministries  Ramble P.O. Box 4, Ramble, Hanover | Vocational Training | NCTVET Certification | 1 |  | 3 | 0 |
|  | (HEART) Kendal STC  Kendal, Hanover | Restaurant Server | NCTVET Level 1 / Unit Certification | 1 |  | 2 | 78 |
|  | (HEART) Lucea STC  Lucea, Hanover | Housekeeping (Room Attendant), Restaurant Server | NCTVET Level 1 / Evening Programme | 1 |  | 2 | 147 |
|  | **Total Enrolment** |  |  |  |  |  | **1,857** |
|  | **Westmoreland** |  |  | 8 | 2 |  |  |
|  | 3D Computer Centre  124 Great Street, Savanna-La-Mar | Computer courses | Certificate | 1 |  | 3 | - |
|  | Fordyce Business College  Savanna-La-Mar P.O. Box 2 | CXC | Certificate |  | 1 | 3 | - |
|  | Mannings High Extension  P. O. Box 20, Savanna-La-Mar | Continuing Studies |  |  | 1 |  | - |
|  | National Institute of Commerce  Rose Street, Savanna-La-Mar | Accounting, Secretarial Studies, Typewriting, Payroll, Cashiering, Clerical Management and Office Procedures, Front Desk Reception, Certified Accounting Technician, Bartending/Waitering, | Certificate | 1 |  | 3 | - |
|  | Westmoreland Business College  6 Barclay Street, Savanna-La-Mar | CXC/GCE Courses, Practical Nursing, Computer Studies, Business Certificate | Certificate | 1 | 1 | 3 | - |
|  | Westmoreland Housecraft Training Centre  Petersville P.O. Petersville | No data | NVQ-J Certification | 1 |  | 5 | - |
|  | HEART Seaford Town VTC  Seaford Town |  |  | 1 |  | 1 | 732 |
|  | HEART Culloden Vocational Training  Culloden | NVQ-J Courses | NCTVET Certification | 1 |  | 1 | 530 |
|  | (HEART) Montego Bay Community College Frome Campus, Frome, Westmoreland | Allied Health | NCTVET Level 2 | 1 |  | 2 | 57 |
|  | (HEART) Theodora STC  P.O. Box 3097, Negril, Westmoreland | Cosmetology, Housekeeping, Information Technology | NCTVET Level 1 & 2 | 1 |  | 2 | 44 |
|  | **Total Enrolment** |  |  |  | 11 |  | **1,363** |
|  | **St. Elizabeth** |  | 2 | 3 | 0 |  |  |
|  | HEART Black River Vocational Training Center (Southwest TVET Institute) | NVQ-J Courses | NCTVET Level 1 – 3 | 1 |  | 1 | 630 |
|  | HEART Southwest TVET Institute, D. Rochester Campus | NVQ-J Courses | NCTVET Level 1 – 3 | 1 |  | 1 | 744 |
|  | (HEART) Maggotty STC  Maggotty, St. Elizabeth | Food Preparation, Housekeeping | NCTVET Level 1 | 1 |  | 2 | 118 |
|  | (HEART) Middle Quarters New Testament  Middle Quarters, St. Elizabeth | Data Operation, Housing keeping | NCTVET Level 1 & 2 | 1 |  | 2 | 30 |
|  | **Total Enrolment** |  |  |  |  |  | **1,522** |
|  | **Manchester** |  |  | 15 | 1 |  |  |
|  | Beaumont Comprehensive College  54 Caledonia Ave, Mandeville | Business Administration, Early-Childhood Education Courses, Customer Service Training | No data | 1 |  | 3 | - |
|  | (HEART) Caribbean Christian Centre for the Deaf – Knockpatrick  P.O. Box 14, Knockpatrick | (HEART) Commercial Food Preparation, Housekeeping, Data Operations, Cosmetology, Carpentry, Garment Production | NCTVET Certification Level 1 | 1 |  | 2 | 49 |
|  | (HEART) Catholic School of Technology  66 Caledonia Road, Mandeville | Restaurant Server, Motor Vehicle Engine Systems | NCTVET Certification Level 1 | 1 |  | 2 | 63 |
|  | Church Teachers Evening Institute  P.O. Box 41, Mandeville | Secondary Education, Early-Childhood Education | No data | 1 |  | 3 | 0 |
|  | Hospicare Nursing Academy  12 South Race Course Rd., Mandeville | Practical Nursing, Room Attendance, Food Preparation | No data | 1 |  | 3 | 0 |
|  | Jamaica Bible College and Community Institute  7 Brumalia Road, Mandeville | CXC/ GCE Courses, Business Studies | Associates Degree | 1 | 1 | 3 | 0 |
|  | HEART Newport VTC (Southwest TVET Institute) | NVQ-J Courses | NCTVET Level 1 – 3 | 1 |  | 1 | 758 |
