“Integration of TVET in the Formal Education System: The Case of Jamaica

• Grace Mclean
  PhD Candidate
  Acting Permanent Secretary
Ministry of Education - Jamaica

- Permanent Secretary Acting
- Chief Education Officer
- Deputy Chief Education Officer

TVET Practitioner

Teacher in the public system – 5 years

HEART Trust/NTA

TVET presentations

Papers written on TVET

Done extensive review of the TVET system in Finland, Singapore, China and the UK.

Completing Phd in TVET
• Developed from the British Model
• Enrolment at Primary 99%
• Attendance at Primary 80%
• Enrolment at Secondary 87%
• Approximately 650,000 students
• Over 3000 Early Childhood Institutions
Developments in the history of Jamaican education can be seen as responses to events such as the:

- abolition of slavery 1834
- the advent of suffrage in 1944
- the achievement of independence in 1962
BACKGROUND TO TVET

TVET defined: “Those aspects of educational process involving the study of technologies and related sciences and the acquisition of practical skills, general education, attitudes, understanding and knowledge relating to occupations in various sectors of economic life”

(UNESCO and ILO, 2002)
Universally
- Education for All Movement
- 2000 Millennium Development Goals
- ILO Decent Work Agenda

Regionally
- UNESCO - Pillars of Learning
  - Learning to know
  - Learning to be
  - Learning to live together
  - Learning to do
  - Learning to transform one’s self and society

Strategy for TVET 2010 – 2015
Regionally
- CANTA - Establishing regional standards for TVET
  - Creating a voice for TVET within the region

Locally
Vision 2030 National Development Plan - (Goal #1 - Outcome #2)
GUIDING PRINCIPLES OF TVET

ACCESS

Reasonable standard of education for all students.

EQUITY

Distribution of resources among the schools. Programmes of similar quality and content.

RELEVANCE

Applicability of Programmes
TVET INSTITUTIONS

- Tertiary level Institutions
- Established HEART Institutions
- Vocational training centres – Community Based
- Private training institutions
- High Schools
TVET INTEGRATION

- Development of TVET Policy
- Rationalization of TVET resources in schools
- Infusion of Career Development Education
- Establishment of Senior Schools (CAP)
- Curriculum Reform

• (con’t)
TVET INTEGRATION

- Workplace Experience for Students
- TVET Certification (NVQ/ CVQ)
- Capacity Building of TVET professionals
- Mainstreaming of “Marginal” Institutions
- Establishing a National Qualifications Framework
- Implementation of the Core Service Policy
Goal of policy:

To provide a national framework for the development and sustainability of TVET at all levels in the Jamaican education system.
TVET POLICY will...........

- provide oversight for TVET governance
- assure access, equity, quality, relevance and social currency
- position TVET as an integral part of general education
- facilitate strategic linkages with TVET partners locally, regionally and globally
- facilitate the achievement of the nation's 2030 vision and goals for sustainable development
- enable legislation for a sustained TVET strategy
A MOE/HEART/NTA Collaboration designed to provide access to quality TVET resources in the secondary system

64 TVET labs in 27 schools physically upgraded and equipped

TVET Centres of Excellence established in clusters island-wide to facilitate sharing of resources
Policy developed

- Career Awareness (Grades K-6)
- Career Exploration (Grades 7-9)
- Career Preparation & Development (Grades 10-11)
- Career Advancement (CAP) (Grades 12 –13)
Practical experiential component of secondary level TVET to be aligned to the Registered Apprenticeship Programme as school-based apprenticeship.
CURRICULUM REFORM

Resource and Technology (R & T)

- Precursor to TVET upper secondary
- Problem solving methodology, focusing on innovation and creativity within real life contexts
- Provides exposure to the fundamental principles of TVET
- Established in all schools
CERTIFICATION CSEC/NVQJ/CVQ

CSEC
• as the national secondary school leaving examination

NVQ-J and CVQ
• offered as areas of choice for students
<table>
<thead>
<tr>
<th>TVET PROFESSIONALS BEING TRAINED IN:</th>
<th>TVET leadership</th>
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<tbody>
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<td>TVET methodologies (CBET)</td>
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Content for relevance  e.g.
- greenhouse technology
- agro-processing
- computer-aided design
- entrepreneurship
A seamless mechanism to align all qualifications and promote a robust, effective and efficient education and training system:

The National Qualification Framework will:

- Describe all qualifications that are awarded
- Define the relationship between various qualifications
- Clarify the levels of qualification within the national context.
- Facilitate international recognition.

