Case Studies of Public-Private Partnerships for Education and Workforce Development

The Case of Jamaica:
HEART Trust - NTA

Prepared for the Organization of American States (OAS)

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Executive Summary
Executive Summary

There are several cases of public-private collaborations that harness regional development within the context of the Caribbean. The region as it is currently prepares for the onslaught if the merging of markets and economies through the happening of the Caribbean Single Market and Economy (CSME). This merger has definite implications on the Caribbean’s labour force relative to the demand for skills that will be result of the aftermath of the CSME. In response to this, Caribbean leaders have instituted a section on human resource development in their National Strategic Plan to achieve developed-country status within the next few years. By doing this, what the region’s governments have collectively realized is that the developmental goals are not possible without the input of the private sector and other interest groups. In the same breath, the private sector has come to grips with the reality that the quality of the workforce directly impacts the quality of their business and consequently has bought into the phenomenon of public private partnerships on education and workforce development.

The Caribbean as a region is plagued with many gaps that exist in its workforce and education systems. The countries under review (Jamaica, Barbados and Trinidad & Tobago) all have gaps that cross boundaries and others are unique to a particular country in some instances. What ever these differences are, the response to this is forgery of public private partnerships whether initiated by the public sector or the private sector. From the report, some of the gaps that exist in the Caribbean are: low certification levels, low literacy rates among adults within the workforce, low digital literacy rates, irrelevant curriculum in tertiary institutions (the supply of workers cannot suit the demand), knowledge-base rather than competency-based workers, poor management tradition among others. Within the context of these gaps, what is amazing is the process that led to the identification of need and the steps taken to design the response. What is synonymous in all the cases is the level of research that is undertaken to inform the scheme design and all the cases of similar structures of operation.

In essence, the machinery that is used to inform the mechanisms to close these gaps has within its bounds the process that adopts the following structure:

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Based on this structure, there are institutional and external bodies that inform the process. The institutional bodies take the form of advisory councils and project officers who are assigned the task of providing technical advice and the monitoring function. The external bodies are usually industry partners who are key personnel that provide assistance through funding (cash or kind), providing manpower (staffing the projects), technical advice and acting as an auditing body. The defined roles and responsibilities of these stakeholders (internal and external) are usually documented and outlined in Memorandum of Understandings, grant agreements or any other documents that are signed by both parties. After the scheme has been designed, the implementation of the project and monitoring are
vital components of the project. These processes are usually done by the initiating organizations that have the responsibilities of ensuring that the projects are achieving the set objectives.

Evaluations are done when the projects are culminated in an effort to measure the level of impact on the focal group and in some instances on employers in the situation of enterprise-based training. These evaluations are done and facilitated mostly through independent consultants, who provide the services of tracer studies, course and programme evaluations.
Review of the Literature
Review of the Literature

Education and Workforce Development in the Caribbean – an Overview

“Nations moving from good to great require not only a healthy environment for employment but a skilled workforce. The mix is delicate. Making the process work can promote a growing economy. Getting it wrong can result in not only a lack of employment opportunities but a probable national exodus of its talented workforce” (Gemerdinger, GW, 2006).

This author aptly emphasizes the significance of a developed workforce. In the case of the Caribbean, the region has been bombarded with problems emanating from hits to its workforce that in return has portrayed damaging repercussions on its economy.

“Skills training programs can be found in all the countries [see McArdle, 2006a, b]. These programs are both institutional and enterprise-based. At the tertiary level, enrolment is much lower than in other regions. It is estimated that the regional average is about 9 percent compared with a global average of 18 percent. The Caribbean region has however sought to expand enrolment and output of the tertiary level educational institutions by setting a goal of 15 percent of the age cohort. Although the education and training component of human resource development has expanded in recent years, there are still major deficiencies in the system which have stymied the development process. Knowledge creation and skill development are vital to enhancing the productivity of workers and hence the overall socio-economic welfare of the region. Enhanced productivity is also critical in boosting the international competitiveness of goods and services, especially for countries with a fixed exchange rate regime. Surveys of enterprises in the Caribbean region point to a shortage of skilled workers in critical areas of development [see CARICOM Secretariat, 2006, chapter XII]. Skill gaps exist in such areas as tourism, information technology, senior management, health and the energy sectors. Assessments of the training system in the region point to problems associated with the unavailability of adequate training, deficiencies in the quality of training, a poor linkage between training and skill needs, lack of information on skills needs in the labour market, lack of adequately trained teachers and the lack of coordination among different training programs.

The education system also suffers from such deficiencies as inadequate access especially at the secondary level, low school achievements especially among males, some degree of social and gender equity and poor transitional arrangements from the ‘world of school’ to the ‘world of work’.

The inability to resolve these educational and training problems can constrain economic growth and adversely affect productivity and competitiveness. There is a need to reorient/restructure the education and training system to reduce wastage, enhance the quality of graduates and provide a better fit with the ‘world of work’. Such a transformation requires the cooperation of agents in the public and private sectors and civil society” (Downes, A, 2006)
As the Caribbean forms a part of the world, the following world statistics pervades relative to the challenges within the workforce:

- Half of the world’s unemployed are youths between 15-24 years
- In the past 10 years official unemployment globally has grown by 25%
- Increases in brain-drain, which is creating national and regional tensions
- There is the conventional view by many youth and their parents that technical and vocational education systems that prepare a nation’s workforce are sub-standard and second-class employment.
- Employers are finding their aging workforce harder to replace and a limited pool of qualified workers to draw from

In order to combat the aforementioned challenges; the nations in the Caribbean have adopted an integrated approach towards workforce development through the objectives of the Caribbean Single Market Economy. This synergy must be viewed astride the issue of workforce development. What exactly does workforce development refer to or how can the region achieve this. According to Harrison and Weiss (1998), workforce development consists of a constellation of activities from orientation to the work world, recruiting, placement, mentoring, to follow-up counselling and crisis intervention. Similarly, the National Governor’s Association defines workforce development as the education, employment, and job-training efforts designed to help employers to get a skilled workforce and individuals to succeed in the workplace.

The contribution of workforce development to solving the associated workforce-related problems in the Caribbean does represent the end-all. It is important to highlight that there is a resounding challenge that affects initiatives surrounding workforce development. George Gamerdinger (2006) presents five planning options in the development process for consideration when enhancing human performance through national workforce development and these are:

- Establishing a national apex agency to facilitate and monitor occupational programmes at the private as well as public sector level
- Customizing internationally recognized workforce standards to create national vocational qualifications and occupational standards of competence
- Making education systems more relevant to all citizens
- Promoting societal valuing of workforce learning and performance
- Implementing continual recommendations for broadening workforce development by NTAs’.

