STEPS TO WORK PROCEDURES MANUAL

MINISTRY OF LABOUR AND SOCIAL SECURITY

Programme for Advancement Through Health and Education

2014

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INTRODUCTION, PROGRAMME DESIGN, IDENTIFICATION OF PARTICIPANTS: TARGETING STRATEGIES, SELECTION OF PARTICIPANTS, AND ORIENTATION

Introduction

This Manual of Standard Operating Procedures has been developed to document the structure, policies and procedures of the Steps to Work (STW) Programme as it incorporates an On-the-Job training component. This new programme (with support from the Inter-American Development Bank (IDB)) is designed to train 1,500 Steps to Work participants over a two year period from late 2014 to 2016. The Programme design features a new On-the-Job Training (OJT) experience called an Internship as the primary new intervention, but around this is built a Menu of Supporting Services to enable effective participation in and completion of training, as well as an upgraded Job Readiness programme (operated jointly with HEART Trust-NTA) to prepare participants for employment, and Employment Services to facilitate participants securing employment including Job Matching Services by an upgraded MLSS Electronic Labour Exchange (ELE).

On the front end of the design the services will include a Needs Assessment, an Individual Development Plan-Employment (IDP-E), counselling, and assistance to identify an appropriate course of education and training services, and to get the individuals to commit to the IDP-E. The initial programming may include referrals for secondary education, life skills and employability training, and skills training through HEART Trust/NTA or other partners leading to certification. The Job Readiness programme will be delivered prior to entering the on-the-job component.

Figure 1: Programme Design

The middle portion of the design is an On-the-Job placement (Internship) of three months, with STW assigning the participants to employers for training. Here participants will further develop their job skills (and perhaps finish any certification process that is incomplete). A final set of services will include employment preparation and job matching/job placement services through the MLSS ELE, or referral to the

Jamaica Business Development Corporation for Business Development Services as a precursor to participation in the Steps to Work Entrepreneurship Grant Initiative.

STW relies on a number of partner organizations and training providers to deliver services offered under the programme; these are being strengthened with the addition of Public-Private Partnerships (PPPs) procured using competitive bidding and pay-for-performance contracts that incentivize completion, certification and job placement.

Throughout the course of the interventions a Case Management approach will be used by the MLSS Parish staff. The fundamental idea of the Case Management approach is that a professional Social Worker takes the time to ensure that participants agree to and adhere to the IDP, gain entrance to the services to which they have been referred, utilize those services effectively, and eventually achieve employment, maintaining regular contact at least weekly and ensuring accessibility, troubleshooting problems, and sometimes acting as an advocate.

The Upgraded Programme will also have a Monitoring and Evaluation (M&E) framework operated by MLSS/PATH/STW that all actors will need to use. As part of this the Programme will operate a Management Information System. This includes a database on participants, a database on programmes operated, and an employer database. This system will help to monitor participants' progress and the performance of the different programmes and services, track employment results, as well as enable overall evaluation of the new OJT programme.

Operation of the programme will use STW and Public Assistance Division (PAD) personnel for the participant identification, screening, diagnostic work, Needs Assessment, counselling, Individual Development Plan, referral for services, and case management. The ELE will provide some of the Employment Services. The Menu of Services will be mostly provided by partner organizations including HEART Trust/NTA, National Youth Service (NYS) and Jamaica Business Development Corporation (JBDC), all governed by Memoranda of Understanding (MOUs). In addition, STW will contract-out services to provide some customized Vocational Skills Training programmes integrating basic education for participants operating minimally below the Grade 9 level, as well as Secondary Certification interventions for secondary school graduates with less than minimum academic qualifications required by the Job Market. STW will design programmes aimed at groups with similar barriers to employment and similar needs profiles, and evaluate how best to arrange the services delivery.
The Project will generally provide the Job Readiness programme and will coordinate the on-the-job training programme. Its implementation will be outsourced to a management consultant firm, which will be responsible for identifying and engaging participating firms and monitoring delivery to ensure that the project objectives are met. .

Based on a Request for Proposals issued by the MLSS, a service provider will (generally) write a proposal showing how it will deliver the services described in the Terms of Reference, associated with a procurement effort. So the bidder's offer might include conducting life skills and employability training in a classroom setting, providing a skills training programme offering the theory/knowledge component via classroom training, arranging and supervising Internships (where the hands-on skills are learned), and providing

employment services such as job preparation and job placement. The STW management will determine the scope of services to optimize the balance between MLSS/STW services and procured services.

In these arrangements, pay for performance contracting will be used featuring performance bonuses for achieving results such as completion, certification, and job placement. A key feature of this type of programme is that bidders make internship arrangements up front in the proposal with letters of commitment from employers. This activity establishes the labour market demand to a great extent, and puts the onus on training providers to offer economically relevant training.

During the programme, participants will be supported with a stipend in the amount of JA$5,000.00 per week, contingent on daily attendance at the rate of $1,000.00 per day for a five day week. Participants may also access the Social Assistance Grant within the Public Assistance Division for unusual financial circumstances. Participants will be managed using a Case Management approach, ensuring adherence to the IDP, troubleshooting problems, and making adjustments to the IDP as necessary to meet the objectives of both increased employability and job placement.

Identification of Participants: Targeting Strategies

STW clientele are a varied population and are not a homogenous group. Different sub-groups may be identified such as:

- Youth who did not complete secondary and have no educational or vocational certification.
- Single mothers with young children and no work experience, but completed secondary.
- Working age adults with marginal employment and earnings, weak basic skills, probably did not complete secondary education, no vocational certification.

Each sub-group has its own set of constraints that hinder its entry to the labour market. We can also see this in different employment rates between urban and rural residents, youth of different ages, differences between males and females, and so on. Targeting strategies involve looking at each individual in relation to possible appropriate groupings that relate to the barriers and constraints participants face in the labour market. Thus, for this exercise, it is necessary to identify the specific population(s) of interest.

The identification of participants will come from parish caseworkers at the household level, identifying two working age individuals in each household from among the groups targeted for Welfare Graduation. Executing the targeting strategy is done by STW staff looking at data from the Needs Assessments and making judgments about individuals being served as to where they fit with a grouping for which a set of interventions can be fashioned.

Some of the participants will have more employment readiness than others. Some indicators of employment readiness include completion of secondary education, CSEC passes, NCTVET certifications, and previous employment. Some of these participants may be able to directly enter an Internship or employment services, while some like this will also need the Job Readiness programme (life skills or employability training) prior to

entering the Internship. The point is not every participant will need all the services included in the Menu. Individuals in a household will have barriers to employment as shown in Table 1 and Table 2[1].

The improved STW programme focuses on job relevant barriers to employment as shown in Table 1. These are barriers within the individual. Table 2 shows some additional barriers that are more external such as information about job openings, discrimination based on location of residence, or lack of labour demand. STW can only address some of these other barriers indirectly.

Table 1: Job Relevant Barriers to Employment and Types of Training

Barriers/Constraints	Type of Training
Insufficient basic cognitive skills	Basic skills, literacy and numeracy programmes; "second chance" secondary education programmes, CSEC classes, equivalency degrees, and accelerated learning programs
Lack of job-specific skills, technical skills mismatch	Technical & vocational skills training; information about jobs and wages
Lack of general employability skills needed for most jobs like IT skills, English Language	Employability skills training
Lack of behavioural skills relevant for jobs	Life skills
Job searching strategies and techniques	Basic job readiness skills, ICT
Insufficient entrepreneurial skills	Entrepreneurial skills training

Table 2: Some Other Barriers to Employment

Other Barriers/Constraints	Services
Information constraints (e.g., lack of networking, poor signalling of competencies)	Employment services, employability training-ICTs
Working capital constraints (lack of access to financial or social capital)	Micro loans, mentoring
Mobility constraints (Poor transportation, high cost of transportation, etc.)	Special stipends
Lack of labour demand, both at the macro-level through slow job growth and at the micro-level	Wage subsidies, public service programmes, public works programmes

[1] Drawn from: Almeida, R., Arbelaez, J., Honorati, M., Kuddo, A., Lohmann, T., Ovadiya, M., Pop, L., Sanchez Puerta, M.L., and Weber, M. "Improving Access to Jobs and Earnings Opportunities: The Role of Activation and Graduation Policies in Developing Countries," Social Protection and Labour Discussion Paper 1204, World Bank, March 2012 and

Cunningham, W., Sanchez-Puerta, M.L.,, and Alice Wuermli, A. "Active Labor Market Programs for Youth: A Framework to Guide Youth Employment Interventions," World Bank Employment Policy Primer, November 2010 ■ No. 16

Other Barriers/Constraints	Services
through employer discrimination	
Job search constraints such as information about job openings or being able to communicate skills to potential employers	Job search assistance services
Firm start-up constraints including lack of access to financial capital or business networks	Micro loans
Social constraints on the supply side, such as social norms that limit skills development or labour market entry	Social marketing, Non-traditional skills training for women, Adjustment of program content and design to account for time use constraints and other gender specific needs
Employer discrimination	Affirmative Action programmes, hiring incentives

Rosen (2013)[2] developed an interesting categorization scheme for STW according to age, education, and employment status. To quote: "These 3 groups can be further disaggregated into the following 10 subgroups, each with their own needs and challenges.

1. School-age (15-18 years old) youngsters currently enrolled in school;
2. School-age (15-18 years old) youngsters not currently enrolled in school;
3. Young adults (19-30 year old) who have successfully completed secondary education and are employed;
4. Young adults (19-30 year old) who have successfully completed secondary education but are not employed;
5. Young adults (19-30 year old) who have not successfully completed secondary education and are employed;
6. Young adults (19-30 year old) who have not successfully completed secondary education and are not employed;
7. Working age people (30-64 years old) who have successfully completed secondary education and are employed;
8. Working age people (30-64 years old) who have successfully completed secondary education but are not employed;
9. Working age people (30-64 years old) who have not successfully completed secondary education but are employed;
10. Working age people (30-64 years old) who have not successfully completed secondary education and are not employed."

The aim is to develop the short-list of program options that are appropriate to the challenges the target population encounters in the labour market.

[2] Rosen, H. "A Review of Jamaica's Steps-to-Work Program," paper prepared for IDB labour market project, March 2013.

Selection of Participants for Steps to Work

The following pages contain the Steps to Work Family Application for Participation and Family Member Individual Data Sheet. These forms supply all the data needed to identify household members who are appropriate candidates for Steps to Work services, and to get the process moving through to Needs Assessment and developing the Individual Development Plan-Employment.

GOVERNMENT OF JAMAICA
STEPS TO WORK PROJECT

FAMILY APPLICATION FOR PARTICIPATION

Parish of Residence		PATH Family Number	Family's Address
☐ Kingston & St Andrew ☐ St Thomas ☐ Portland ☐ St Mary ☐ St Ann ☐ Trelawny ☐ St James	☐ Hanover ☐ Westmoreland ☐ St Elizabeth ☐ Manchester ☐ Clarendon ☐ St Catherine	**Main Contact Number**	

Signature of main person providing information (Family Rep or other adult over 18 years)

The provisions of the Steps to Work Project have been fully explained to me and the members of my household.

I confirm that I have voluntarily provided the information given below on ____ (#) members of my household, and that the information provided is true and accurate to the best of my knowledge.

Name of Family Member	Signature	Date

FOR OFFICIAL USE ONLY			
Name of Primary Breadwinner			
How many hours per week does the primary breadwinner work?			
Number of Family members 17 years or older			
Number of Family members 17 years or older not employed and not in school			
Family Members nominated for participation in Steps to Work are:		Name:	PATH Individual Number
		Name:	PATH Individual Number
MLSS Officer's Name		Signature	Date
NB: MUST BE ACCOMPANIED BY COMPLETED INDIVIDUAL DEVELOPMENT PLANS (IDPs)AND INTERVENTION APPLICATIONS			

SIGNED BY THE INDIVIDUAL APPLICANTS

FAMILY MEMBER INDIVIDUAL DATA SHEET

COMPLETE A SEPARATE SHEET FOR EACH INDIVIDUAL 17 YEARS OR OLDER

Person ☐☐ of ☐☐				**PATH Individual # ☐☐**	
1. Full Name (Surname, first, then middle)					
2. Maiden Name (if applicable)					
3. Date of Birth	Day	Month	Year	4. Sex: ☐ Male ☐ Female	
5. Union Status (tick one)	☐ Married		☐ Common Law	☐ Single	☐ Visiting
6. Contact Number 1			7. TRN Number		
Contact Number 2			8. NIS Number		
9. Are you the family's main breadwinner?				☐ Yes	☐ No
10. Are you currently attending school?				☐ Yes	☐ No

11. What is your employment status?	☐ Employed full time (work at least 33 hours p/week)
	☐ Employed part time (work less than 33 hours p/week)
	☐ Self-employed
	☐ Unemployed
12. Are you now seeking employment?	☐ Yes ☐ No
13. How many dependents under 18 years do you have living with you?	☐ Yes ☐ No
14. How many dependents over 60 years do you have living with you?	☐ Yes ☐ No
15. How many dependents with Special Needs (disability, substance abuse, chronic illness, mental illness) do you have living with you?	☐ Yes ☐ No
16. Do you have a disability?	☐ Yes **Go to Question 17** ☐ No **Go to Question 18**