This is a national imperative in advancing the TVET agenda.
A Jamaican workforce trained and certified to international standard, simulating employment, creating investment contributing to the improved productivity competitiveness and prosperity of individuals enterprises and the nation
Integrated Training System – Links Secondary through to Tertiary:

- Apprenticeship
- Community Training Intervention
- TVET Institutes
- Workforce College
- Workforce Solutions
- Career Development Services
- Vocational Training Development Institute
Certification arm of the TVET system

- Standards Development
- Accreditation
- Quality Assurance
- Brain of TVET system
Post-graduate Studies to Support Economic Development

UWI, UTECH, NCU, Community & Teachers' Colleges

TVET Colleges & VTDI

Workforce Colleges

Senior Schools Grades 12-13

Parallel Programmes (Individuals 18+)

Apprenticeship Programme

Trained, competent and globally competitive workforce at all levels
Component of the Ministry of Education’s commitment to improving access to quality education in Jamaica
Phase I – Diagnostic Assessment:

Phase II – Career Identification

Phase III – Instruction

Phase IV - Job Preparation & Placement
OPPORTUNITY II:

**STRUCTURE OF THE GRADES 12 & 13**

Career Orientation & World-of-Work Preparations
(Counseling; Work Experience and/or Job-Placement)

**SAMPLE CURRICULUM**
- 3-4 Academic Subjs.
- 1 Personal Dev. Course
- 1 Civics & Values Course
- Entrepreneurship
- Career Development

**SAMPLE CURRICULUM**
- 2-3 Academic Subjs.
- 1 Personal & Career Dev. Course
- 1 Civics & Values Course
- Entrepreneurship
- Math & English—City & Guilds

**SAMPLE CURRICULUM**
- 3-4 General Subjs.
- 1 Personal & Career Dev. Course
- 1 Civics & Values Course
- Entrepreneurship
- Math & English—City & Guilds

Opportunity I:

Opportunity II:

Opportunity III:

Diagnostic Assessment; Careers Exposure & Selection
AIM

Ensure that all young people develop a strong sense of purpose and respect for themselves, others, family, their community, society, country and environment.

All young people will develop a common value system aligned to national development interest.
Data Operations and Digitization Vision - to create a universally digital Jamaica.

**Goals**

- digitize all document based records,
- provide a trained pool of data operators for the ICT industry.
The involvement of the Police and the Army in the programme

Development of a National Registry of Volunteers and mentors to assist with the programme.

Establishment of partnerships with the church, universities, and private sector to for all components of the programme.
Rebranded

Registered Apprenticeship Programme (RAP)
The flexibility to designate trades/trade areas/skills for apprenticeship training to focus on targeted areas. e.g.: Vision 2030

Mechanisms for entering into agreements for training delivery

The registration and monitoring of existing work based training programmes under an apprenticeship scheme e.g.: SLTOPS

The provision of recognized certification for skill levels achieved
MODEL FOR APPRENTICESHIP TRAINING IN JAMAICA

HEART/NTA
Co-ordination & Regulation

Ministry of Labour/PIOJ
Data on Labour Mkt

Social Programmes

Secondary Schools
Grades 12 -13

Public/ Private Sector Training Providers

Workforce Solution orientation

SCHOOL-BASED
20-30%

Dual Mode of Training

ON-THE-JOB
70-80%

Level 3 Certification

Certificate of Apprenticeship

TVET Colleges
University

Employment within an Organization

Self Employment

INPUT

THROUGHPUT

OUTPUT
To enhance the TVET system through the infusion of WorldSkills International standards, improving quality and developing highly competent graduates entering the Jamaican workforce.
NATIONAL SKILLS COMPETITION - 2008
NATIONAL SKILLS COMPETITION 2010
Ladies’ & Men’s Hair Dressing (Alia Wedderburn)
Development of standards and curricula:
Mapped against WorldSkills International Technical Descriptions and Test Projects

Curriculum delivery and assessment:
Teachers/instructors to incorporate competency-based principles; use past WorldSkills test projects to facilitate learning; schools/institutions to establish WorldSkills clubs; host mini-skills competitions

Equipment standard:
WS equipment standards developed to facilitate procurement of teaching/learning aids – matched to WorksSkills specifications
WHAT'S IS THE ULTIMATE

Educate and train competent Jamaicans to at least exit the secondary school system

Develop a skilled and competent workforce

Increase Competitiveness and Productivity

Stimulate investments & Growth

Raising Standard of Living

Eradicating Poverty
“The best way to predict the future is to create it and in today’s environment we need to create the future and act quickly”

Peter Drucker