The highlight of Gamerdinger’s (2006) five planning options is the mentioning of engaging the private sector. This in itself opens the portal to the crux of the discussion as it relates to public-private partnerships. Public-Private Partnerships (PPPs/ P3s) can be regarded as a “set of institutional relationships between the government and various actors in the private sector and civil society” (Mitchell-Weaver and Manning, 1991-2, p. 48). The literature under scrutiny revealed that public-private partnerships are indelible ventures in education and workforce development. According to Ingram et al “improving education requires the collaboration of a range of actors – government, business, civil society, independent experts, communities and families. A sound education system benefits business by providing a well-educated workforce, political stability and economic growth. Businesses can benefit by partnering with government to influence the use of public resources, education expertise, and
legitimacy; gain access to national and community leaders; enhance corporate visibility; and deliver on social responsibility commitments”. In considering the administration of public-private partnerships there are certain key aspects that have to be explored and these are:

1. Ways to promote public-private partnerships in workforce development through the attracting private sector investment
2. The institutionalization of public-private partnerships
3. Evaluating the success of the partnerships

Ways to promote public-private partnerships through the attracting of private sector investment

In the establishment of PPPs / P3s, the private sector has to be engaged in a meaningful way. Private sector engagement involves (a) the creation of collaborative funding mechanisms supported by both the private and public sector, (b) positive regulatory environments (that provide – 1. accreditation and quality standards, 2. commercial independence to set market-based fees, 3. ability to differentiate based on market demand, 4. ability to create reserves for re-investment, 5. tax relief for specified investments, 6. no restrictions on equity and ownership); (c) identification of competency models for those sectors in the highest demand, (d) collection and analysis of updated labour market information.

The Institutionalization of public-private partnerships

Emma Thomas emphasized the importance of the institutionalization of PPP and the benefits thereof. According to Thomas, the institutionalization of PPP refers to “the establishment of a standardized model of PPP, promoted by central or local government, and adopted across a range of government functions at different levels and departments. Responsibility for promotion and development of the standardized model rests with a specifically designated unit or task force”. The immediate benefit of this process is the fact that it conveys a message among investors that there is a high degree of seriousness within the government body relative to the pursuit of a particular PPP venture. For example, strategically situating the Unit within the Ministry of Finance sends signals that PPP forms part of the government’s core financing and investment measures and that financial decision makers in government are closely involved with the work of the Unit. Thomas continues to argue that institutionalization of PPP should involve a centralized monitoring function, which ensures PPPs continue to represent good value for money and ensures both the private and public sectors are meeting contractual obligations.

Evaluating the success of the partnerships

Ingram et al pinpointed that tracking performance is common practice in business and in development programs. Those responsible need to know if management is effective and if changes need to be made mid-course. There are two core assessments. One is the partnership itself – is it functioning as designed? The other is the results – are the anticipated results being achieved? The criteria for evaluating the partnership itself should be driven by principles guiding its design – joint ownership, transparency, joint responsibility, and open communication.
Conclusion

Within the ambit of education and workforce development, the Caribbean has experienced a challenge. However, there is an increase in the collaborative efforts of public-private partnerships to achieve the goals of sustainable development through education and workforce development. The birth of these PPPs represents a new frontier in development that has been adopted from advanced economies. The collaboration between the region’s government and the public sector produces benefits that are two-fold and in actuality, benefits both sectors tremendously. Not only does this lead to regional development, it adds to the issue of sustainability which is the key idea of development. It is true that there are challenges that PPPs face in relation to administration and the desired project outcomes; however these challenges exist because there is a lack of systemized data available on the operation of successful PPPs in the Caribbean. This study highlights the successful cases of P3s on education and workforce development by identifying the key players in the administration of the projects/entities and framework that forms the very essence of the success.
Education and Workforce Development in the Caribbean

P3s - Best Practice Cases
Who are they?

There are several cases of joint public-private arrangements that harness regional sustainable development in the Caribbean. The best practice cases that have been pre-selected in the Caribbean are:

**Jamaica**

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

**Trinidad and Tobago**

- National Training Agency - Trinidad and Tobago (NTA TT)

**Barbados**

- Barbados Institute of Management and Productivity (BIMAP)
The Case in Jamaica
HEART Trust – NTA
A. Profile of the Partnership

1. Institutional Framework for Education and Workforce Development

In recent times, the government of Jamaica mandated the Planning Institute of Jamaica to lead the preparation of a comprehensive long-term National development Plan which will seek to place Jamaica in a position to achieve developed country status by 2030. Development of the Plan began in 2007 with the establishment of several task forces. These task forces represent sectors and areas critical to the achievement of the national goals and have been charged with responsibility for developing the relevant long-term sector plans. The major Task Force that placed a high degree of emphasis on education and workforce development is the Information and Communications Technology (ICT) Task Force. In this regard, the importance of human resource development through education and workforce development formed the crux of the ICT sector objectives. Human resource development for the ICT sector includes the contributions from the formal educational system at the secondary levels, the role of a range of private training institutions, and the training undertaken by HEART-NTA.

At the secondary level, there are many challenges that the integration of human resource development to the contribution of allowing the fruition of the National Development Plan has to grapple with and these are:

- Lack of a comprehensive set of standard instructional materials
- Inadequate equipment in schools
- Low level of skills among some teachers
- Inadequate remedial program at Grade 7
- Lack of a standard system of assessing performance at each grade for students, teachers and the schools

HEART/NTA has developed an expertise in training management, including selection, contracting and evaluation of courses; financial management of training related activities; and recruitment and selection of course participants. While it owns a network of Academies and Vocational Training Centers, it uses private sector training institutions for ICT training. HEART’s mandate is to train and certify at least half of the Jamaican workforce by 2008. In the fiscal year 2005-6, ICT accounted for 18% of the 87,812 persons enrolled for that period, and represented the 3rd largest sector, after Hospitality and Commercial Skills. Training programmes range from basic ICT skills to web-design, programming, computer repairs and maintenance and networking. (Source: Vision 2030 Jamaica: National Development Plan, Information and Communications Technology (ICT) Sector Plan (1st Draft), Prepared by the ICT Task Force, November 2007).