17. What is the nature of your disability?	Disability		Severity
	☐ Hearing Disability ☐ Intellectual Disability ☐ Mental Disability	☐ Visual Disability ☐ Physical Disability	☐ Mild ☐ Moderate ☐ Severe

18. What is the highest level of education that you have achieved? (Select one best answer)	☐ Primary incomplete ☐ Primary complete ☐ Secondary incomplete ☐ Secondary complete	☐ Vocational/HEART ☐ Other Post Secondary Institution ☐ Tertiary ☐ Other (Please specify) _____
19. Name of the last Educational Institutional that you attended		
20. What year did you leave that institution?	☐☐☐☐	

21. Do you have passes in CXC/CSEC/CAPE, Advance Level/Vocational/HEART Training or other training (please specify below)		
Subject(s)	Qualification	Examining Body

22. What vocational skill(s) do you have?	
23. Do you have certification in this skill?	No ☐ Yes ☐
24. Would you like to participate in the Steps to Work Programme?	No ☐ Yes ☐

IF ANSWER IS NO, TERMINATE INTERVIEW

25. Which of the following interventions are you interested in? SELECT ANY TWO OPTIONS	☐ Completing Secondary Education ☐ Skills Training / Certification ☐ Employment opportunities ☐ Starting/expanding my own business ☐ None
26. If you got an opportunity to participate in the programme, which of the following might prevent you from participating?	☐ Child care obligations ☐ Care for elderly family member ☐ Care for family member with a disability ☐ Care for family member who is a substance abuser ☐ Work commitments ☐ None ☐ Other (Please specify) _____
27. If selected to participate in this programme, when will you be available to begin?	☐ Immediately ☐ Within the next 3 – 6 months ☐ Within the next 7 – 12 months ☐ Within 13 – 24 months ☐ After the next two years

INDIVIDUAL INTERVENTION APPLICATION FORM
(STEPS TO WORK REGISTRATION FORM)

Background Information

Name of Participant (surname, first, then middle)	Gender		Date of Birth			Age at Registration	PATH ID Number
	M ☐	F ☐	Month	Day	Year		NIS Number #
Maiden Name (if applicable)			Union Status				TRN Number:
			Married	Common Law	Single	Visiting	
			☐	☐	☐	☐	

Home Address / Location of Residence	Parish of Residence		Volatile Community?		Contact Information	
(Describe how the residence is found)	☐ Kingston & St Andrew ☐ St Thomas ☐ Portland ☐ St Mary ☐ St Ann ☐ Trelawny	☐ St James ☐ Hanover ☐ Westmoreland ☐ St Elizabeth ☐ Manchester ☐ Clarendon ☐ St Catherine	☐ Yes	☐ No	Telephone 1	
					Telephone 2	
			CSJP community?			
			☐ Yes	☐ No	Emergency #	
			CRP Community		Always Find 1	
			☐ Yes	☐ No	Always Find 2	
					Always Find 3	

Is participant Disabled?	☐ Yes ☐ No	If disabled, what is the disability?	Disability ☐ Hearing Disability ☐ Intellectual Disability ☐ Mental Disability ☐ Visual Disability ☐ Physical Disability	Severity ☐ Mild ☐ Moderate ☐ Severe
Does participant have health issues?	☐ Yes ☐ No	Describe condition(s):	Will these issues affect participation?	☐ Yes ☐ No
Are there child care, elderly care or care of the sick responsibilities	☐ Yes ☐ No	Will the participant need additional financial support to participate?	☐ Yes ☐ No	How much per week? $

Education Background					
What was the last Educational Institution that you attended?					
☐ Primary	☐ Secondary	☐ Post-Secondary/ Vocational			☐ Tertiary
Highest achieved	Name of School or Institution		Year		Comments
☐ Incomplete All Age	at				
☐ Complete All Age	at				
☐ Incomplete Primary	at				
☐ Complete Primary	at				
☐ Incomplete Secondary	at				
☐ Complete Secondary	at				
☐ Secondary Certificates	Type List here all secondary certificates ☐ JSC etc. ☐ ☐				Comments
☐ Participant has CSECs or CXCs	Number of CSECs/CXC subjects =				
Subjects	Qualification	Certifying Body			Year of Award
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

Which of the following interventions are you applying for?	
Secondary Education Completion	Complete Section 1
Skills Training & Certification	Complete Section 2
Employment Opportunities	Complete Section 3
Business Start-up or Expansion	Complete Section 4

SECTION 1: SECONDARY EDUCATION COMPLETION

This intervention is available only to clients aged 17 to 19 years who have left secondary school within the last two academic years.

APPLICANTS MUST ATTACH LAST REPORT AND A RECOMMENDATION FROM THE LAST SCHOOL ATTENDED

1. What was the last secondary school grade that you completed? **SELECT ONE BEST ANSWER**

☐ Grade 9	☐ Grade 10	☐ Grade 11	☐ Grade 12	☐ Grade 13

2. Did you sit the CXC/CSEC or equivalent examinations?

Yes ☐ If Yes, go to Question 5 No ☐

If No, please provide, in your own words, a full explanation of the reasons for not sitting the exams.

3. List the CXC/CSEC (or equivalent) subjects in which you have Grade 1, 2 or 3 passes.

Subject(s)	Examining Body	Grade Passed

4. List the CXC/CSEC subjects which you plan to sit in the next year, and indicate the grade level to which you have studied each.

Subject	Grade to Which you have Studied this Subject

5. When you have passed the subjects listed, what will be your next career move?		
6. Select one of the following Vocational Skills in which you would like to be trained and certified?		
First	Second	Third
7. Which Community College is nearest to your home?		

SECTION 2: SKILLS TRAINING & CERTIFICATION APPLICANTS MUST COMPLETE AND ATTACH A HEART APPLICATION FORM		
1. Do you have certification in any Skill? If yes, what skill?		
2. List 2 Vocational Skills in which you would like to be trained and certified within the next year.	First	Second
3. Once you have completed your training, what will be your next career move?		

SECTION 3: EMPLOYMENT OPPORTUNITIES
APPLICANTS MUST PRESENT PROOF OF VOCATIONAL CERTIFICATION or MINIMUM ACADEMIC QUALIFICATIONS OF 5 CSEC PASSES
Mrs. Bolt: you indicated this form still needs to be developed

Signature Form		
Signature of main person providing information (Family Rep or other adult over 18 years)		
The provisions of the Steps to Work Project have been fully explained to me and the members of my household. I confirm that I have voluntarily provided the information given below on .....(#) members of my household, and that the information provided is true and accurate to the best of my knowledge.		
Name of Family Member	Signature	Date

FAMILY MEMBER INDIVIDUAL DATA SHEET

COMPLETE A SEPARATE SHEET FOR EACH INDIVIDUAL 17 YEARS OR OLDER

Person ☐☐ of ☐☐				**PATH Individual # ☐☐☐☐**		
1. Full Name (Surname, first, then middle)						
2. Maiden Name (if applicable)						
3. Date of Birth	Day	Month	Year	4. Sex: ☐ Male ☐ Female		
5. Union Status (tick one)	☐ Married		☐ Common Law	☐ Single	☐ Visiting	
6. Contact Number 1			7. TRN Number			
Contact Number 2			8. NIS Number			
9. Are you the family's main breadwinner?				☐ Yes	☐ No	
10. Are you currently attending school?				☐ Yes	☐ No	
11. What is your employment status?	☐ Employed full time (work at least 33 hours p/week)					
	☐ Employed part time (work less than 33 hours p/week)					
	☐ Self-employed					
	☐ Unemployed					
12. Are you now seeking employment?	☐ Yes		☐ No			
13. How many dependents under 18 years do you have living with you?	☐☐					
14. How many dependents over 60 years do you have living with you?	☐☐					
15. How many dependents with Special Needs (disability, substance abuse, chronic illness, mental illness) do you have living with you?	☐☐					
16. Do you have a disability?	☐ Yes **Go to Question 17**		☐ No **Go to Question 18**			
17. What is the nature of your disability?	Disability				Severity	
	☐ Hearing Disability ☐ Intellectual Disability ☐ Mental Disability		☐ Visual Disability ☐ Physical Disability		☐ Mild ☐ Moderate ☐ Severe	
18. What is the highest level of education that you have achieved? (Select one best answer)	☐ Primary incomplete ☐ Primary complete ☐ Secondary incomplete ☐ Secondary complete			☐ Vocational/HEART ☐ Other Post Secondary Institution ☐ Tertiary ☐ Other (Please specify) _____		

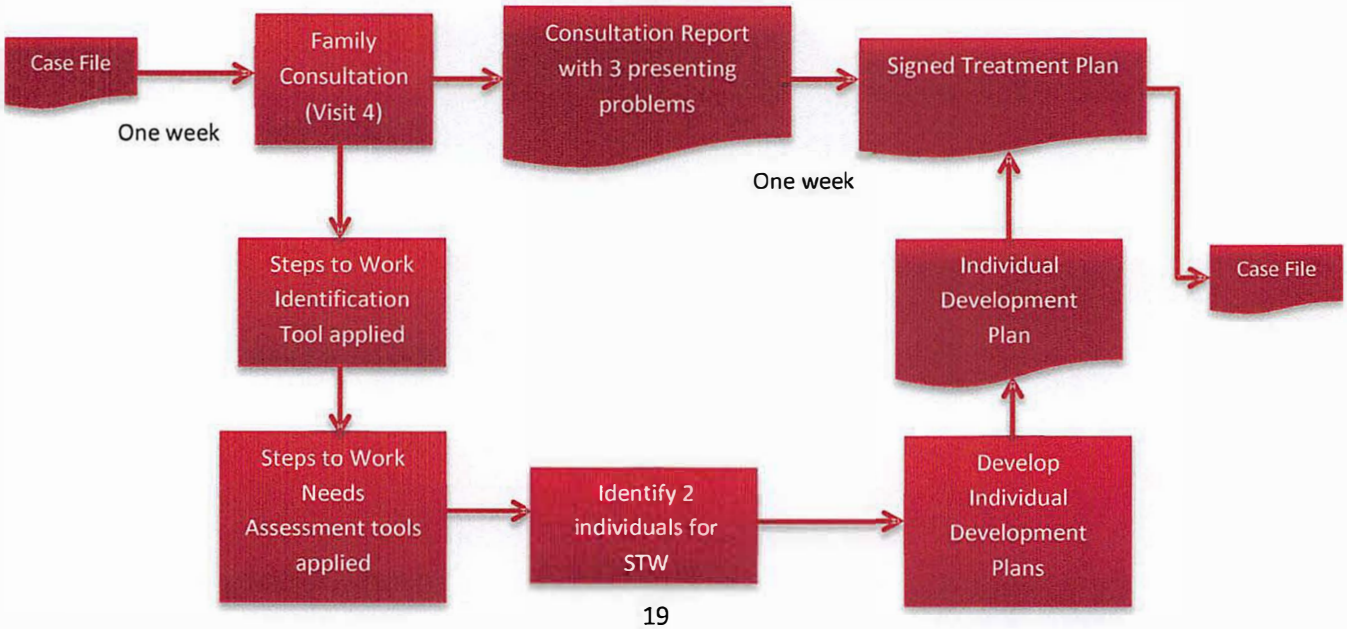
19. Name of the last Educational Institutional that you attended		
20. What year did you leave that institution?	☐☐☐☐	
21. Do you have passes in CXC/CSEC/CAPE, Advance Level/Vocational/HEART Training or other training (please specify below)		
Subject(s)	Qualification	Examining Body
22. What vocational skill(s) do you have?		
23. Do you have certification in this skill?	☐ Yes ☐ No	
24. Would you like to participate in the Steps to Work Programme?	☐ Yes ☐ No	
IF ANSWER IS NO, TERMINATE INTERVIEW		
25. Which of the following interventions are you interested in? SELECT ANY TWO OPTIONS	☐ Completing Secondary Education ☐ Skills Training / Certification ☐ Employment opportunities ☐ Starting/expanding my own business ☐ None	
26. If you got an opportunity to participate in the programme, which of the following might prevent you from participating?	☐ Child care obligations ☐ Care for elderly family member ☐ Care for family member with a disability ☐ Care for family member who is a substance abuser ☐ Work commitments ☐ None ☐ Other (Please specify) _____	
27. If selected to participate in this programme, when will you be available to begin?	☐ Immediately ☐ Within the next 3 – 6 months ☐ Within the next 7 – 12 months ☐ Within 13 – 24 months ☐ After the next two years	

Pre-preparation of Participants: Orientation to the Assessment and Planning Process

Orientation of participants will involve conducting regular sessions for all participants to introduce the programme and its specific features. Group size should be only 20-25 participants per session. Participants should receive information and assistance about:

- The diagnostic work-up for Needs Assessment to measure basic skills including reading (using Mico's reading assessment), English language and numeracy, as well as other tools such as assessing vocational/career interests using the Holland Interest Inventory, and finally an interview and a feedback session leading to completion of the Needs Assessment and Individual Development Plan.. STW management will also explore incorporating a vocational aptitude assessment.
- The Menu of Services available, the partnerships, other service providers, the options available within the programme and an orientation as to what the new programme is doing operationally.
- Completion of STW registration forms making sure there are multiple ways of reaching a participant for follow-up evaluation.
- The Individual Development Plan and the obligations involved in implementing the IDP of both participants and STW and the STW Case Management practices.
- Stipends, grant funds, attendance requirements and obligations to notify STW, providers, employers, etc. of illness or other reasons for absence, bank accounts, contact information exchanged.
- The Internship programme
- Employment Services and how they will be provided, and ELE registration
- Additional Orientation will be provided by service providers. Topics should include assessment and certification for skills training, and providers of life skills, employability skills, entrepreneurship skills, and remedial programmes should participate.
- To be resourced/developed by STW: Venues, computers, screens or monitors, projectors, slide shows, orientation materials, contact information, brochures and documents, registration forms.