|  | (HEART) Institute of Innovation and Technology  Wint Road, Mandeville, Manchester | Allied Health | NCTVET Certification Level 1 | 1 |  | 2 | 15 |
|  | (HEART) Maidstone STC  Nazareth All-Age, Maidstone, Manchester | Customer Service | NCTVET Levels 1 & 2 / Evening Programme | 1 |  | 2 | 0 |
|  | (HEART) Mount Olivet  Walderston, Manchester | Data Operations/ Evening Programme | NCTVET Level 1 / Unit Certification | 1 |  | 2 | 77 |
|  | (HEART) Mandeville Craft Institute  1 Grove Road, Mandeville P.O., Manchester | Commercial Food Preparation, Food & Beverage, Front Office | NCTVET Levels 1 & 2 / Day & Evening | 1 |  | 2 | 235 |
|  | (HEART) May Day STC  May Day P.O., Manchester | Food Preparation | NCTVET Level 1 | 1 |  | 2 | 26 |
|  | (HEART) Knox STC  Knox, Cobbla, Manchester | Cosmetology, Commercial Food Preparation, Ornamental Horticulture | NCTVET Levels 1 & 2 / Unit Certification | 1 |  | 2 | 126 |
|  | (HEART) Royal Flat STC  Royal Flat, Manchester | Early Childhood | NCTVET Levels 1 & 2 | 1 |  | 2 | 111 |
|  | (HEART) Williamsfield STC  Wiliiamsfield, Box 213, Mandeville P.O. | Computer Repairs | NCTVET Level 2 | 1 |  | 2 | 19 |
|  | **Total Enrolment** |  |  |  |  |  | **1,479** |
|  | **Clarendon** |  |  | 9 | 0 |  |  |
|  | (HEART) Rural Family Support Organization  2 Brooks Edge Avenue, May Pen, Clarendon | Housekeeping, Food Preparation, Early Childhood Education, Garment Production | NCTVET Levels 1 & 2 | 1 |  | 2 | 182 |
|  | (HEART) Clarendon College  Chapelton, Clarendon | Data Operations, Housekeeping | NCTVET Certification Level 1 | 1 |  | 2 | 57 |
|  | (HEART) Community Training & Development Institution / Hazard Training Centre, Palmers Cross, Clarendon | General Cosmetology, Welding, Electrical Installation | NCTVET Certification Level 1 | 1 |  | 2 | 436 |
|  | HEART Ebony Park Academy | Agriculture and other NVQ-J Courses | NCTVET Certification | 1 |  | 1 | 964 |
|  | HEART Breadnut Valley Engineering Institute | NVQ-J Engineering Programmes |  | 1 |  | 1 | 365 |
|  | (HEART) C. Palmer Project of Hope  Tweedside, Clarendon | General Office Administration, Cosmetology, Welding | NCTVET Certification Level 1 | 1 |  | 2 | 131 |
|  | (HEART) Four Paths STC  Four Paths, Clarendon | Commercial Food Preparation, Early Childhood Care & Development | NCTVET Certification Level 1 | 1 |  | 2 | 255 |
|  | (HEART) Kellits STC  Kellits P.O., Clarendon | Commercial Food Preparation, Housekeeping, Food & Beverage | NCTVET Level 1 | 1 |  | 2 | 215 |
|  | (HEART) Lionel Town STC  Lionel Town, Clarendon | Early Childhood Care, Electrical Installation | NCTVET Levels 1 & 2 | 1 |  | 2 | 149 |
|  | **Total Enrolment** |  |  |  |  |  | **2,754** |
|  | **St. Catherine** |  |  | 21 | 2 |  |  |
|  | (HEART) 3D Projects – Enos Barrette Center  14 Monk Street Spanish Town, St. Catherine | Paper Making, for the mentally & physically challenged | Joint certification with NCTVET | 1 |  | 2 | 15 |
|  | Administrative & Professional Training Institute  Spanish Village Plaza, Twickenham Park | No data |  | 1 |  | 3 | 0 |
|  | Binns Business College  24 White Church Street, Spanish Town | CXC (CSEC) Courses | Certificate |  | 1 | 3 | 0 |
|  | Burmar Computer Institute  49 Young Street, Spanish Town | High School Certification |  |  | 1 | 3 | 0 |
|  | Challenge Computer Lab  627 Kings Avenue, Horizon, St. Catherine | Basic computing and advanced course | Certificate | 1 |  | 3 | 0 |
|  | (HEART) Faith Temple New Testament STC  Bayside, Bridgeport P.O., St Catherine | Early Childhood, Data Operations | NCTVET Certificate Level 1 & 2 | 1 |  | 2 | 158 |