Gaps in education and the workforce in Jamaica

In view of this institutional framework, there are many gaps in education and workforce development in Jamaica, as identified by the cases and from the reviewed literature, these are:
Lack of a good foundation, poor numeracy and literacy skills. Illiteracy levels of persons recruited for training. A lot of people are untrainable and will remain unemployed for a very long time because they lack the requisite skills, i.e. being at the 9th grade level in the secondary school system. People need to have a basic education in order to be trained. This gives an absorptive capacity to learn. There is an insufficiency of the critical mass having the capacity to be trained.

The level of work-based training in our tertiary institutions are inadequate. Many of Jamaica’s graduates are not equipped with the competencies to be effective in the workplace. A system that is outcomes-based should be developed and implemented in the tertiary training system.

An overarching misconception in the Jamaican psyche that the only careers of value are conventional ones such as medicine, law, IT and so on.

Inability of tertiary institutions to provide a workforce that possess the following skills: 1. Critical thinking, 2. Digital technology, 3. Problem-solving.

Lack of a culture of lifelong learning. The education system, in its current capacity does not promote life-long learning viewed within the ambits of globalization.

Inability of the workforce to multi-task. Globalization and international trade are changing as we know it. The idea of an individual remaining in the same job has become a myth, as such there is a need to prepare more persons to be able to multi-task as well as equipping people to create their own jobs. The workplace has changed. Global competition and communication technologies have transformed the way we work. New process, technologies and methodologies are underway and if the Jamaican workforce cannot make the shift then we are going to become obsolete.

Issues of weakness in basic education systems, the capacity and economic relevance of tertiary education provisions.

Quality problems at the secondary school level. Approximately 12% of students exit school after grade nine, of the 88% remaining only 12% leave school with meaningful academic qualifications. Secondary school achievement is measured using the CSEC Examination administered by CXC. Only 77% of grade 11 completers sit one or more exams, while 23% do not sit any exams. Only about 12% of the cohort passes the 3-4 subjects viewed as acceptable; matriculation to tertiary education requires four to five passes including English, mathematics and a science.

2. Geographic, sector and scale ranges

HEART Trust – NTA is the facilitating and coordinating body for workforce development in Jamaica. It provides access to training, competence assessment and certification to all working age Jamaicans and offer career development and employment facilitation services island-wide. In fulfilling its training mandate, HEART Trust NTA offers this through its 3 highly developed modalities explicated by:

1. Enterprise-based training
2. Community-based training and
3. Institution-based training.
Enterprise-based training (EBT) provides on-the-job training in the workplace; Institution-based training (IBT) provides training through the 28 formal technical vocational and education training (TVET) institutions and over 120 TVET special programmes; and Community-based training (CBT) is provided through partnerships established with the community stakeholders to include the public sector, private sector, community associations and other NGOs.

HEART Trust’s annual enrolment exceeds 80,000, and its annual certification is now above 60,000. In addition, the organization, through the National Council on Technical and Vocational Education and training (NCTVET), acts as the quality manager of the TVET system. It develops competency standards and assessment instruments, provides certification to individuals and accreditation to TVET institutions, programmes and registered training organizations.

The activities of the HEART Trust – NTA in Jamaica produce trainees to fill job shortages in the following sectors:

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

The Agency uses the **Logical Framework (Log Frame)** methodology to structure the planning process. Each July an Executive Retreat is convened by the Division to develop the Log Frame for the following fiscal year. Divisions take this overall agency plan and develop Divisional and Departmental Plans consistent with the agency plan. This process is completed by the end of September. A budget for each cost centre is developed along with the Plan by the end of October. The agency budget and plan is finalised in January and approved by the Board.

The achievements against the Plan are monitored monthly and reviewed by the Board. Quarterly reviews are held among the Executive team. At the end of the fiscal year the results are reviewed in a structured process and performance is scored for each working unit with a Log Frame. An Annual Performance Report is published at the end of June.

A facet of the Trust’s core value entails the following:

**Networking and cooperation with our stakeholders to bring shared success and goodwill.**

- Actively participating in the community
- Forging effective networks or working relationships with stakeholders
• Improving performance through collaborative efforts

This facet of the Trust’s core value brings us to the next section in exploring this particular case which will speak to the systemic process that is involved in the conception, development, scheme design, implementation and sustenance of partnerships (in particular PPPs) across the three modalities namely; EBT, CBT and IBT. With reference to the HEART Trust’s certifying and accreditation arm, NCTVET, there is a system that pervades as it relates to standards development. This will be expounded in the proceeding sections of the report.

3. Responsibilities of participating organizations

Based on the nature of the organization, HEART Trust – NTA has many partners over 600. It would be difficult and time consuming to list all the partners and provide the respective responsibilities. What makes it easier is the fact that some of the partners operate in similar capacities and partnership roles differ based on the modality under which the partnership falls whether Community-Based Training, Institution-Based Training or the Enterprise-Based Training modality. The HEART Trust – NTA is like no other institution in the Caribbean and this is solely due to the structural capabilities and advancement in the systems that are created to manage Jamaica’s training needs. As such, it is important to give an overview of each modality. In relation to the responsibilities of participating organization, an example of a major partner operating under each modality will be given in order to highlight the roles and functions of the partner.

I. An Overview of the Enterprise-Based Training (EBT) Modality

EBT is mandated by HEART Trust – NTA to facilitate training and/or assessment and providing on the job training for school leavers, with a view to improve their efficiency and productivity. EBT is recognized also as the key conduit between industry, their employees and the National Qualifications Framework to increase access to the assessment and certification of the Jamaican workforce.

The scope of the activities of EBT has long term implications for enterprises as it responds to the demands of the marketplace in providing access to vocational and technical education, and continuous upgrading of employees, in the short, medium and long term.

Partnership Policy governing EBT

The enterprise-based training offered by the HEART Trust – NTA develops effective partnerships to support the Department’s core functions. These partnerships are governed by clearly established agreements defining procedures and systems of accountability.

EBT operates as a facilitator/broker providing services to enterprises through its On-The-Job-Training and Workforce Development programmes. It facilities are largely administrative with limited physical resources to accommodate direct assessment. EBT has therefore established partnerships with satellite locations as well as existing ATOs to facilitate the
certification of its clients. Terms and conditions of the partnership agreements entered into with the respective Satellite Locations and ATOs are adhered to.