Figure 2: Procedure for Treatment Preparation



Steps to Work Flow Charts

The following pages provide the Steps to Work Flow Charts showing the administrative procedures for various STW activities. They are as follows

- Figure 3: Procedure for Intervention Preparation
- Figure 4: Steps to Work Intervention Process for Skills Training
- Figure 5: Steps to Work Intervention Process for Secondary Education Programme
- Figure 6: Steps to Work Intervention Process for Job Readiness Programme
- Figure 7: Steps to Work Intervention Process for Entrepreneurship/Business Development Programme (2 pages)
- Figure 8: Steps to Work Payment and Disbursement Process
- Figure 9: Social Assistance Grant Process Flow

This Procedures Manual will need to be updated as these procedures evolve.

Figure 3: Procedure for Intervention Preparation

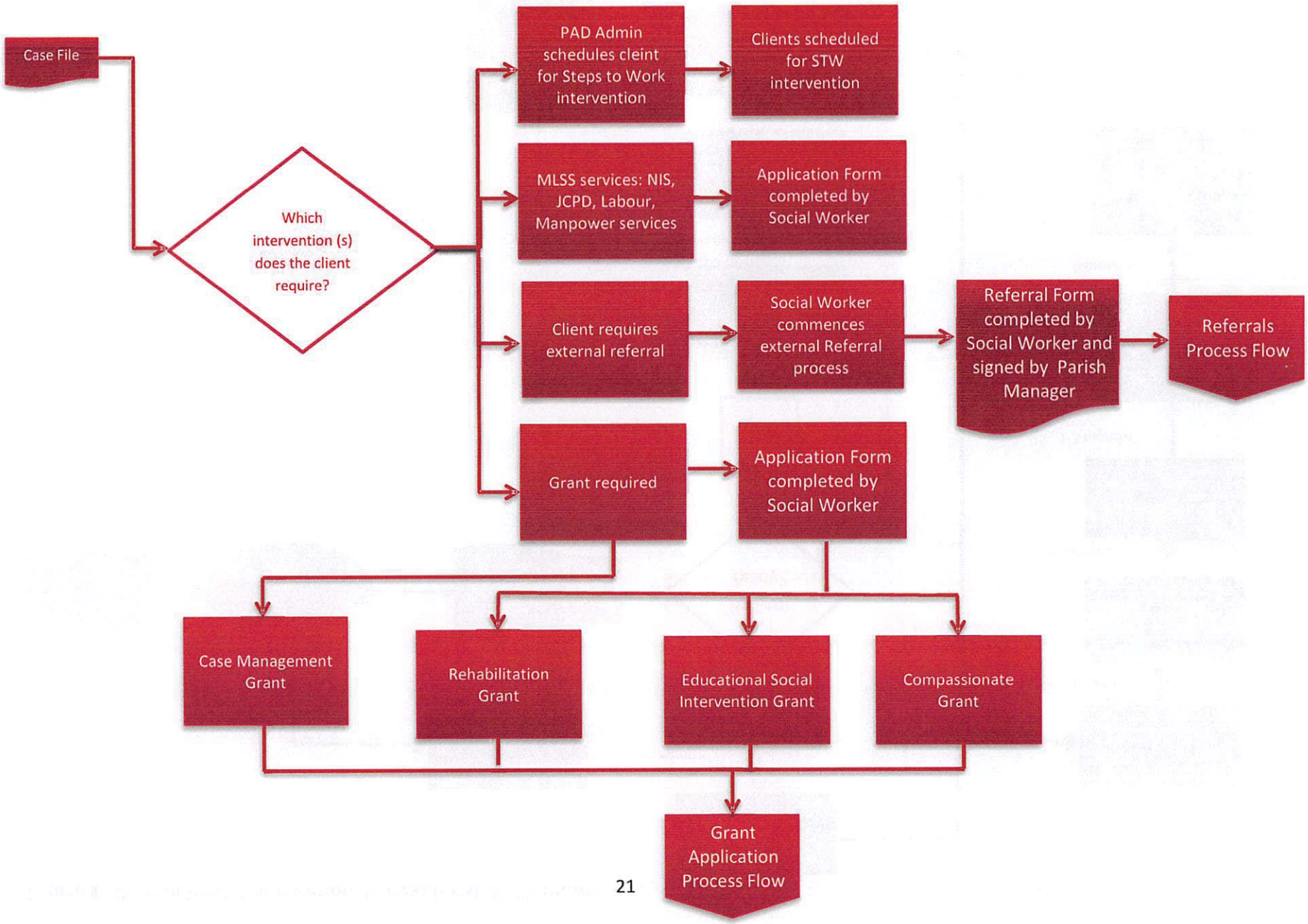


Figure 4: Steps to Work Intervention Process for Skills Training

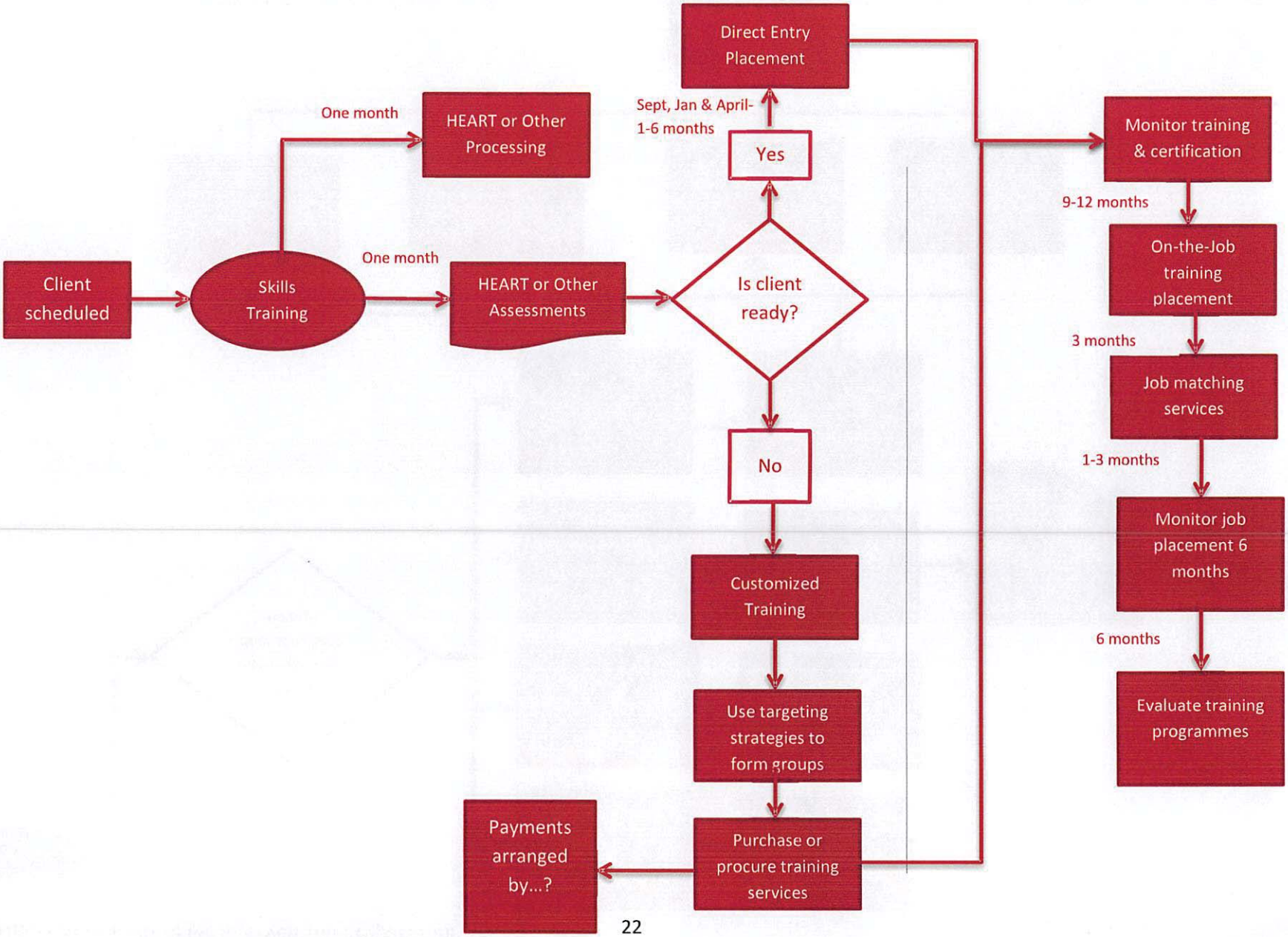


Figure 5: Steps to Work Intervention Process for Secondary Education Programme

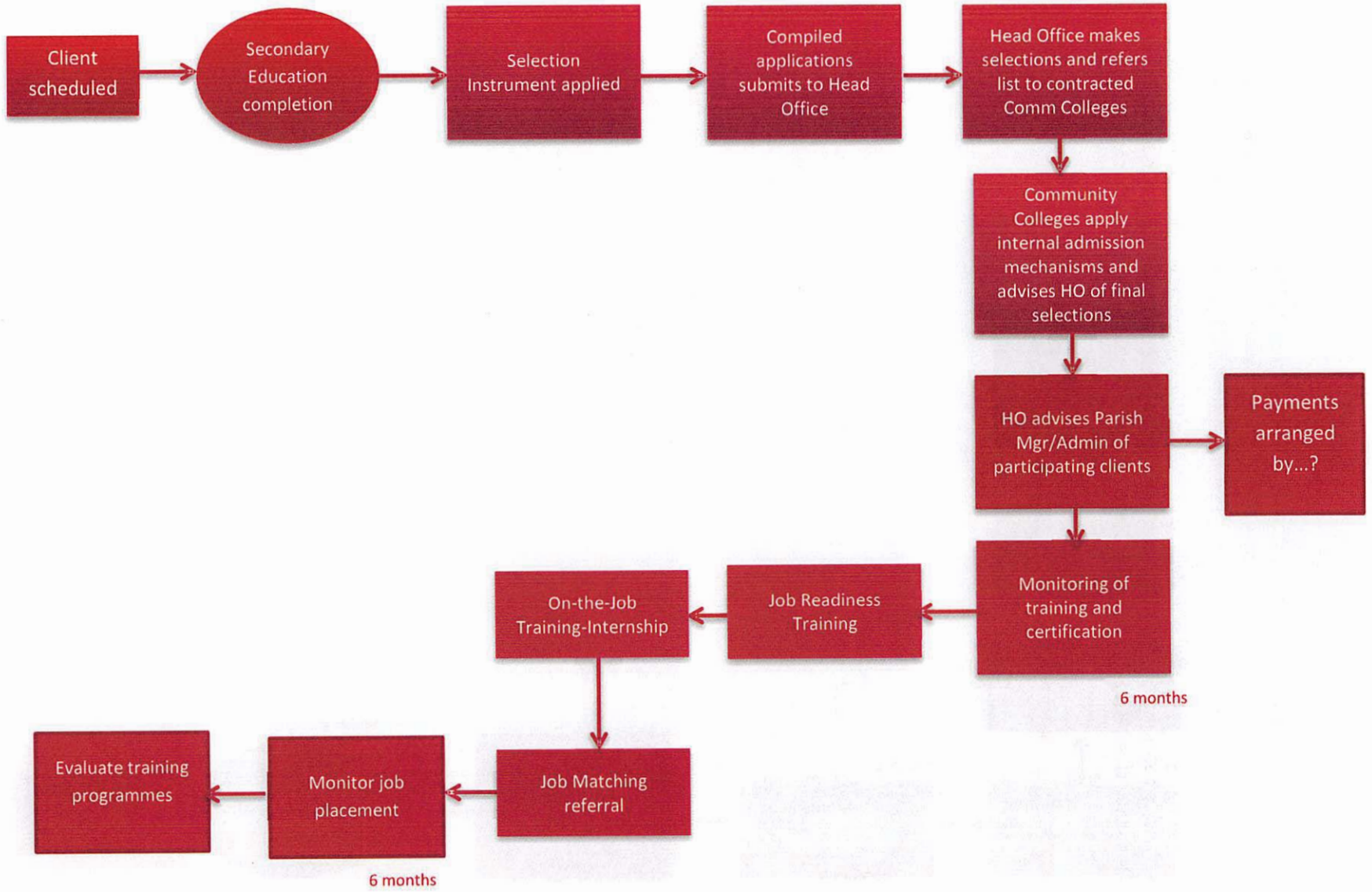


Figure 6: Steps to Work Intervention Process for Job Readiness Programme

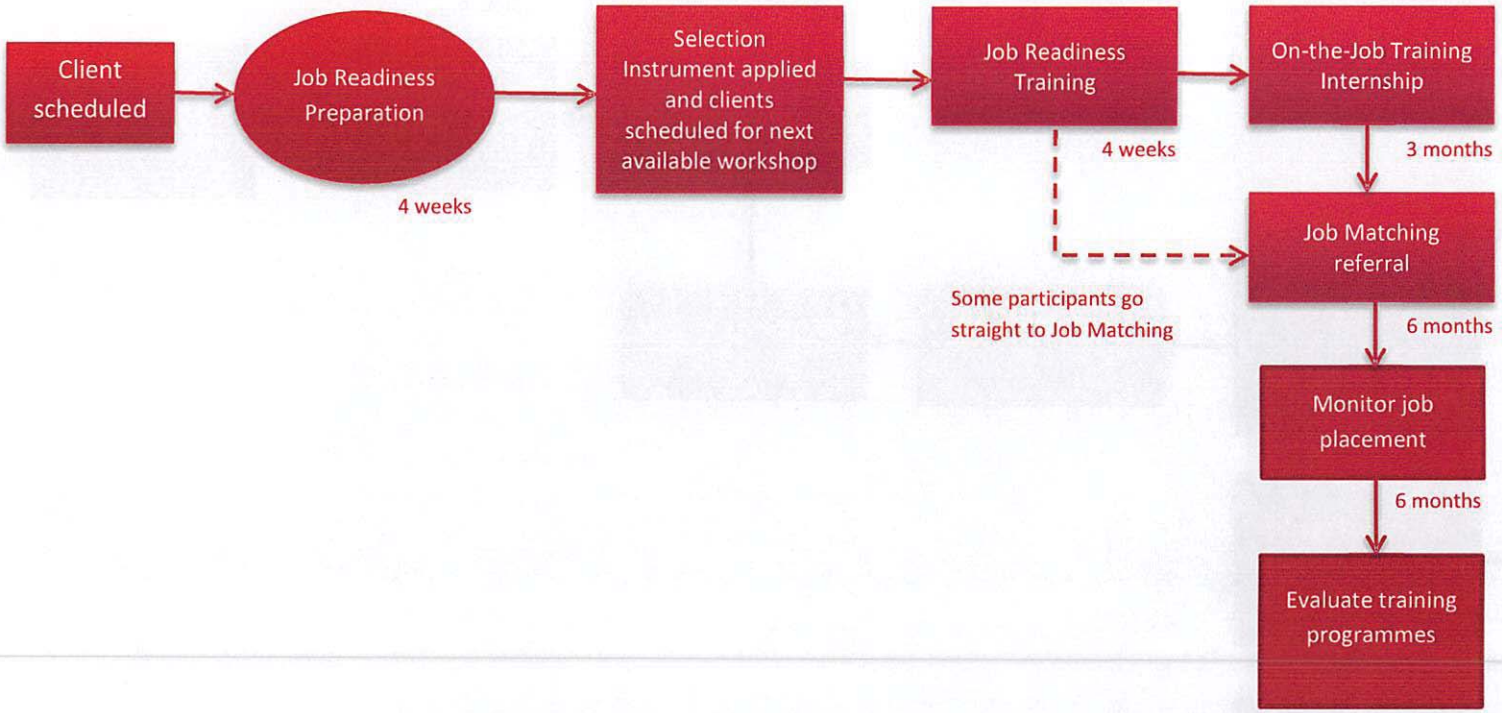


Figure 7: Steps to Work Intervention Process for Entrepreneurship/Business Development Programme (2 pages)

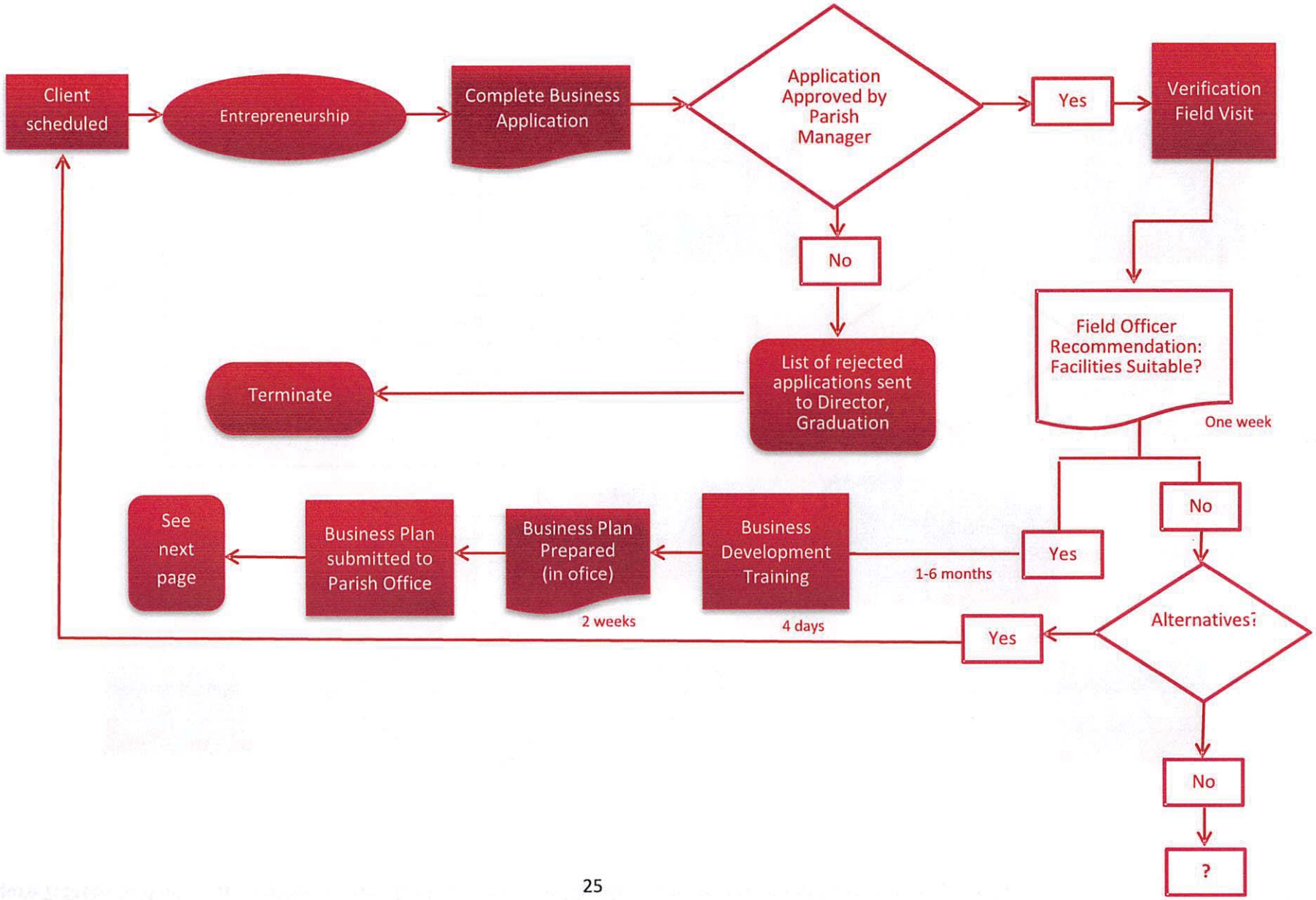


Figure 7: Steps to Work Intervention Process for Entrepreneurship/Business Development Programme (page 2)

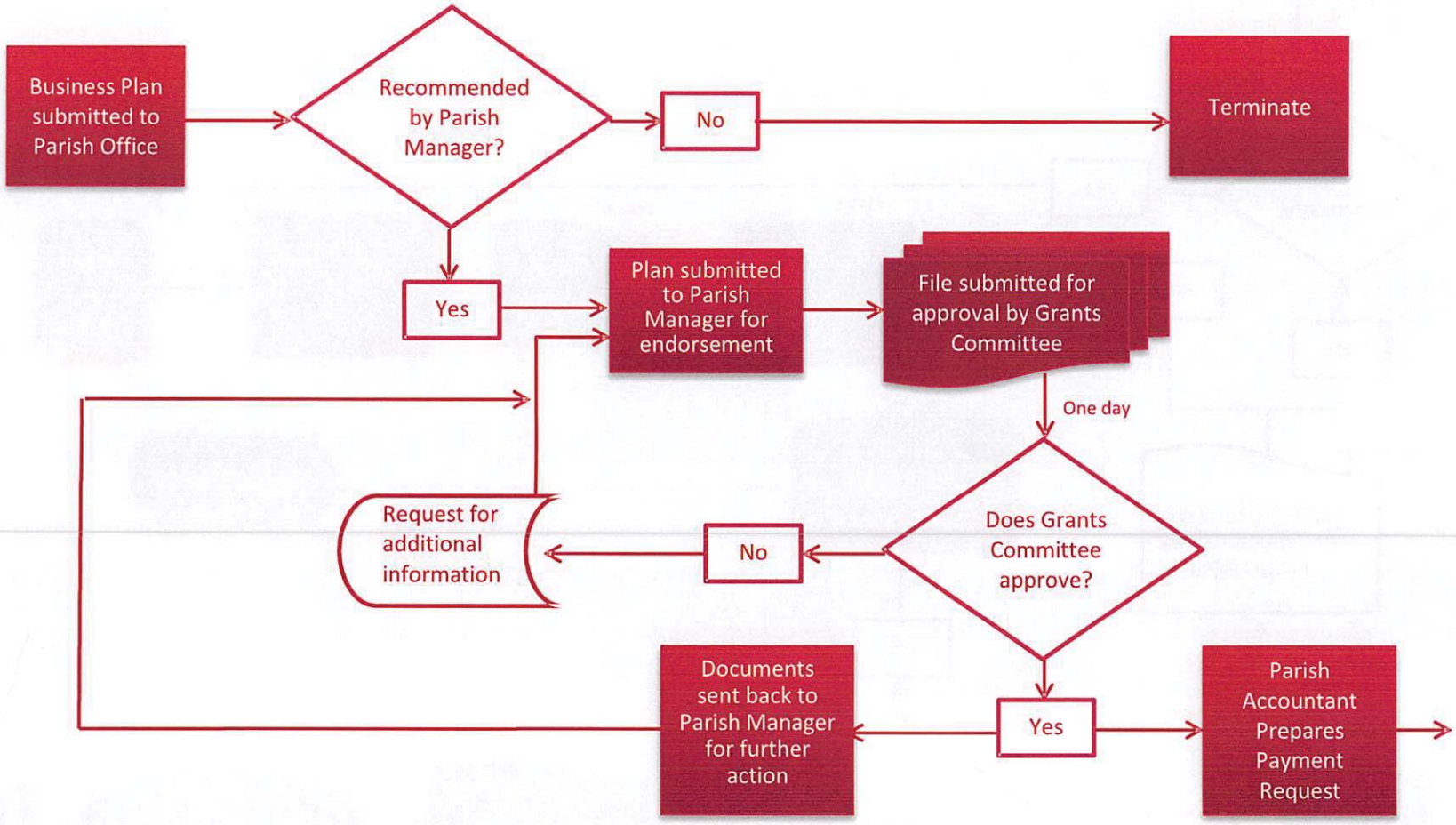


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Figure 8: Steps to Work Payment and Disbursement Process