|  | (HEART) Edgewater Baptist Learning Centre  23 North Edgewater Ave., Bridgeport P.O., St. Catherine | Customer Service | NCTVET Certificate Level 1 | 1 |  | 2 | 64 |
|  | (HEART) Commodore STC  Commodore District, Bog Walk | Data operations, Food Preparation, Housekeeping | NCTVET Certificate Level 1 | 1 |  | 2 | 119 |
|  | (HEART) Ewarton STC  Ewarton, St. Catherine | Data Operations | NCTVET Certificate Level 1 | 1 |  | 2 | 116 |
|  | (HEART) Children’s First  Adeleigh Street, Spanish Town | Customer Service, Data Operations |  | 1 |  | 2 | 71 |
|  | (HEART) New Horizons STC  Wynters Pen, Spanish Town P.O, St. Catherine | Electrical Installation, Welding | NCTVET Level 1 | 1 |  | 2 | 94 |
|  | (HEART) McGrath STC  Threadways, St. Catherine | Data Operations, Housekeeping, Commercial Food Preparation | NCTVET Level 1 / Evening Programme | 1 |  | 2 | 109 |
|  | (HEART) Spanish Town SDA STC  56 Brunswick Avenue, Spanish Town P.O., St. Catherine | Housekeeping, Commercial Food Preparation | NCTVET Levels 1 & 2 | 1 |  | 2 | 74 |
|  | (HEART) Spring Village Development Foundation STC  Spring Village, Bushy Park, St. Catherine | Housekeeping, Commercial Food Preparation, Electrical Installation, Welding, General Office Administration | NCTVET Levels 1 & 2 | 1 |  | 2 | 312 |
|  | (HEART) Phillipo Baptist STC  9 William Street, Spanish Town, St. Catherine | Housekeeping, Commercial Food Preparation | NCTVET Levels 1 & 2 | 1 |  | 2 | 298 |
|  | HEART Portmore Academy | Building & Construction | NCTVET Certification | 1 |  | 1 | 1074 |
|  | HEART Lluidas Vale Vocational Training Centre | NVQ-J Courses | NCTVET Certification | 1 |  | 1 | 823 |
|  | HEART Above Rocks Vocational Training Center | NVQ-J Courses | NCTVET Certification | 1 |  | 1 | 734 |
|  | HEART Old Harbour Learning Centre | NVQ-J Courses | NCTVET Certification | 1 |  | 1 | 538 |
|  | Institute of Technology & Professional Studies  9 King Street, Linstead | No data | No data | 1 |  | 3 | 0 |
|  | Portmore Community College | Enrolled Nursing | Certificate | 1 |  | 4 | 0 |
|  | Solid Base Computer Institute  58 Young Street, Spanish Town | Computer Studies | Diploma | 1 |  | 3 | 0 |
|  | Y.M.C.A. School Leavers  11 Monk Street, Spanish Town | Basic Programmes | No data | 1 |  | 5 | 0 |
|  | **Total Enrolment** |  |  |  |  |  | 4,599 |

**On-the-Job Training Programmes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **#** | **Programme Name and Location(s)** | **Duration** | **Participants/Firms** | **Male/Female** | **Stipends** |
| 1 | Ministry of Labour & Social Security  Jamaica Emergency Employment Programme  Island-wide | Six months | Approximately 500 participants this year; 200 firms have been involved |  | $6,000 weekly |
| 2 | HEART Trust-NTA School Leavers Training Opportunities Programme Island-wide | One year or more | Approximately 4,000 participants in 1,000 firms in 2012 | 40% male  60 % female | No stipend, employers pay $12-20,000 monthly |
| 3 | National Youth Service-Corps Programme-Island-wide | Six months to one year | Approximately 1,000 participants this year | 40% male  60 % female | $7,500 bi-weekly |
| 4 | YUTE Internship - Kingston | Three to six months | 786 this year, 140 firms | 30% male  70% female at present time | $1,000 per day paid bi-weekly |

1. CXC refers to the Caribbean Examinations Council, a regional body which awards Caribbean Secondary Education Certificates or CSECs, which are subject certifications in English Language, Mathematics, Chemistry, etc. including technical subjects as well. [↑](#footnote-ref-1)