As an ATO EBT partners with satellite locations in several skill areas to provide support primarily for the assessment process. The satellite locations are selected based on a series of stringent physical facilities and human resource audits following:

1. Initial meeting with potential satellite management held to outline terms and conditions of partnership.
2. Request submitted to NCTVET for facility audit of satellite to determine suitability for assessment in the relevant qualifications.
3. Facility audit conducted by trained NCTVET auditors and recommendations for improvements/amendments made if necessary. Potential physical special needs of clients taken into consideration.
4. Improvements/amendments carried out by satellite
5. Onsite administrator in satellite location identifies and qualification submitted to EBT.
6. Memorandum of Understanding finalized and signed by representatives of EBT and the satellite. MOUs are not established for all partnerships. In situations where MOUs are not established, a proposal is developed to guide the partnership which outlines each partner’s responsibilities. MOUs are only established for the more impactful partnerships (impact is measured in terms of size and the number of learners covered by the programme). The EBT department offers intervention with over 600 organizations but only a few are engaged via MOUs.
7. Training workshops conducted for site administrators
8. Quality assurance officer assigned to ensure adherence to quality systems for assessment conducted in satellite locations.
9. Assessor is contracted by EBT and assigned to conduct assessment
10. EBT ascertains readiness of clients for assessment
11. List of candidates and proposed assessment dates submitted to satellite location
12. Assessment conducted according to scheduled agreed on with ATO and satellite
13. Assessor submits assessment results and claim to EBT for processing
14. Documents stored according to stipulated procedures
15. Certificates and official statements of competence requested from NCTVET by EBT
16. Periodic monitoring conducted to ensure compliance with terms of agreement
17. Annual revision of MOU conducted to ensure continued adherence to terms and conditions

**Method of Control under the EBT Modality**

Assessment services in each satellite location is monitored by an onsite administrator on a day to day basis as needed. This person is responsible for overseeing any assessment that takes place at the location and in conjunction with the assigned Training Agent ensures that the quality and integrity of the assessment process is maintained. Onsite administrators have been trained on the competency based framework and what will be expected of them as administrators. In addition, the Internal Auditor does quarterly checks to ensure that the
procedures are being adhered to. EBT also does the following to maintain the quality of the assessment at the satellite locations:

1. A schedule of all assessment material is maintained by EBT
2. A training agent is assigned to each satellite location for each assessment conducted
3. The training agent maintains contact with the administrator while assessment is being conducted
4. The administrator submits a report within one month regarding assessments conducted

Assessment Materials
Materials for practical assessment are usually provided by the relevant enterprise. Lists of tools and materials that the client and/or EBT may be required to supply have been included in each MOU. Since EBT operates through various internal and external institutions, materials would only be ordered once assessment is scheduled by the ATO. Checklists and other documents are usually provided by the EBT office.

Availability of Funds and Financial Management

The operation of the department is supported by resources allocated through the budget process of the HEART Trust – NTA which provides funding for all activities of EBT. The budget is developed based on the planned projections of the number of persons to be enrolled and certified during the financial year. This also takes into consideration all the supporting activities such as staffing, transportation and staff welfare as outlined on the budget. This budget is usually prepared at least six months in advance of the new financial year and takes into consideration the following:
- The needs of the labour market and the growth areas within the economy
- The amount of funds available overall for the HEART Trust – NTA
- The inflation and exchange rate of the country

Presently costs associated with the training and assessment of on the job trainees are absorbed by the department. However services provided for existing workers in enterprises at the higher levels will attract a cost. Where EBT facilitates assessment services for employees, these services will be negotiated and included in relevant documentation with the enterprise. In these circumstances, the enterprise will be responsible for all payments according to a schedule of payments included in the relevant documentation. The final cost accruing to any one enterprise will vary depending on the range of factors that are relevant to that particular intervention. The schedule for payment will therefore be based on the negotiated cost.
II. An Overview of the Community Based Training (CBT) Modality

The Community Based Training Department is one component of the HEART programme Division. It has broad responsibilities for Project Development, Project Management and Project Implementation. Community Based Training is needs based and also highly product based. Training evolves from actual needs assessment of the community that directly addresses pre-determined and post training economic activities. The overall objectives of this HEART Trust - NTA modality cover the following:

- To prepare learners from marginalized communities with skills training for absorption or participation in the formal and informal economic sector
- To provide opportunities to create new jobs and to increase, the present income and productivity of communities
- To provide training in entrepreneurship, which will enable learners to become self-employed
- To facilitate training for those who, for socio-economic reasons cannot leave their community to access training in institutions
- To create a learning environment in which learners develop the right attitude to work and become committed to excellence in their performance at the workplace
- To equip learners with employability skills relevant to the work environment
- To expand the involvement of HEART Trust – NTA in the development and delivery of vocational training
- To contribute to the pool of competent and certified world-class workers

Partnership Policy

All projects undertaken by HEART Trust – NTA are mandated to establish partnerships with the business community or civic entities that will enhance training development within communities. All training related partnerships are required to have supporting documentations formalizing the partnerships and the terms thereof.

Partnerships may be entered:

1. With an Accredited Training Organization (ATO) to facilitate the assessment and certification of learners
2. With firms or organizations
   a. To accommodate learners for on-the-job experience
   b. To accommodate instructors for industry furlough
   c. To provide technical assistance - guest lecturers
   d. To accommodate instructors and learners for exposure to industrial equipment, new technology and new and improved methodologies
   e. To facilitate expanded access through in-plant training
3. With financial institutions:
   a. To accommodate the payment of learners stipend
   b. To facilitate the opening of accounts for HEART Trust/NTA funds
4. With schools to facilitate expanded access
5. Credit arrangements may be entered into with suppliers of training materials

Method of Control

All projects established under the CBT Modality are subject to a Project Document. The project document is the legal document that governs the operations of the project, which is a joint venture between HEART Trust – NTA and the community in which the project is located. This document is prepared as a result of an agreement between the community and the HEART Trust – NTA. The community is represented by a group of persons known as the Community Management Committee (CMC), who offer their service voluntarily.

The Chairperson of the CMC signs in agreement to the terms and conditions as outlined in the project document. The signed agreement becomes binding and contraventions constitute a breach of contract.

The CMC is comprised of 5 members including the Programme Manager, and should qualify as residents of the community with an interest and commitment to community development.

HEART Trust/NTA on the other hand provides funding for the salaries for instructors, training materials, trainees’ stipends, utilities and maintenance costs.