Continued

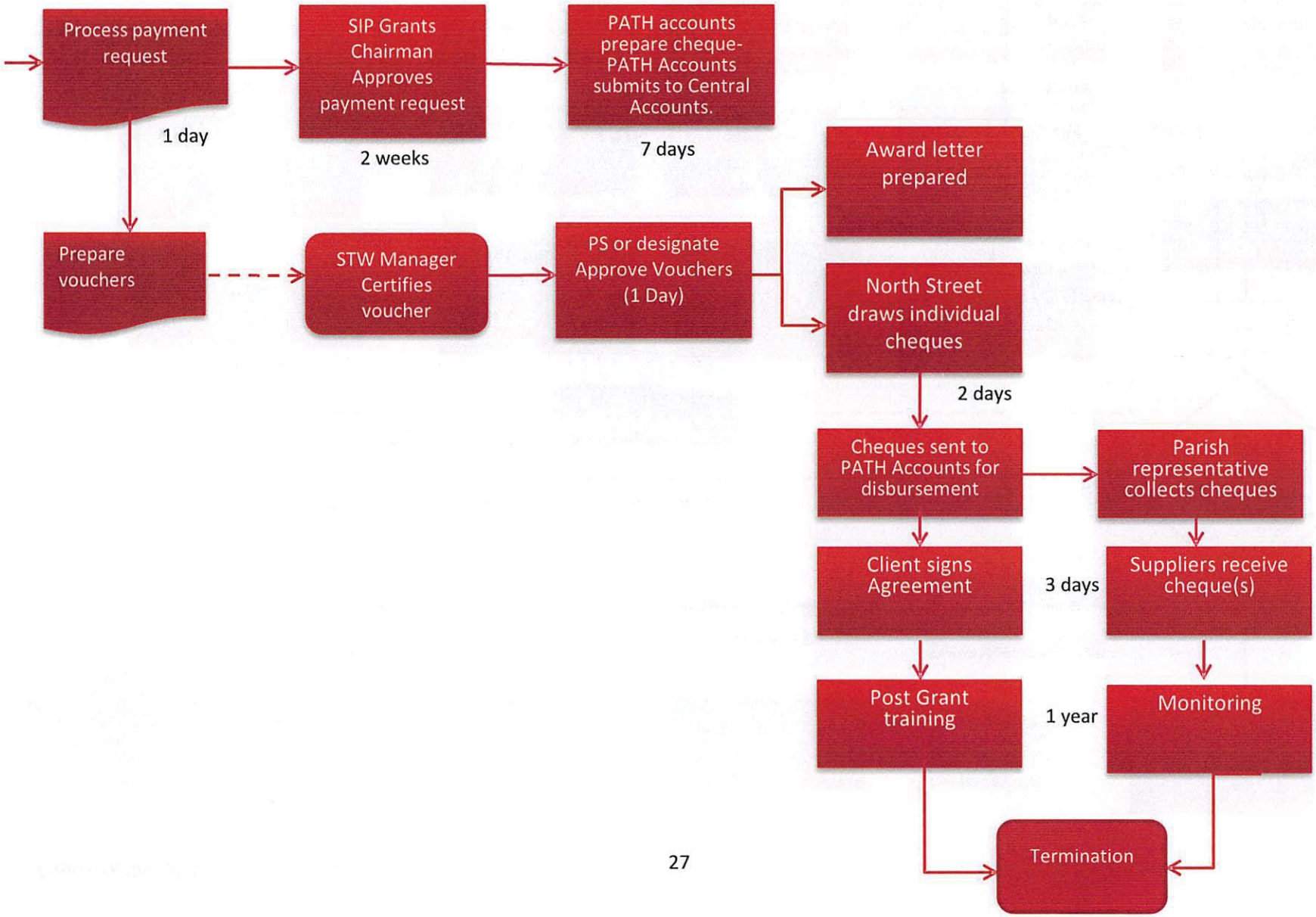
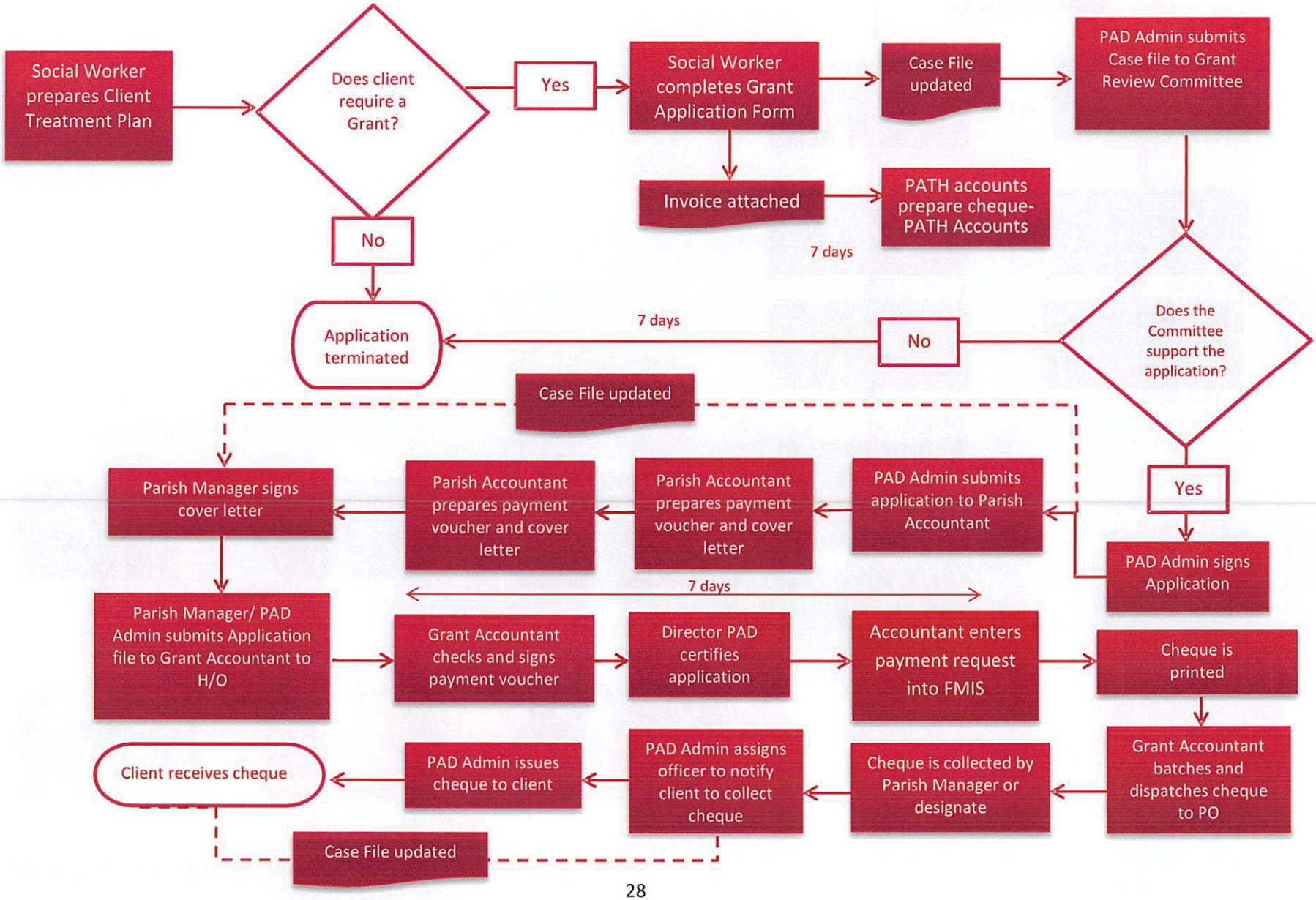


Figure 9: Social Assistance Grant Process Flow



Needs Assessment

Needs Assessment is a process designed to understand the participant's barriers and constraints in relation to becoming employed, and what programme interventions are appropriate to improving the probability of employment. Building upon the information about the participant gathered during the selection process, the Needs Assessment develops a more comprehensive picture of the participant with the aim of matching programmes to participant needs, interests, and barriers to employment and constraints affecting participation.

From information gathered so far we should be able to assess the social situation of the participant such as:

- Where the participant lives and barriers involving transport, boundary-crossing and stigma
- How many are in the household and their relation to each other
- The financial situation of the household, and how this could affect participation
- Health issues that may affect participation
- Issues of caring for children, the elderly or the sick that may be barriers to both participation and to employment
- Transport availability and costs
- Disability status

Look particularly at barriers to participation in the Steps to Work programme and barriers to employment in the labour market.

A second aspect is assessing a participant's educational achievement (as appropriate), vocational training & certification, vocational interests and aptitudes (as appropriate), employment history, and skills learned on-the-job. The forms that follow enable an assessment of these areas. This diagnostic workup will reveal barriers and constraints faced by the participant. As discussed in Section 1 these include:

- Insufficient basic cognitive skills suggesting remedial education programmes, "second chance" secondary education programmes, and CSEC classes
- Lack of job-specific skills, technical skills mismatch suggesting Technical & Vocational skills training; and information about jobs and wages
- Lack of general employability skills needed for most jobs like IT skills, English language, and basic math suggesting Employability Skills training
- Lack of behavioural skills relevant for jobs suggesting Life Skills training
- Job searching strategies and techniques suggesting Basic job readiness skills, ICT
- Insufficient entrepreneurial skills suggesting Business Development and Entrepreneurship skills training

Each section of the Needs Assessment addresses each barrier area: personal background, educational background, vocational background and work history, skills learned in previous jobs, soft skills, employability skills and a financial analysis for the participant's involvement. Each section contains a Guideline for using the Form.

This form is used to document the main barriers to employment and is straightforward.

Barriers to Employment					
	Yes	No		Yes	No
Insufficient basic cognitive skills suggesting remedial education programmes	☐	☐	Insufficient intermediate cognitive skills suggesting secondary education programmes, CSEC classes and tertiary education	☐	☐
Lack of job-specific skills, technical skills mismatch suggesting Technical & Vocational skills training	☐	☐	Insufficient information about jobs and wages	☐	☐
Lack of general employability skills needed for most jobs like IT skills, English language, and basic math suggesting Employability Skills training	☐	☐	Lack of behavioural skills relevant for jobs suggesting Life Skills training	☐	☐
Job searching strategies and techniques suggesting Basic job readiness skills, ICT	☐	☐	Insufficient entrepreneurial skills suggesting Business Development and Entrepreneurship skills training	☐	☐

Vocational Background Guideline

This form gathers additional information on the participant on vocational skills including those acquired on-the-job and again focuses on the barriers to employment.

Vocational Background						
Vocational Skills Training		**Location**			**Dates** (Month/Year)	
☐ Attended Vocational 1		at			From	To
☐ Attended Vocational 2		at			From	To
☐ Completed Vocational		at			From	To
☐ Certification(s)	Occupation Area(s)		Level	Date	Comments	

Work Experience (Begin with most recent and go back no further than two years)				
Employers	**Name**	**Dates** (month/year)	**Job Title**	**Reason for leaving**
Employer 1	e.g. Grace Kennedy			
Employer 2				
Employer 3				
Employer 4				
Employer 5				

Skills acquired on-the-job	Skill	Length of Time		
	1			
	2			
	3			
	4			
	5			
	6			
	7			

Barriers to Employment					
Lack of job-specific skills, technical skills mismatch suggesting Technical & Vocational skills training	Yes	No	Lack of information about jobs and wages	Yes	No

Guideline for Evaluation of Soft Skills

Evaluating soft skills can only be done from observation; there is no reliable test or assessment in this area. ~~Social Workers~~ should evaluate what they feel comfortable evaluating. Don't make guesses without evidence and discuss areas of concern with the participants. Enter N/A if it is not possible to make a judgment.

Evaluation of Soft Skills			
Communication skills	☐ Patois only ☐ Moderate English ☐ Effective English	**Self-esteem**	☐ Low ☐ Medium ☐ High
Demeanour	☐ Courteous ☐ Helpful ☐ Confident ☐ Aggressive ☐ Needs improvement	**Financial Management**	☐ Has a bank account ☐ Keeps to a budget ☐ Adjusts spending to income ☐ Needs improvement
Handling conflict	☐ Conflict prone ☐ OK but improvement needed ☐ Good conflict management skills	**Sexuality Management**	☐ Many sex partners ☐ History of STDs ☐ Good sexuality management skills
Self-control	☐ Loses temper ☐ In control most of the time ☐ Good self-control	**Drugs & Alcohol Management**	☐ Uses drugs: _____ ☐ Uses alcohol frequently ☐ No substance abuse issues
Teamwork skills	☐ Does not function well ☐ Some teamwork skills ☐ Good teamwork skills	**Punctuality**	☐ Frequently late for things ☐ Late sometimes ☐ Good punctuality

Barriers to Employment			
Lack of behavioural skills relevant for jobs suggesting Life Skills training	Yes	No	Comments
Evaluator's Comments	Explain your ratings further; make clarifications and inferences that will assist others in working with the participant.		

Guideline for Evaluating Employability Skills

This section involves evaluating whether the participant has the skills that most workers need today.

Evaluation of Employability Skills			
Employability Skill	The participants has sufficient skills		
Computer skills	☐ Email ☐ Word processing ☐ Spreadsheets		Comments
Business English	☐ Grammar & usage ☐ Basic report writing		Comments
Business Math	☐ Business Math		Comments
Job search skills	☐ Job search skills		Comments
Barriers to Employment			
Lack of general employability skills needed for most jobs like IT skills, English language, and basic math suggesting Employability Skills training	Yes	No	Comments
Additional Comments			

Guideline for Evaluation of Entrepreneurial Skills

This optional Form will be used for participants who are interested in starting or expanding a business. It uses a simple rating system.

Evaluation of Entrepreneurial Skills –Optional depending on participant's profile and interests			
Skill	**Adequate**	**Needs Improvement**	**Comments**
Business Plan skills	☐	☐	
Financial skills	☐	☐	
Access to support	☐	☐	
Barriers to Employment			
Insufficient entrepreneurial skills suggesting Business Development and Entrepreneurship skills training	Yes ☐	No ☐	Comments
Additional Comments			

Financial Analysis Guideline

This optional form is to be used when barriers to participation arise in terms of the cost to participate.

Financial Analysis				
Household Income	Additional Costs of Participation (Transport, Food, Supplies, Other per week)		Stipend Needed > $5,000.00 per week	Comments
$ per week	Transport	$		
	Meals	$		
	Supplies	$		
	Other 1 (specify)	$		
	Other 2 (specify)	$		
List barriers to participation				
Issue	**Yes**	**No**	**Comments**	
Child care				
Care of the ill or elderly				
Programmes may interfere with existing employment				
Other 1				
Other 2				

(The idea here is to capture additional information on costs of participation that may justify a somewhat higher stipend)

Guidelines for Needs Assessment Data Recording Form for Education Level, and Vocational Interests and Aptitudes

To inform programming (as well as to contribute to targeting) STW will, in collaboration with partner agencies, develop or adapt instrumentation to capture the participant's grade levels for reading, English language and basic math skills and stated vocational interests to inform programming. In some cases when vocational interests are not clear STW will administer the Holland Interest Inventory.