2. Adams, Arvil V.; Silva, Sara Johansson de; Razmara, Setareh, Improving skills development in the informal sector: Strategies for Sub-Saharan Africa. Directions in Development Series: World Bank, Washington, 2013. [↑](#footnote-ref-2)
3. The term Case Manager is sometimes used, but considering job classification categories, the term may lead to a misunderstanding that these are management positions since the word manager is in the title. The title Case Management Specialist, Employment Coach, or any number of other titles may be more appropriate. [↑](#footnote-ref-3)
4. Bloom, H., C.J. Hilland J. Riccio.2003. “Linking program implementation and effectiveness: Lessons from a pooled sample of welfare-to-work experiments.” Journal of Policy Analysis and Management, 22 (4), http://www.mdrc.org/publications/howard\_bloom\_jpam.pdf [↑](#footnote-ref-4)
5. Mazza, J. “Fast Tracking Jobs: Advances and Next Steps for Labor Intermediation Services in Latin America and the Caribbean,” Labor Markets and Social Security Unit (SCL/LMK) Technical Notes, No. IDB-TN-344, Inter-American Development Bank, December 2011 [↑](#footnote-ref-5)
6. Betcherman, G., Olivas, K. and Dar, A, “Impacts of Active Labor Market Programs: New Evidence from Evaluations with Particular Attention to Developing and Transition Countries”, Social Protection Discussion Paper Series, The World Bank, January 2004. [↑](#footnote-ref-6)
7. Betcherman, G., Godfrey, M. Puerto, S., Rother, F. and Stavreska, A. “Global Inventory of Interventions to Support Young Workers Synthesis Report,” World Bank, July 2007. [↑](#footnote-ref-7)
8. Puerto, O.S. “Labor Market Impact on Youth: A metaanalysis of the Youth Employment Inventory”, World Bank paper, 2007. [↑](#footnote-ref-8)
9. Fares, J. and Puerto, O.S., “Towards Comprehensive Training”, World Bank Social Protection Discussion Paper No.0924, November 2009 found at http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2009/12/15/000333038\_20091215003612/Rendered/PDF/521880NWP0Box345554B001PUBLIC100924.pdf Accessed 12 March 2013. [↑](#footnote-ref-9)
10. Ibarrarán, P., Rosas, D. and Soares, Y. “Impact Evaluation of a Youth Job Training Program in the Dominican Republic: Ex-Post Project Evaluation Report of the Labor Training and Modernization Project (DR0134)”, Ex-Post Project Evaluation Report: OVE/EPPER-03/06, Inter-American Development Bank, 2006. [↑](#footnote-ref-10)
11. Ibarraran, P., Ripani, L., Taboada, B., Villa, J.M.and Garcia, B. “Life Skills, Employability and Training for Disadvantaged Youth: Evidence from a Randomized Evaluation Design,” IZA *Forschungsinstitut zur Zukunft der Arbeit* (Institute for the Study of Labor) Discussion Paper No. 6617 June 2012. [↑](#footnote-ref-11)
12. Heckman, James J. & Jora Stixrud & Sergio Urzua (2006). The Effects of Cognitive and Noncognitive Abilities on Labor Market Outcomes and Social Behavior. Journal of Labor Economics, 24 (3), pp. 411-482. [↑](#footnote-ref-12)
13. Card, D. , Kluve, J. and Weber, A., “Active labor marker policy evaluations: a meta-analysis,” The Economic Journal , Royal Economic Society, 2010 found at: http://papers.ssrn.com/sol3/papers.cfm?abstract\_id=892341 [↑](#footnote-ref-13)
14. Mazza, J. “Fast Tracking Jobs: Advances and Next Steps for Labor Intermediation Services in Latin America and the Caribbean,” Inter-American Development Bank, Labor Markets and Social Security Unit (SCL/LMK), Dec 2011. [↑](#footnote-ref-14)
15. Finn, D. Sub-contracting in public employment services, Centre for Economic and Social Inclusion, The European Commission Mutual Learning Programme for Public Employment Services, May 2011, accessed December 8, 2913 at http://ec.europa.eu/social/BlobServlet?docId=6964&langId=en [↑](#footnote-ref-15)