In addition to the CMC, a Programme Manager is assigned to each project at the beginning of the project. In the initial instance where the community writes to HEART trust – NTA requesting the service, a Programme Manager is assigned. The following details the duties of the Programme Manager:

- After letter is received by HEART Trust – NTA and the Programme Manager is assigned, the Programme Manager goes into the community to have discussions with the proposers and prospective trainers to assess training needs
- Surveys are done to assess interest levels of prospective trainees
- Programme Manager assist community to develop proposal in this regard
- The proposal is then sent to HEART Trust – NTA for approval. Once approved, the project document is returned to the CBT Department where it is fully handed over to the Programme Manager who oversees the programme to the end of the implementation
- The Programme Manager gives advice on lesson plans, fund management and the management of classroom sessions

The scheme design of the project is detailed in the proposal.

Availability of Funds and Financial Management

HEART Trust – NTA does not provide 100% funding for the projects. Support is given to cover recurrent expenditures such as salaries, trainee stipend, utilities etc. Financial support
An OAS Study is not given to purchase capital items except in extreme extenuating circumstances. The projects are therefore required to implement some type of commercial venture that can provide additional financial support.

II. An Overview of the Institution Based Training (IBT) Modality

The Institution-Based Training Modality comprises 26 training institutions – 10 Academics and 16 Vocational Training Centres. The Institution-Based Training Modality is not as highly structured as the other two as a result of the vast difference of method of delivery that is utilized under each modality.

Major Partners and Respective Responsibilities

Partnerships under the Enterprise-Based Training Modality

Alumina Partners of Jamaica (ALPART) – ALPART is responsible for the following:

1. Conducting in-house training of its employees through formal classroom and on the job training exercises
2. Provide to HEART, personal data profile of those employees who have undergone ALPART’s training
3. Provide through the specified department, a schedule of employees for assessment to HEART
4. Make adjustments to facility based on recommendations made by NCTVET
5. Pursue the process of becoming an Accredited Training Organization

HEART Trust – NTA – Under this particular type of partnership as part of the EBT regimen, HEART is responsible for:

1. Providing through its EBT Department, NCTVET qualified assessors approved by ALPART to conduct the assessments leading to certification
2. Conduct assessment of the competency of the individuals in a manner that is least intrusive to the operations of ALPART
3. Conduct assessments at ALPART’s facilities using the established standards of NCTVET and monitored by representatives of ALPART’s Department
4. Conduct audit of the ALPART facilities to be used for training and assessment and provide the results of those audits to ALPART for any required follow-up action
5. Facilitate the process of ALPART becoming an Accredited Training Organization
6. Inform employees of their results after each assessment through the department

Incorporated Master Builders Association of Jamaica – Another major partner to HEART Trust – NTA under the EBT modality has the following responsibilities:

1. Encourage, promote and support the National Qualifications Framework and the programmes of the NTA/NCTVET that seek to increase access to the training and certification of workers employed by its members and in the industry generally
2. Lobby main clients to support training and certification programmes not just for workers employed to contractors, but for workers, supervisors and site personnel employed to these agencies
3. Provide part-time lecturers and motivational speakers with the appropriate experience in the industry to participate in aspects of training and assessment programmes in the various training organizations
4. Provide and support opportunities for on the job training schemes and/or attachment programmes
5. Participate in training of a cadre of professionals from the industry as assessors for the certification of workers in and for the Building and Construction Industry
6. Promote the acceptance of employment in the industry, holders of qualifications and/or Unit Competency statements
7. Play a lead role in facilitating the development of competency standards and qualification structures for the industry and their general acceptance throughout;
8. Discuss with and evolve a mechanism to address the realignment of grades and categories of tradesmen to be more in keeping with the international standards to which the HEART Trust/NTA benchmark
9. Facilitate the HEART Trust labour market information data collection regarding the Building and Construction Industry and where possible, make use of the organization’s database of graduates as a source of employment referral

**Partnerships under the Institution-Based Training Modality**

**Commonwealth Youth Programme** – the roles and functions of the Commonwealth Youth Programme are as follow:

1. Provide technical assistance in the development and promotion of standards and qualification for occupational categories within the sector
2. Assist in the identification of youth development work specialists for the Technical Team and Lead Group
3. Participate in Technical Team Meetings
4. Coordinate national consultations on draft Competency Standards
5. Share relevant information necessary to facilitate the work of NCTVET in varying areas

**Parenting Partners Caribbean (PPC)** – The roles and responsibilities of PPC are as follow:

1. Establish De Facto Lead Group to generate an updates copy of the job Standards for Parenting Skills Facilitator
2. Ensure that updated job standards include the key competencies of: interpretation of legal issues; benefits of parenting; teaching parenting skills in schools, parenting children with disabilities; parenting as an employability skill and workplace parenting
3. Contribute significantly to the promulgation of the standards and qualifications within the sector
4. Communicate guidelines for the design of training programmes within the sector around relevant and acceptable framework
5. Assist in the development and sign off on assessment instruments and criteria for assessors
6. Contribute to the implementation of quality assessment and certification within the sector
7. Identify and recommend appropriate support resources to assist in project development activities
8. Contribute to the ratification of standards locally and regionally

Partnerships under the Community-Based Training Modality

Boulevard Baptist Skills Training Centre – The roles and responsibilities of this participating organization through the establishment of the Community Management Committee under the CBT modality are as follow:

1. Identify individuals and establish community groups through liaison with the community in identifying training needs
2. Identify viable community-based projects and prepare and submit project proposal to HEART Trust – NTA for approval
3. Identify and provide physical facilities and equipment for training and facilitate implementation
4. Ensure maintenance and safety of equipment and plant
5. Identify and hire staff for the project
6. Prepare contract letters for employment of all members of staff, which must state conditions of service
7. Conduct quarterly / annual performance evaluation for all members of staff
8. Facilitate conflict resolution when necessary
9. Mobilize resources to foster sustainability
10. Facilitate monitoring of projects
11. Account for funds through quarterly submission of financial statements
12. Assist in the establishment of partnerships with firms and organizations to facilitate job placement and work experience
13. Assist with on going evaluation of the project and make recommendations for improvement and upgrading

4. Financing of the Partnership

The Human Employment and Resource Training (HEART) Trust is financed through a compulsory 3% payroll deduction levied on qualified private sector firms, which is supplemented by assistance from international partners. The Trust is mandated to finance, develop and monitor employment-training programmes, assist in placing graduates seeking jobs and promote employment projects. Over 11,000 employers made contributions of US$71.42 Million to the HEART Trust Fund for the period 2006-2007. This represented an increase of 17.5% over the previous year’s contributions. Even though the HEART Trust Fund sponsors most of the training activities, partners are asked (per agreement) to make contributions in cash and in kind to render the success completion of projects.
B. Scheme Design

1. The Process of Need Identification

In relation to the identification of need in the Jamaica’s Workforce, HEART Trust – NTA is guided by the overarching principle of methodology of Competency-Based Education and Training (CBET). CBET is a strategy which revolves around what is essential for all students or learners to “be able to do successfully at the end of their learning experiences”. It involves the establishment of learning outcomes in consultation with industry, which is then used to guide curriculum and assessment.