Needs Assessment Data Recording Form for Education Level, and Vocational Interests and Aptitudes			
Participant's Name	**Address**	**Age**	**ID Number**
Mr. Mrs. Ms. **Gender** ☐ M ☐ F			

Results of Assessments				
Education Status	*(Mandatory for all participants)*			Comments
Reading	Grade Level		*Get details from JFLLApply MICO Reading Assessment Tool*	
English Language	Grade Level			
Basic Math	Grade Level			

Vocational Interests	*(Mandatory for all participants)*					
Expressed Interests	*(The idea here is to identify an economic sector and job title)*					
	Job 1		**Job 2**		**Job 3**	
	Sector	e.g. Tourism	Sector		Sector	
	Job Title	e.g. Front desk clerk	Job Title		Job Title	

Vocational Interests Test Results	*(Optional for all participants.* *(Get details of how assessment is reported from the Holland Inventory in use)*			
Factor 1	Factor 2	Factor 3	Factor 4	Factor 5, etc.
Comments on vocational interests	Summarize your findings from the vocational assessment. Does the participant have a good idea of what job(s) are desired and the skills to get one of those jobs? If not, what do you recommend?			

Vocational Aptitudes	*(Optional for all participants)* *(Get details from HEART)*			
Factor 1	Factor 2	Factor 3	Factor 4	Factor 5, etc.
Comments				

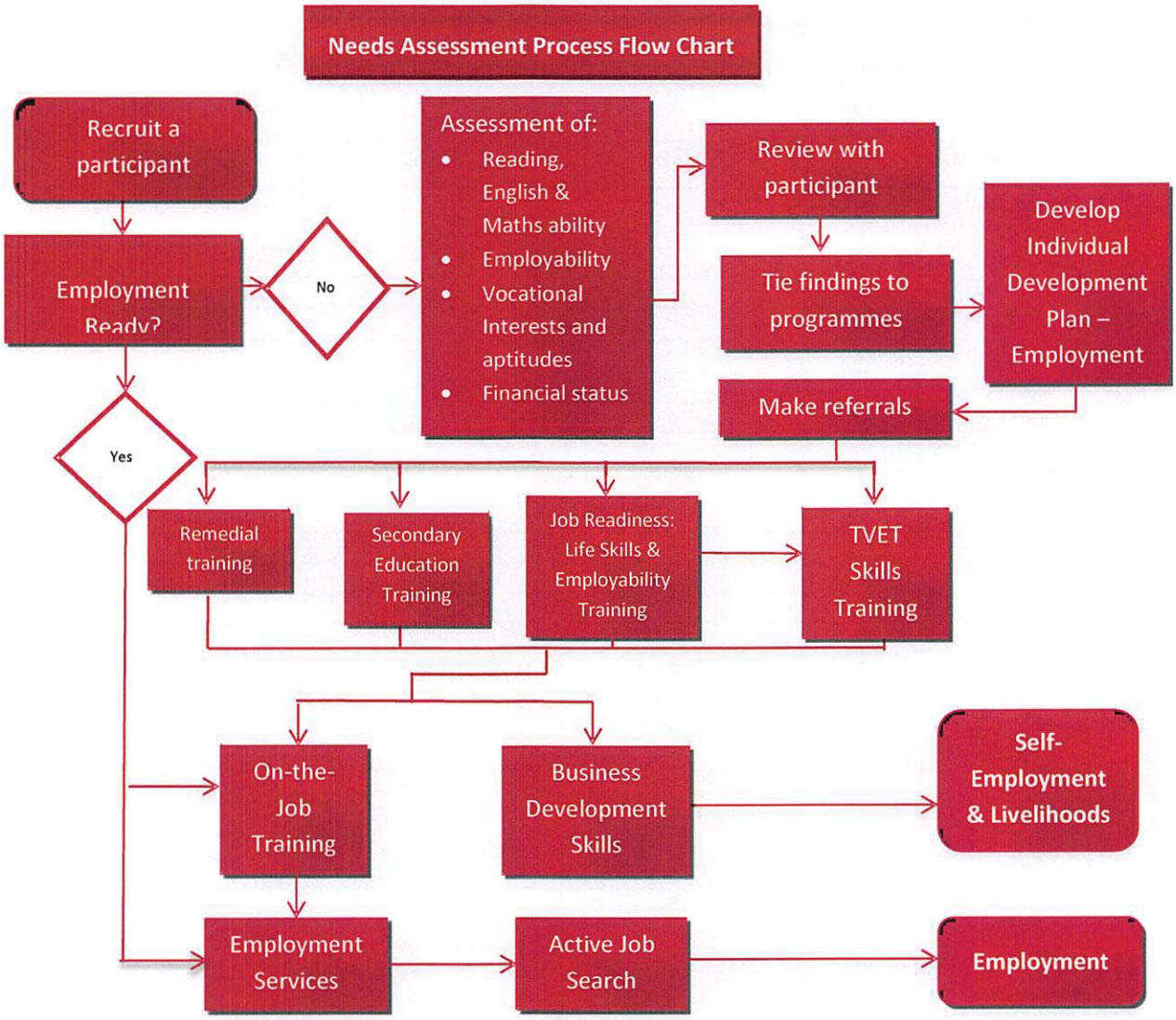
Guideline for Needs Assessment Summary

The summary for indicates the programming options that should be considered by the participant, and whether the participant agrees to participate in the services listed

Needs Assessment Summary					
Programmes	Is this Training/Service Indicated?		Does the participant agree?		Comments
Remedial Training	☐ Yes	☐ No	☐ Yes	☐ No	
Reading	☐ Yes	☐ No	☐ Yes	☐ No	
English Language	☐ Yes	☐ No	☐ Yes	☐ No	
Basic Math	☐ Yes	☐ No	☐ Yes	☐ No	
Secondary Education Programme	☐ Yes	☐ No	☐ Yes	☐ No	
Tertiary Education Programme	☐ Yes	☐ No	☐ Yes	☐ No	
Life Skills Training	☐ Yes	☐ No	☐ Yes	☐ No	
Employability Training	☐ Yes	☐ No	☐ Yes	☐ No	
TVET Skills Training	☐ Yes	☐ No	☐ Yes	☐ No	
Job Readiness Services	☐ Yes	☐ No	☐ Yes	☐ No	
On-the Job Training	☐ Yes	☐ No	☐ Yes	☐ No	
Business Development & Entrepreneurship Training	☐ Yes	☐ No	☐ Yes	☐ No	
Job Placement Services	☐ Yes	☐ No	☐ Yes	☐ No	

Note: Participants who do not agree to the Needs Assessment Summary in terms of programme participation should end the process at this point as no IDP can be developed. These participants will partially compose a control group for the purposes of a comparative evaluation of programme outcomes.

Figure 10: Needs Assessment Process



Individual Development Plan – Employment

The participant needs the following programmes and services:

Participant's Name	Mr. Mrs. Ms.	Gender ☐ M ☐ F	Age	ID #	ID #
Time Frames	Short-Term Time Frame (1 year)	Mid-Term Time Frame (1 to 2 years)		Long-Term Time Frame (2 to 3 years)	
Participant's Objectives					
Overall Goals	1.	1.		1.	
	2.	2.		2.	
	3.	3.		3.	
Skills and Knowledge Needed	1.	1.		1.	
	2.	2.		2.	
	3.	3.		3.	
How to acquire the skills and knowledge	1.	1.		1.	
	2.	2.		2.	
	3.	3.		3.	
Resources Needed	1.	1.		1.	
	2.	2.		2.	
	3.	3.		3.	

STW Programmes	Is this Training Indicated?	Does the Participant Agree?	Recommended Location	Length of Programme (weeks)	Start Date	End Date
Remedial Training	☐ Yes ☐ No	☐ Yes ☐ No				
Secondary Education Programme	☐ Yes ☐ No	☐ Yes ☐ No				
Life Skills Training	☐ Yes ☐ No	☐ Yes ☐ No				
Employability Training	☐ Yes ☐ No	☐ Yes ☐ No				
TVET Skills Training	☐ Yes ☐ No	☐ Yes ☐ No				
On-the-Job Training	☐ Yes ☐ No	☐ Yes ☐ No				
Business Development & Entrepreneurship Training	☐ Yes ☐ No	☐ Yes ☐ No				
Job Readiness Services	☐ Yes ☐ No	☐ Yes ☐ No				
Job Placement Services	☐ Yes ☐ No	☐ Yes ☐ No				

With my signature, I agree to follow the training and employment programme outlined above, etc.

Signature of Participant _____ Date _____ Signature of Steps to Work Officer _____

Guideline for Participant Cost Calculation Work Sheet and Financial Needs Assessment Work Sheet

The following two forms are for use in (1) developing budgets for training programmes, and (2) estimating costs of participation if those costs exceed $3,000.00 per week to evaluate whether to top up the stipend of $5,000.00 per week.

Participant Cost Calculation Work Sheet						
What is the weekly cost of participation for programmes/services?	Tuition & Fees $ Total	Transport $/week *x* weeks	Meals $/week *x* weeks	Supplies $/week *x* weeks	Other $/week *x* weeks	TOTAL
Remedial Training						
Secondary Education Programme						
Life Skills Training						
Employability Training						
TVET Skills Training						
On-the-Job Training						
Business Development & Entrepreneurship Training						
Job Readiness Services						
Job Placement Services						

Financial Needs Assessment Work Sheet					
Stipend Needed > $5,000.00 per week?	Transport $	Meals $	Supplies $	Other $	TOTAL
Estimated Programme Costs					
Remedial Training					
Secondary Education Programme					
Tertiary Education Programme					
Life Skills Training					
Employability Training					
TVET Skills Training					
On-the-Job Training					
Business Development & Entrepreneurship Training					
Job Readiness Services					
Job Placement Services					
TOTAL					

CASE MANAGEMENT

The Case Management Task Centred Approach (TCP) and the Procedures for Steps to Work are consistent with the Standards defined in "Case Management Standards and Procedures Manual: A Task Centred Approach, Ministry of Labour and Social Security, Fifth Draft." The document defines the approach and its benefits as follows:

> *"Helping clients to carry out self-selected tasks to solve problems within an agreed period of time. This new approach to the process of case management holds the potential for enhancing effective delivery of services, greater compliance and a collaborative approach to partnering with beneficiaries in goal-directed ways. Such partnering can help to build clients' self-esteem promote self-reliance and provide valuable evidence about how beneficiaries access and use referral services of the Public Assistance Division in addition to the services of other agencies."*

Key assumptions of Task-Centred model:

- Most people have the innate desire to solve their problems.
- Problems occur in a context of individual, family and environmental systems that may at times block or facilitate their resolution.
- Human beings are seen as having inherent capacities to solve their problems or to at least ameliorate them to a tolerable level.

This approach takes into consideration the vulnerability and resilience levels of clients served through the Public Assistance Division, in the Ministry of Labour and Social Security, and provides them with tailored support.

The task-centred model is divided into three phases, with a timeframe set for the intervention at the beginning of treatment – in collaboration with the client. It is important to note that the Social Worker does not direct the client; instead he/she works with the client to define issues and identify possible solutions. The phases are:

The ***initial phase***, similar to Needs Assessment phase described in this Manual, the case management initial phase involves identifying up to three issues or problems, exploring them in terms of frequency, origins, intensity, and how the client perceives the issue/problem. The client sets priorities and begins setting goals that can be measured and monitored by the case manager. This may involve further assessment, and both process, and outcome data are collected systematically. Target goals are, to the maximum extent possible, defined by specific measurable behaviours such as attending a training programme, becoming certified, achieving three CSECs, etc.

In the ***middle phase*** the main work of the task-centred model takes place. Both the client and Case Worker mutually agree to tasks and planned actions that will take the client through a step by step process toward resolving their problems. The model outlines three kinds of tasks:

- **Session tasks** are actions that are taken during contact sessions to further external progress toward the goals. Examples of session tasks include reviewing progress, discussing obstacles or resources, and a client's feelings about difficult tasks.
- **Client external tasks** these are the tasks that the client completes outside of session, attempting to learn and use new behaviours and skills, accessing different services and participating in programmes.
- **Practitioner tasks** also take place outside of session and might include preparing psycho - educational material (such as a finding/developing a module for a life skills programme), locating resources (such as referral agencies), troubleshooting problems, and the like.

  "Throughout the middle or task-oriented phase, the client is engaged in self-directed problem solving. He or she actively participates in setting tasks and goals. Every task should lead to increased independence and the client's sense of control. Potential problems or obstacles are dealt with directly during contact sessions. These might include lack of social skills (the worker may provide psycho-educational information), lack of environmental resources (the Social Worker might help the client locate government or other support), lack of a social network (the worker might help client tap into family or friend's support), or lack of motivation (the worker might use the motivational counselling- identifying client goals and reinforcing the importance of achieving them)."

In the ***termination phase*** - A relatively structured termination session where the case worker reviews with the client the tasks accomplishments and what's left to be done; highlights the new life skills learned by the client, and makes recommendations for future plans.

The key principles of TCP

1. It involves planned actions, called tasks.
2. Both the social worker and client share the responsibilities for carrying out the tasks in order to resolve the problems that the client has decided to work on, or the manageable aspects thereof.
3. It involves evaluating how the shared responsibilities have been carried out.
4. It does not view the client as the problem.
5. The social worker should not speculate about the client's problem or behaviour, but rather apply good communication skills to listen and empathize with the client's experience of the problem(s)

The Case Management Standards and Procedures Manual also defines basic service standards for a "task centred" approach. Those pertaining to education/training and employment are:

- Head of Household should be employed for at least 30 hours per week or at minimum wage.