16. Source: Economic and Social Survey Jamaica 2012, Planning Institute of Jamaica, 2013. [↑](#footnote-ref-16)
17. Data compiled Economic and Social Survey Jamaica 2012, and from Saad, P., “Demographic Trends in Latin America and the Caribbean”, Paper prepared for the Workshop on Demographic Change and Social Policy organized by the World Bank and held at its Washington, D.C. headquarters, July 14–15, 2009. [↑](#footnote-ref-17)
18. Planning Institute of Jamaica, Economic and Social Survey Jamaica 2012, and Statistical Institute of Jamaica, The Labor Force, 2012. [↑](#footnote-ref-18)
19. Planning Institute of Jamaica, Vision 2030 Jamaica: National Development Plan, PIOJ, 2009. [↑](#footnote-ref-19)
20. “Construction and Installation Sector Training Plan,” HEART Trust/NTA, 2/29/2012. [↑](#footnote-ref-20)
21. “Labour Market Study: The Demand for and Supply of Skills in Jamaica”, Ministry of Labor and Social Security, June 2010 [↑](#footnote-ref-21)
22. “Creative Industry Sector Training Plan,” Research and Development Department, HEART Trust/NTA March 2013. [↑](#footnote-ref-22)
23. “Tracer Study Report,” Prepared by Kacia Hanson, Program Monitoring and Evaluation Unit, Research and Development Department, Technical Service Division, HEART Trust/NTA, January 2013. [↑](#footnote-ref-23)
24. Osei, P., Benfield, W., Tennant, D, and Leslie, D., “Process Evaluation of the Steps to Work Pilot Program-Jamaica”, Final Draft Report, March 2013. [↑](#footnote-ref-24)
25. In the presentations pertaining to the Draft Report on Labor Market and Training Programs, the PEU asked for additional information pertaining to proposed Needs Assessment and Case Management to be added to the report. The PEU staff was receptive to all the recommendations made in the report. The PEU, however, remains skeptical and perhaps somewhat resistant to using competitive procurement to implement training programs, citing providers’ challenges in completing effective proposals and cumbersome GOJ procurement regulations. The budget was not finished when the Mission was complete and the consultant has some concern whether it will reflect shifts recommended in the report such as increasing resources for secondary education credentials, development of improved life skills training and innovative training programs emphasizing on-the-job training.

    The consultant also obtained additional information from the PEU on education and training program expenditure, received written feedback on the report’s section on the PEU from a PEU staff member, and received a commitment from a PEU staff member to update tables on training programs found in the report annexes. [↑](#footnote-ref-25)
26. Cited as “In-demand”, “Scarce”, “Openings”, “Vacancies” in the agencies’ literature [↑](#footnote-ref-26)
27. CareerBuilder and Economic Modeling Specialists [↑](#footnote-ref-27)
28. Found at:

    http://www.careerinfonet.org/oview1.asp?next=oview1&Level=Overall&optstatus=&jobfam=&id=1&nodeid=3&soccode=&stfips=&ShowAll= [↑](#footnote-ref-28)
29. Source: HRSDC 2011 COPS Reference Scenario. Found at <http://www23.hrsdc.gc.ca/c.4nt.2nt@-eng.jsp?cid=39&lang=en#fig6> [↑](#footnote-ref-29)
30. Source: http://www.careerbuilder.co.uk/blog/2009/04/15/10-growing-jobs-despite-the-economy/ [↑](#footnote-ref-30)
31. Listing compiled from data supplied by HEART Trust-NTA plus author’s direct knowledge; Legend: STC = Skills Training Centre; (HEART) = financed by HEART Trust-NTA) as a community-based training programme. [↑](#footnote-ref-31)
32. Type: HEART = 1; HEART CTI = 2; Private or Commercial = 3; Educational Institution = 4; NGO/CBO = 5 [↑](#footnote-ref-32)