The HEART Trust – NTA engages partners through the facilitation and development of standards. Partnerships are therefore forged with the industry under what are termed “Industry-led Groups”. The groups dictate what is needed in the workforce in terms of knowledge competency and skills competency. The establishment of the Management Advisory Committee (MAC) was done to foster a portal of information that would guide and support programmes geared towards specific industries’ developmental needs relative to education and training. The MAC acts as a conduit between the institution and the sector. MACs are usually established in all institutions.

The general process of need identification is explicated through the following mediums:

- Stakeholder consultations that comprises of representatives from NGOs, the private sector, public sector and other interest groups. These assist in determining the particular need in terms of demand size and occupational skill areas.
- Research to include sector studies and sector plans
- Labour market reports provided by government agencies such as Ministry of Labour and Social Security and the Planning Institute of Jamaica
- In terms of the CBT Modality, training needs are identified by members of the community who approach the HEART Trust for funding to carryout a particular project. The needs are then confirmed by HEART Trust – NTA through the implementation of a series of community and focal group assessments to ensure that the needs are legitimate

2. Strategy/Planning of the Partnership and the Scheme

The HEART Trust – NTA utilizes a systemic approach in the maneuvering of projects especially as it relates to the planning of partnerships and the scheme. It must be highlighted that while a general system exists to inform the processes of all projects, there tend to be slight differences in the methodologies across the three modalities (EBT, CBT and IBT). In regards to the certification and accrediting arm of the Trust, NCTVET has established its own procedures as it relates to systematizing the process of project development and engaging partners. The general system that governs partnerships in the HEART Trust – NTA’s framework lies with the undertakings of the Project Planning Development Division
(PPDD). The PPDD manages its own special projects and in this regard, the general method of delivery follows:

**Step 1**
Planning and Operations Performance Management with reference to the Log Frame Methodology

**Step 2**
Research and Evaluation to include sector studies, needs analyses, labour market research and stakeholder consultations

**Step 3**
Develop project document

**Step 4**
Assign project officer

**Step 5**
Complete design phase

**Step 6**
Implement the project

**Step 7**
Data entry into Learning Monitoring System

**Step 8**
Report on results based on assessments by independent consultants report in the form of tracer studies and evaluations.
Flow chart demonstrating the systemic process involved in the development of projects/partnerships.
3. Construction and implementation of the education and workforce development scheme

The HEART Trust – NTA constructs and implements training programmes through partnerships established under its three modalities of delivering training. As it relates to Enterprise-Based Training, training programmes are constructed following the expressed interests of the organizations and further through the collaboration between the industry and the HEART Trust – NTA. The industry’s role in the construction of courses is mainly through the mapping of the pervading need in the organization. The programme is designed by the Trust who solely provides the technical assistance needed in the formulation of the policies. Programmes are implemented by the EBT Department of the Trust within the enterprises in the form of on the job training, employee certification or training.

With respect to Community-Based Training (CBT), the community usually approaches the Trust with a proposal detailing the need of the focal group. HEART Trust in turn designs the programme to meet the need of the focal population and then implements the programme under the supervision of the project manager (who is assigned by the Trust).

4. The Process to solve the need for education and workforce development

The HEART Trust – NTA has put in place a comprehensive workforce development system with the following features to solve the need for education and workforce development:

- Expanding technical and vocational education and training into secondary schools. This ensures that secondary school-leavers have the requisite skills that are relevant to the labour market. Over 50,000 persons leave secondary schools yearly.
- Increase on the job or enterprise based training.
- Labour market research shows that over 30% of our workforce (i.e., 375,000 persons) are recognized to be competent but are not certified. This affects their mobility in terms of their education and in the workforce. HEART Trust – NTA has embarked on a programme to bring certification to the people. These persons can apply to the NTA for assessment of their skills. If they are deemed to be competent then they receive NVQ certification. This is important especially with the onslaught of the CSME.
- Working to expand training through private partnerships. This is reflected in the increased access through NGOs and community based organizations. HEART currently has contacts with over 100 NGOs and Community Based Organizations.
- A new National Qualification Framework (NQF) based on a standards-driven, competency-based (or outcomes-based) approach to education and training with five levels corresponding to levels of employment from semi-skilled to professional.
- The unit competencies can be used by firms as a human resource development and HR management tool to identify the skills employees need, fill gaps in
learning skills, use the NQF as a reference in considerations of wages, develop succession plans, and generally, as a productivity enhancement tool.

- A network of 28 training institutions serving 42,580, over 100 CBT programmes serving 13,143 and work-based training in the form of traineeship – 4,579, traditional apprenticeship for 423 and workforce development programmes in firms for 18,793.
- Financing for the Beyond Project that trains young entrepreneurs and offers business incubation services and support.
- Financing for projects aimed at the technical high schools and the technical and vocational offerings and to bring them within the NCTVET framework.
- Financing of programmes offered at community colleges and by private post-secondary providers.
- Memorandum of Agreements and Memorandum of Understanding with a variety of partner organizations and stakeholders including the Jamaica Employers’ Federation, the Jamaica Hotel and Tourist Association, the CHASE Foundation, ICT4D Project, and International Education Collaborative Foundation in information technology access, and partnerships with two major bauxite companies – all aimed at improving access to training and certification. The agency participates in 35 formal partnerships arrangements.
- Workforce development programmes in cooperation with firms through the Trust’s enterprise-based modality.
C. Modus Operandi

1. Outline for running the programme, participants and responsibilities

The operation of the HEART Trust is under the management of the Executive Director. Due to the unique model that the Trust utilizes in relation to its modalities; management operations tend to differ across the modalities. The National Programmes Director, has responsibility for the training delivery arm of the HEART Trust/NTA. The management of partnerships within the HEART Trust - NTA comes from the joint collaboration of the stakeholders most of which are partners. The structure of the Community Based Unit was designed to hone the volume of projects that are assigned to the Unit quite frequently. In the Community-Based Training Unit, the Director presides over a Senior Programme Manager and 12 Programme Managers as well as other administrative and support staff. The roles of the Programme Managers are critical to this Unit. These are the persons who are given a large amount of autonomy as it relates to planning, designing and implementation of the project once a proposal is received by the HEART Trust - NTA from the community. The Project Manager is the bridge between HEART Trust – NTA and the community. The Programme Manager is the main liaison officer who is also a member of the Community Management Committee (CMC). The CMC is a group consisting of five individuals and is also a community representative group. It composes the Programme Manager and representatives from the community, the public sector and other non-governmental organizations. This group is responsible for ensuring that the partnership progresses according to the guidelines outlined in the project document.