- Each working age member must have at least a secondary school certification (3 or more CXCs) or level 1 HEART Trust NTA certification or any equivalent
- All employed members must be making the required NIS contributions
- Children of basic school age to 16 years should be enrolled in the formal education system or in skills training or after school programme
- Children at the Primary to high school level should achieve minimum attendance standards of 85%
- Children with disabilities should be incorporated into the normal or special education system

These standards are further elaborated to include variables which guide the verification and resilience levels of the client, as follows in Table:

Table 3: Case Management and Values

Education/ Training and Employment	Value Definition	Importance and Use of values
Head of Household should be employed for at least 30 hours per week or at minimum wage.	Salary slip seen or Business records show income	At minimum wage it is assumed that the family can purchase the basic food items as outlined in the Jamaica survey of Living Conditions. Working and earning an income allows the family to be able to pay for goods and services and save.
Each working age member have at least a secondary school certification (3 or more CXCs) or level 1 HEART Trust NTA certification or any equivalent	Certificate seen	Having some level of qualification is important to be able to secure a job in today's work force. It puts individuals who are qualified at a greater advantage that those without.
All employed members must be making the required NIS contributions	Checks done on the NIMS	NIS contributions are required to ensure that benefits on the death or retirement of the contributor the family is not left with debts, burdens etc.
Children of basic school age to 16yrs should be enrolled in the formal education system or in skills training / after school programme	Database Checked for up-to-date payments	Under the Child Care and Protection Act children have a right to Education. Therefore failure by a parent to so provide they will constitute neglect.
Children at the Primary to high school level should achieve minimum attendance standards of 85%	School (attendance) report	If the child is on PATH 85% attendance is required for the child to receive benefits. A consistent attendance rate increases contact hours with teacher thus increasing learning probability.
Children with disabilities should be incorporated into the normal or special education system	Registration seen	"Every child can learn; every child must learn" A child with disability is a child just the same. Therefore they should be granted access to Education whether through special programmes or the normal system.

Steps to Work Key Outputs and Key Responsibility Areas in the Case Management Manual

What follows is what the Case Management manual has to say about Steps to Work. The document defines the key outputs, key responsibility areas, and performance standards (for PS1 – Social Worker only). The author has only included the items in those lists that will pertain to Steps to Work.

In the section (page 21) Records Information Management Officer RIM 1 and 2: Work Flow

1. Visitor has enquires relating to local or overseas employment/ labour activation services
    a. Intake Officer conducts screening and refers visitor to the Ministry of Labour
    b. Complete Social Assistance Intake form
    c. Referred to the Ministry of Labour and Social Security's Labour Division
2. Visitor requires registration on Steps to Work, Jamaica Emergency Employment Programme (JEEP), or other Social Intervention Programmes
    a. Intake Officer conducts screening and refers visitor to RIM Officer for application entry
    b. Complete a Social Intake form
    c. RIM Officer completes application and send file to SSA2 for processing

In the section *Roles and Responsibilities of Social Workers* (pages 26 – 33) we find the following information for each job title (again the author only includes what is applicable to Steps to Work).

SSA 1- Social Worker:

Key Outputs

- Social programmes promoted
- Verification visits conducted on provisionally approved/borderline applicants

Key Responsibility Areas for Steps to Work

- Assist in identifying and referring PATH beneficiaries and applicants to appropriate social intervention programmes including the Steps to Work and Special Youth Employment and Apprenticeship Training Programmes.

SSA2- Social Worker

Key Outputs

- PATH beneficiaries and other applicants for assistance assessed and referred to Steps to Work and Youth Training and Employment programmes
- Cases assessed referred to other Agencies and Services where necessary
- Referred cases followed up.

- Social programmes promoted

Key Responsibility Areas for Steps to Work

- Assist in identifying and referring PATH beneficiaries and applicants to appropriate social intervention programmes including the Steps to Work and Special Youth Employment and Apprenticeship Training Programmes.
- Interviews and investigates applicants for other Rehabilitation Grants, Compassionate Grants and benefits offered by the Public Assistance Division.
- Assist in monitoring and evaluating Rehabilitation Grant beneficiaries..
- Informs Public Assistance Administrator of challenges encountered in the field.
- Participates in seminars, training sessions and workshops.
- Attends meetings, seminar, exhibitions, exposition and conferences of community groups and other organisations to promote PATH and other Public Assistance Programmes of the Ministry.

PS1 – Social Worker

Key Responsibility Areas for Steps to Work

1. Conducts social investigations and assessments with potential clients and, where required, with their families to determine needs and identify underlying causes of socio-economic issues.
2. Appraises clients on the requirements and provisions of the social assistance and other programmes most suitable to address needs identified.
3. Identifies families non-compliant with conditions of PATH and at-risk of termination from the Programme.
4. Identifies and conducts assessment of PATH at-risk families and work with families to identify interventions most appropriate to effectively address their needs.
5. Develops and documents Individualized Development Plans for at risk PATH beneficiaries that identify their priorities, desired outcomes and the strategies and resources that will be needed to attain these outcomes.
6. Identifies and links clients of PATH and other social intervention programmes of the Public Assistance Division with the referral services, resources and opportunities identified as appropriate for addressing their needs.
7. Prepares Treatment Plan for clients requiring medium and long term task centred interventions.
8. Provides Case Management support for clients of each programme in the assigned parish, including home and field visits.
9. Provides information, counselling and career development support to guide clients in selecting the best course of action to meet their individual development needs.
10. Recommends interventions, assists clients to make decisions between a range of options and guides clients to select the best alternative actions where interventions of first choice are not immediately accessible.

11. Liaises with, makes referrals to and maintains close contact with assigned representatives in supporting agencies to monitor progress of cases referred.
12. Monitors and evaluates progress of clients to ascertain continued appropriateness and effectiveness of interventions chosen.
13. Works with clients to ensure transition from one phase to the next in their Individualized Development Plans.
14. Ensures that clients register with all required government agencies and have at least one form of Government Identification, Taxpayer Registration Number (TRN) and registered under the National Insurance Scheme.
15. Ensures that clients in entrepreneurship ventures register for and are compliant with statutory obligations.
16. Conducts assessments of and makes recommendations for Entrepreneurship, Education, Rehabilitation, Compassionate or Emergency Grants.
17. Monitors clients' participation in social intervention programmes and income generating projects through at least one quarterly visit to their homes, businesses and/or training institutions.
18. Prepares and maintains accurate and up to date client case history records and prepares social work case management reports.
19. Assesses the circumstances and damage to dwellings of victims of disasters and make recommendations for assistance.
20. Monitors and assists with the distribution of relief supplies to victims of disasters.
21. Participates in training, team meetings and case management meetings, both internal and inter-agency.
22. Attends meetings, seminars, conferences, exhibitions, expositions of community groups and other organizations to promote PATH and the other social intervention programmes of the Ministry.
23. Prepares monthly activity reports for submission to the Administrator, Social Assistance Programmes.

Performance Standards

- Client interactions facilitated in accordance with established standards for Social Work.
- Client interventions and support provided according to individual needs as required.
- Clients' registration and compliance with statutory requirements facilitated and monitored as required.
- Comprehensive and current Case Files maintained.
- Excellent relations maintained with external supporting agencies.
- Accurate information provided to clients and other stakeholders.
- Reports prepared and delivered on schedule.
- Participation in seminars, conferences and workshops facilitated.

Administrator- PS2

Key Outputs for Steps to Work

- Benefits disbursed in accordance with criteria established.
- Cheques and other valuables secured.
- Cheques dispatched to appropriate agencies within timeframes established.
- Cheques disbursement reports prepared and submitted within time-frames established.
- Proper Records of Beneficiary Case Files maintained.
- Social Workers' weekly reports analysed and evaluated
- Social Workers' weekly Itineraries authorised.
- Divisional Monthly reports prepared.
- Caseloads assigned and monitored.
- PATH beneficiaries and other applicants to welfare programmes assessed and appropriate interventions identified.
- PATH beneficiaries referred to Steps to Work and other skills training and employment programmes.
- Social Workers' recommended interventions analysed and evaluated.
- Staff performed in accordance with standards established.
- Performance evaluation of staff done.
- Staff training needs identified recommendations made to Parish Manager.
- Spot checks conducted.
- Linkages established with supporting agencies.
- Public Assistance programmes promoted.
- Public assistance activities reported to Social Marketing Unit

Key Responsibility Areas for Steps to Work

1. Ensures safe custody of cheques for PATH, Rehabilitation and Emergency Relief valued at approximately $540,000,000.00 per annum.
2. Identifies training needs of staff and ensures implementation of appropriate training programmes.
3. Assigns and monitors case load of cadre of Social Workers within the Parish Office.
4. Ensures that Treatment Plans are prepared by Social Workers for clients requiring short, medium and long-term task centred interventions.
5. Ensures the development and documentation of Individualized Development Plans – Employment for at risk PATH beneficiaries that identify their priorities, desired outcomes and the strategies and resources that will be needed to attain these outcomes.
6. Coordinates, guides, monitors and evaluates activities relating to operations of PATH and other social intervention programmes and implement corrective measures, when necessary.
7. Ensures selection of clients in accordance with eligibility criteria established for the respective Programmes.

8. Ensures the provision of information, counselling and career development support to guide clients in selecting the best course of action to meet their individual development needs.
9. Ensures that beneficiaries of PATH and other social intervention programmes of the Public Assistance Division are identified and linked with the referral services, resources and opportunities identified as appropriate for addressing their needs.
10. Ensures that case management support is provided to clients of each programme in the assigned parish, including home and field visits.
11. Ensures that assistance to beneficiaries of PATH and other social intervention programmes is delivered on a timely basis and in accordance with eligibility criteria established.
12. Plans, guides, monitors and evaluates the work of the cadre of Social Workers to ensure performance is in accordance with standards established
13. Plans, guides, monitors and evaluates the social work case management functions of the Division within the Parish Office to ensure compliance with case management standards established.
14. Conducts spot checks through field visits to evaluate Social Work related activities within the Parish.
15. Participates in meetings, seminars and workshops relating to the programmes of Division.
16. Represents the Ministry at workshops, seminars, health fairs, and meetings of community groups and other organisations to promote PATH and other social intervention Programmes of the Ministry.
17. Provides mentoring, coaching and knowledge transfer to team of Social Workers & Social Services Officers within the Parish Office.
18. Participates in policy formulation by making recommendations for improvement in programmes' delivery.
19. Verifies and approves travelling and subsistence claims submitted by Social Workers.
20. Prepares monthly progress reports for submission to Parish Manager.

Comments on *Roles and Responsibilities of Social Workers* (pages 26 – 33)

The way the roles and responsibilities are documented places significantly more responsibility for outputs on the PS1 – Social Worker, and PS2 – Administrator. It would be a good idea to explore whether the SSA2- Social Worker could be trained and assigned to complete both Needs Assessments and Individual Development Plans – Employment, and whether their role, as well as that of SSA 1- Social Worker could be expanded for case management of Steps to Work participants, such as ensuring the smooth flow of clients through multiple interventions, visitations to clients at training locations, keeping the case records up to date and entering data, some amount of counselling, and so forth.

Knowledge, Skills and Abilities for Case Management and Steps to Work Personnel

Professionals working with STW participants should have the following Knowledge, Skills and Abilities:

Knowledge

- Knowledge of interpreting standardized tests adopted by STW such as Reading tests, and Vocational Interest and Aptitude tests
- Knowledge of NCTVET occupation standards and qualifications
- Knowledge of Community Colleges offering the Secondary Certification programmes, HEAR Trust-NTA programmes, programmes offered by NGOs and CBOs in the applicable parishes
- Knowledge of assessment in TVET
- Knowledge of employers and their needs

Skills

- Skill to communicate effectively in order to facilitate STW interventions
- Skill to establish the confidence and cooperation of individuals (e.g., co-workers, supervisors, general public, etc.) in order to enhance the quality of professional working relationships.
- Skill to write clear, legible, accurate, and concise reports (e.g., correspondence, progress notes, initial evaluation, treatment plans, etc.) in order to enhance the quality of treatment delivery, communicate findings, and to comply with departmental policies and procedures
- Skill to analyse situations accurately and take effective action in order to maintain safety and security of institution/community.
- Skill to develop a customized training programme for a group of participants and co-ordinate the actions of suppliers of services

Abilities

- Ability to relate to all kinds of participants regardless of gender, age, social background, and disability
- An ability to diagnose barriers to employment and barriers to participation in STW
- Ability to envision customized programmes for groups of participants combining education, skills training, life and employability skills, and employment services
- Personal characteristics: Empathetic understanding of participants, tact, emotional stability, patience, alertness, keenness of observations

Some Performance Standards for Steps to Work Implementation

Below are some suggested performance standards, and are intended to advise Steps to Work on areas for which it could quantify expectations. Given the newness of practices and the lack of baselines, Steps to Work may need to develop these over time.

- Needs Assessment completed within one week of Registration
- IDP completed within two weeks of Registration
- Client is contacted weekly either by telephone or in person and caseworker meets personally at least every two weeks

- Services are arranged within one month of Registration for ___ % of participants
- ___ % of participants complete their Individual Development Plan – Employment*
- ___ % of Secondary Education Certification Programme participants become certified during the duration of their STW programme
- ___ % of TVET participants become certified during the duration of their STW programme
- Data input and updating tasks are completed each month no later than _____.
- Monitoring & Evaluation tasks are completed each month no later than _____.
- ___ % completing Internships
- ___ % achieving employment or self-employment

*Management sets targets

Postscript

The case management document also contains procedures for the Steps to Work Entrepreneurial Grant. The details can be found in that document and are not presented here.