The mode of operation that governs Enterprise-Based Training initiatives are under the leadership of the EBT Director. Training agents are strategically assigned to the various training sites (enterprises) to monitor the programme and progress of the initiatives. Steering Committees form a large part of EBT related projects to inform policy and impact the decision making process.

The Institution Based Training Department comprises one Administrative Unit with a network of 26 training institutions. (10 Academies and 16 Vocational Training Centres). It also consists of an associated unit with responsibilities for coordinating training at selected offsite locations. The Administrative Unit is monitored and directed by a core team, led by a director. This unit ensures that the Institutions fulfill the organization’s mandate of providing high quality training to all working age Jamaicans, through the maintenance of a high level of efficiency and effectiveness consistent with the needs of the labour market.

The department constantly espouses the philosophy of technical vocational training, by integrating competency standards with industry best practices, through the exposure of trainees to entrepreneurial skills as well as their engagement in production activities. This approach facilitates the easy transfer of learning from the training environment to the workplace. Currently, training is provided in over (40) forty qualification plans in the NTCVET competency standards and qualification framework.
Each institution within the network is equipped to provide the following services to international standards:

- Training and Assessment
- Career Advisement
- Assessment (only)
- Entrepreneurial Development

2. Financing and funding of activities

A part from the 3% levy that is paid by employers in Jamaica, HEART Trust’s activities receive funding from its international, regional and local partners. This depends on the scope of the project as well as the modality under which the project is being delivered.

3. Regulation/ follow-up and Monitoring

HEART Trust evaluates its programmes through the Partnership Monitoring System that is established at the organization. Monitoring and evaluation differ to a small extent across the modalities. EBT evaluates its programmes at least annually to ensure its relevance to its customers and to industry as well as to provide feedback for service and product improvements. The evaluation is used to assess the successful implementation of the programmes to ascertain:

1. The extent to which the desired goals and objectives have been achieved
2. The effectiveness of the qualification for the participants
3. The impact of the programme on the enterprise
4. The relevance of the qualification being offered in relation to current and emerging market trends
5. To identify and act upon opportunities for improvement of the qualification offered and for continuous improvement in the system
6. The strengths and weaknesses of the programmes being offered and make recommendations for review and adjustments based on market trends and enterprise requirements

External and internal indicators are used to evaluate the programme. The internal indicators include the following:

- Enrolment
- Drop-out
- Certificate rate
- Quality of training and assessment
- Effectiveness of trainers/assessors
- Impact of enterprise efficiency and productivity
- Impact on customer service
The external indicators include:

- Permanent employment rates of school leavers and apprentices
- Profitability of enterprises and improvement in the economy over the long term and in collaboration with the Planning and Projects Development Division

Methods of Evaluation

1. At least one year after the programme is completed an impact evaluation shall be conducted to assess the extent to which the programme has impacted the performance of the enterprise.
2. Selected programmes are also evaluated on a yearly basis through the Projects and Planning Development Division
3. Tracer study is also conducted to track the number of clients who have received permanent employment based on the intervention that took place.

All findings identified in evaluations that are within the span of control of the team leaders and the manager are implemented immediately.

In order to ensure validity of a project under the Community Based Training modality, all programmes are evaluated at the end of the training cycle which varies from 6 to 12 months. Project evaluation is used to assess whether the project is being implemented as planned and to assess:

- The extent to which stated goals and objectives are being achieved
- The effectiveness of the qualification for participants
- The impact of the programmes on the community
- The relevance of the qualification being offered in relation to current market trends
- To identify and act on opportunities for improvement of the qualifications offered and for continuous improvement of the system
- The project’s strengths and weaknesses and make recommendations for reviews and adjustments in response to market needs
- Whether or not funding should continue

Both internal and external indicators are used to evaluate the project. These are:

Internal Indicators focus on:

1. Enrolment – projected versus actual
2. Dropout and absenteeism rate
3. Certification rate
4. Income generated
5. Budgetary utilization – projected versus actual
6. Audit rating
7. Administrative management
8. Availability and suitability of equipment and material

**External Indicators focuses on:**

1. Placement rates – work experience and employment
2. Impact of the project and the community

**Methods of evaluation**

b. A tracer study instrument is used to track graduates within each financial year
c. Evaluation instrument is used to capture the outcome and impact – two of the three dimensions of programme evaluation

All findings identified in an evaluation that are within the span of control of the Programme Manager shall be implemented prior to the start of the new cycle. After each evaluation exercise the findings are reviewed by the Senior Programme Manager and the Director of CBT.

- If the programme is found to be viable and achieving its mandate, the Programme Manager will recommend continuation of funding and the necessary budget prepared and submitted for approval
- If a programme is found to be no longer viable recommendation is made for a change of offerings or the discontinuation of funding
- Projects finding the need to change skill in response to market demand and do not require additional funding are approved by the director on recommendation by the Programme Manager
- Projects seeking to expand their skill offerings in response to market demand, needing additional funding, and having the infrastructure must submit their request by way of a proposal to the Director of CBT to be approved by the Projects Approval Committee

**4. Sustainability of the partnership and its benefits**

The sustainability and continuance of partnerships are dependent on the achievement of desired results set out for the projects. In essence, the life of a partnership is dependent on recurrent need and the success rate of the programme and not so much on funding. Due to the fact that the Trust’s source of fund is guaranteed from the 3% levy paid by employers, funding is never a variable that determines a partnerships sustainability. It must be highlighted that even though funding is not a major determinant of sustainability; there has been instances where this posed a problem among the focal group. Ms. Joyce Wilson, Director of CBT, stated in an interview conducted that there has been situations where
community training programmes were aborted based on individual need among the focal group. Joyce Wilson pointed out that the trainee stipend is woefully inadequate. The stipend was set in 1982 where trainees were provided with US$15 (J$1,000) per month to offset transportation and lunch costs. This has not been increased. Most trainees cannot afford transportation costs and this leads to low attendance and high drop-out rates which eventually lead to a pre-mature ending of the projects. Even though this is not a regular occurrence, it is worthy of being notes.
D. Creation of Value / Worth

1. Results of the Programmes Processes

Results of the HEART-led Workforce Development Initiatives

- The Institution Based Training Department comprises 26 training institutions – 10 Academics and 16 Vocational Training Centres. The enrolment in IBT programmes for the fiscal year (2006-2007) stood at 41,578, with the key focus areas being hospitality and communications technology. A certification rate of 95% was achieved. A total of 10,912 National Vocational Qualification of Jamaica certificates were achieved by learners for the end ended March 2007, while 18,323 learners achieved unit competencies.

- The HEART Trust - NTA continued to forge partnerships with well over 100 Community groups including NGOs and churches to offer many of its training and certification programmes. The Board of Directors approved 10 new CBT project partnerships for 341 participants in 4 parishes, in 11 skill areas, with major focus on hospitality, construction, cosmetology and commercial skills. A total of 13,143 persons were enrolled and the NVQ certification rate was an impressive 98.2%. NVQ-J’s were awarded to 4,130 persons while 2,387 learners achieved unit competencies. Twenty-one projects achieved assessment centre status.

- Enterprise Based Training (EBT) programmes are designed for the traditional school leavers, apprenticeship and workforce development. In the FY 2006-2007 a total of 7,139 persons in EBT schemes, being awarded full NVQ-J’s, while 11,263 achieved unit competencies. The certification rate was 100%. In addition, 4,827 persons enrolled for higher level NVQ-J programmes. A total of 2,319 firms participated in the on the job work-based training and certification programmes with 4,423 trainees gaining work experience during the year.

- The tertiary arm of HEART Trust – NTA, the Vocational Training Development Institute (VTDI), enrolled 2,265 persons in its programmes during the fiscal year, with 1,025 gaining full certification. There was a certification rate of 98%.

- NCTVET certified a total of 67,275 individuals through NVQ’s, Unit Certification, Joint and other Certification, representing 90.9% of the annual target.

Lessons learnt from the HEART Experience

1. Within the context of workforce development, increasing access and participation in programmes is possible without exorbitant increases in expenses. Growth was enabled by increasing participation in on the job training by 302%, in institution based training by 104% and in community based training by almost 100%.

2. The phenomenon of partnership forms the epitome of this best practice case. HEART developed a reputation for initiative and for achieving results through attracting partners who usually enter into agreements with assets.

3. Flexibility

4. Partnership Monitoring System

5. Established reporting/ evaluation system
6. Departmental manuals  
7. MOUS and Project documents  
8. Meetings with partners  
9. Increase in social capital by engaging community to have a vested interest in projects.  
10. Rigidly monitored stakeholder meetings and assisting partners  
11. Need identification process takes into consideration the industry partners

2. Partnerships impact

Enrolment in HEART programmes went from 35,249 in 2002 to 87,037 in 2006/07, an increase of 147%. In response to labour market demands, enrolment in HEART programmes reflects increased offerings in hospitality and tourism, information technology, and construction. From 2002 to 2006/07 enrolments increased as follows:

- Hospitality & Tourism: From 5,351 to 19,145 last year  
- Information Technology From 5,142 to 12,201 last year  
- Construction: From 3,961 to 10,329 last year  
- Commercial: From 1,680 to 10,731 last year  
- Automotive: From 2,045 to 3,198 last year  
- Education & Training: From 1,387 to 6,803 last year

Enrolment increased significantly due to the new approach involving unit competencies in institutions, and the increasing amount of training conducted in cooperation with firms through the Enterprise Based Training Department. NCTVET certification went from 22,949 in 2002 to 67,275 in 2006/07, an increase of 283%. This includes the following increases by category:

- NVQ: From 12,753 to 26,542 last year  
- Unit Competencies: From 2,972 to 32,269 last year  
- Joint & Other Certifications: Joint certification decreased due to conversion of these to regular NVQs as intended moving from 10,196 to 8,464 last year. Introduction of a new Job Certification in 2007/08 will mean an increase in this category projected for 2007/08 to 21,182.
ANNEX 1. Key Stakeholders and Partners involved with the HEART Trust – NTA

Internal Stakeholders

- Donald Foster, Executive Director
- Tom McArdle
  Director, Project Planning Development Department
- Elizabeth Terry
  Deputy Director, Project Planning Development Department
- Paulette Dunn Smith
  Senior Director (NCTVET)
- Karen Gayle
  Director, Institution Based Training Department
  Chairman of National Organization Committee of World-skills Jamaica
- Kevin Mullings
  National Programmes Director
- Joyce Wilson
  Director, Community Based Training Department
- Senior Programme Manager, Programme Managers
  Community Based Training Department
- Grace McLean
  Director, Enterprise Based Training Department

External Stakeholders

- Dr. Maureen Samms – Vaughn,
  Executive Chairman, Early Childhood Commission Partnership
- Dr. Hassan Syed
  President, University College of Cayman Islands Partnership
- Armstrong Alexis
  Regional Director, Commonwealth Youth Programme Partnership
- Dr. Marigold Thorburn
  Parenting Partners Commission and the Early Childhood Commission Partnership
- Elphege Joseph
  Chief Executive Officer, NTA TT (Partner in Caribbean Skills Competition)
- Annette Tingle
  Team Jamaica Partnership (Tourism Product Development Company - TPDCO)
- Dr. Carlton Davis
  Chairman, CHASE
- H. Heaven
  Executive Director, CHASE
- Paulette Mitchell
CHASE Fund
- Alton Grizzo, Eusido Fernandez Aballi
  UNESCO representatives for the ICT4D project
- Elizabeth Terry
  Chair, ICT4D
- Jacqueline Coke-Lloyd
  Chief Executive Officer, Jamaica Employers’ Federation
- Genearchie Wilson
  Alumina Partners of Jamaica
- Camille Needham
  Jamaica Hotel and Tourist Association
- Rev. Adinhair Jones
  National Youth Service
- Raymond Cooper
  Master Builders Association
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