Programmes and Services

The Steps to Work Menu of Supporting includes a range of programming options or components to meet the needs of participants as evidenced by the Needs Assessment and reinforced by the Individual Development Plans – Employment. This Menu comprises:

Main Programmes

1. Secondary Education Certification
2. Vocational Skills Training
3. Job Readiness Training
4. On-the-Job Training --- Internship
5. Job Matching Services via the ELE and other service providers
6. Business Development & Entrepreneurship Training

Complementary Programmes

1. Remedial or developmental training focusing on
   a. Reading Skills
   b. English Language Skills
   c. Basic Maths
2. Life Skills training
3. Employability training

Main Programmes

Secondary Education Programme

The Secondary Education Programme is aimed at participants who have completed at least Grade 10 Secondary education and have attained passes in less than five subjects at CSEC and who are good prospects for attaining CSEC qualification with one year of additional training in a post-secondary institution. STW will finance the cost of the training in a post-secondary institution via PPP contract arrangements and pay examination costs for up to 250 persons per year. Following satisfactory completion of this intervention these clients will participate in the Job Readiness intervention (4 weeks) and may qualify for the OJT.

STW will implement this programme in partnership with Community Colleges.

Vocational (TVET) Skills Training

Vocational Skills Training (TVET) is available through HEART Trust/NTA for individual participants, as well as through customized programmes where the targeting strategies may prove very useful, e.g. a programme aimed at rural women with weak secondary education, no job-specific skills and weak life and employability skills. A customized programme could include a remedial/secondary education component, vocational skills training, with employability and life skills integrated within the curriculum.

There are numerous other providers of vocational skills training programmes around the island. Some of these are financed by HEART through a community-based training funding window. Most programmes are oriented toward NCTVET certification, while a few others, like IIRQ offer City & Guilds certification.

NCTVET competency standards are arranged as units, some of which are aimed at employability skills, but life skills programmes are generally weak, and the preparatory report recommended improving life skills programming (and collaboration with CSJP might be possible). Case management personnel should acquaint themselves with both the available facility and occupational standards (which include estimated (nominal) hours for each unit and qualification.

Assessment is a major feature of vocational skills training in Jamaica, but it adds to cost. In some designs, assessment takes place after the formal training during an internship, and this has some advantages if the vocational training is closely tied to the internship and the training provider oversees or is involved with the internship.

Accreditation is an important consideration in choosing vocational training providers. Having accreditation, while not a pre-requisite for providing training, should add points in scoring a proposal.

Selection Criteria for Vocational Training Providers

1. Registered with NCTVET or Accredited by NCTVET (exceptions approved by STW management)
2. Uses NCTVET or other international standards
3. Facilities and equipment have been inspected and determined acceptable to train to the standard
4. Offers certification using NCTVET or international standards
5. Has the capability to conduct assessment for certification
6. Offers industry work experience as part of its training package
7. Has record keeping capacity sufficient for Steps to Work requirements (STW will develop a form for information capture)
8. Is legally registered in some form
9. Has an advisory body

Job Readiness Programme

The ***"Job Savvy: Skills for Career Success"*** is a four-week intervention aimed at preparing qualified participants to transition to the Job Market. Participation is conditioned on minimum qualification of not less than five (5) CSEC passes or certification at NCTVET Level 2. While the intervention is largely classroom-based, participants are engaged in the practical application of Job Search Techniques including Résumé Preparation and Interviewing Techniques, combined with exposure to a range of Soft-Skills required for employment, as well as basic training in Sales, Front Office Operations and Customer Service.

The intervention provides opportunities for Job Matching through staging of Job Fairs, placement referrals and paid internships, and facilitates the provision of interview-quality apparel for clients in need of such assistance.

On-the-Job Training (OJT)

In OJT a learner is assigned to a firm recruited by STW programme personnel who will also make assignments of participants to firms. STW will develop major marketing efforts for success.

Various pathways can lead to an internship in the STW programme. Some participants with secondary qualifications and good work-readiness may be placed directly, while others may need minimal programme interventions such as the Job Readiness programme. Other participants who will benefit from an OJT experience may need much more, and the targeting strategies are again recommended to form groups.

"Best fit" participants will depend on the types of firms STW can recruit. STW plans to target major companies who have some entry-level openings, with the idea retention will be high. In this approach, rather highly qualified participants will be required, and participants will need CSECs, good English language, and good life skills. Less prominent firms and small firms may also be desirable firms to enlist for STW. These firms will likely be more flexible in whom they will agree to train in an OJT programme, particularly in light of the fact that their participation should cost very little.

It is also important to think of the males, who may need placements in smaller firms that are more oriented to male dominated occupations in construction, auto mechanics, and the like.

A good OJT programme follows some kind of guideline that defines the learning content. This could be NCTVET or City & Guilds standards. OJT often involves use of a journal and checklists to structure the training and keep the learner on-track. Frequent visits from the sponsor are to ensure not only participants maintain participation, but to bring structure that supports the certification process.

Generally, success is achieved when a client or services provider supports the internship with learning materials and structure, emotional support and counselling, troubleshooting, sometimes acting as a liaison with the TVET training provider, and supporting and often arranging assessment and certification. Employers don't do any of these things well and an intermediary organization may be used to handle coordination.

Guidelines for Selection of Firms for On-the-Job Training

(TOR: operating standards and performance evaluation criteria)

Operating standards for an OJT programme include some that are related to the legal and administrative entity, as well as standards for the capability of a firm.

Legal and Administrative Standards

- Registered with Registrar of Companies or other legal recognition entity
- Tax Compliance Certificate
- Up to date with NIS
- Set up of a bank account for the OJT programme in the firm

Capability Standards

- Ability to supervise the Intern; one individual is main supervisor and a specific trainer(s) identified
- Time to supervise the Intern
- Ability to keep necessary records on the Internship (Note: a record keeping framework for firms needs to be developed)
- Ability to administer stipend payments to Interns on time
- Ability to accommodate a partner's needs (STW or a contractor) for contact and information

Performance Evaluation Criteria:

- Did the firm meet contractual obligations?
  - Providing OJT effectively
  - Making payments to participants on time and in full, with an auditable paper trail
  - Completing reports and evaluations for STW
- If certification process was incomplete after skills training, did the firm enable assessment and certification?
- Retention rate at six months (target?)
- Participant ratings (% positive)

Guidelines for Selection of Intermediary Service Providers

An intermediary services provider may be used in cases where a planned OJT intervention is for a group of individuals in geographic proximity to each other, and where the MLSS/STW may not have sufficient personnel resources to coordinate effectively. The Internship Co-ordinator will make recommendations to the Manager, Steps to Work Programme when it has been determined that contracting intermediation services is the preferred approach. If management concurs, a competitive procurement will be set up to select a provider. The Internship Co-ordinator will manage any and all contractors and is the first and direct line of contact. Providers will submit monthly reports on the progress of individuals and groups assigned to them for service. The Internship Co-ordinator will include a report on any contracted intermediary services in the course of regular monthly and periodic project reporting.

An intermediary services provider may also be contracted to provide services where there are gaps in either provision or coordination of services, for example:

- Arranging, supervising and co-ordinating the OJT component on behalf of the MLSS/PSTH/STW
- Providing Needs Assessments and Individual Development Plans -- Employment
- Coordinating a multi-phase programme using several other providers, e.g. a vocational training provider, planning, setting up, supervising and co-ordinating Internships
- Providing employment services such as job preparation, job search and job matching/job placement

Legal and Administrative Standards

- Registered with Registrar of Companies or other legal recognition entity
- Tax Compliance Certificate
- Up to date with NIS
- Set up of a bank account for the OJT programme in the firm

Capability Standards

- Ability to co-ordinate Internships; can show in a plan (Proposal) how they will interface between MLSS/STW and the OJT firm, and particularly how they will interface with the STW Internship Co-ordinator
- Previous experience with OJT programmes and employment services
- Ability to provide co-ordination of assessment services
- Ability to keep necessary records on the Internships (Note: a record keeping framework for Intermediary services providers needs to be developed)
- Ability to administer stipend payments to Interns on time if contracted to administer the stipends
- Ability to accommodate STW's needs for contact and information

Performance Evaluation Criteria:

- Did the provider meet contractual obligations?
    - Co-ordinating OJT effectively between vocational training providers and any other contractors and the STW Internship Co-ordinator
    - Making payments to participants on time and in full, with an auditable paper trail
    - Completing reports and evaluations for STW
- If certification process was incomplete after skills training, did the provider enable assessment and certification?
- Percentage placed in an OJT programme
- STW satisfaction rating
- Participant ratings

Job Placement Services

Job Placement services are an important component of Steps to Work. The Jamaican labour market lacks transparency[3] in that a pathway into an open job is not very visible; quality jobs are not always advertised, often the best qualified don't get the jobs or know about job openings, and informal networks and "connections" tend to dominate, while the poor lack networks and networking ability in

[3] 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. Found at http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=36976181.

the formal economy. For this reason active labour market programmes have adopted a complementary role for intermediation between job seekers and employers. This involves establishing, first, an efficient, computer-based Intake system for both job seekers and employers. This should include a registry of job vacancies, a registry of job seekers, and registries for employers and job openings. Next, job counselling and job placement services are set up, usually operating from walk-in locations. To avoid the problem of counsellors doing data entry, either self-registry or data entry personnel are used with the counsellor reviewing these inputs.

Intermediary services also develop a strategy for establishing contacts and setting up the jobs registry. According to Mazza (2011[4]):

> "A service needs to develop a critical mass of job listings, at both the high and low ends, to gain credibility with employers and overcome past negative stereotypes. Operational and staff decisions follow from a strategy. How do employers currently find employees? What sectors/employers might be most likely to need intermediation services? An understanding of demand conditions in a given nation should be coupled with current private sector practices. Do employers use associations to register jobs? Are employers organized to register jobs online or are face-to-face relations the better way to reach employers? A strategy for expanding private sector contacts should include both identifying how and who might best be used to reach employers."

The keys to effective job placement are:

- Knowing the participant so he or she can be correctly represented to prospective employers
- Strong employer networking, development of contacts
- Building credibility and trust with employers

A good job placement service uses a variety of tools to develop job placements such as newspaper and online job listings, contacts and visits to employers, and networking among employers, usually using an employer and participant database. It is possible to contract these services out to a specialized services provider using competitive bidding and including bonus payment for successful placements.

The Electronic Labour Exchange of the MLSS will have responsibility for placement of 250 participants during the STW implementation of the new On-the-Job training programme.

Business Development & Entrepreneurship Training

Entrepreneurship and business development services for STW are provided through the JBDC, with STW financing the cost of four day Biz Smart workshops, and a start-up grant programme administered by MLSS providing grants of up to JA$100,000. Steps to Work also offers a modular Biz Smart Post-Grant

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[4] 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. Found at http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=36976181.

intervention for entrepreneurs who have been in operation for periods of between three and 12 months. Participants receive coaching in accessing and offering credit, budgeting, saving, and steps to expanding their businesses. Participants in this stream will not participate in the OJT programme.

Business Development & Entrepreneurship Training are appropriate for a range of individuals and a range of programmes are available depending on the objective. Starting an actual business requires a great deal more than establishing livelihoods (basic income generating activities).

Best fit participants for livelihoods are individuals who will not benefit from vocational skills training due to a poor educational foundation to benefit without significant remediation, and who have a desire to work on "Own Account" basis, with the discipline to put aside sufficient funds to grow the business to its required size to meet participant's needs (including family). This will be very important in disaster recovery and for rural participants. 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[5].

There is an entrepreneurial personality type characterized by self-control and self-discipline, emotional stability to withstand pressure and stress, willingness to take risks, competitiveness, ability to network with family, friends, and acquaintances, ability to sell, independence and resistance to organisational structure, perseverance, and entrepreneurial types find their satisfaction of status needs in the performance of their business, not in the appearance they present to their peers and to the public.

In considering participants for livelihoods, sustainability is an issue. A livelihood needs resilience to cope with and recover from stress and shocks, while maintaining or increasing its capabilities and assets. Assets can be thought about as different kinds of capital. Human capital includes the skills, knowledge, health, and ability to work. Social capital involves networks, groups and relationships. Financial capital includes savings and credit, and physical capital includes tools, equipment, access to infrastructure, computers, etc. STW will work to ensure the sustainability of livelihoods for participants.

An individual may take on several activities to meet his/her needs. One or many individuals may engage in activities that contribute to a collective livelihood strategy. Within households, individuals often take on different responsibilities to enable the sustenance and growth of the family.

Livelihoods must be able to respond to shocks, trends and seasonal changes, and STW must consider these vulnerabilities. Shocks can include natural disasters and economic downturns. Seasonality may affect demand for products and services and resource availability. These impact how effectively assets can be put to use to earn a living, and often people must adapt existing strategies or develop new strategies to survive.

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[55] 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.

Livelihoods may also involve considerable interdependence. One livelihood may rely on other livelihoods to access and exchange assets, and may often compete as well.

JBDC

In addition to the four day Biz Smart workshops provided for STW participants, JBDC's seven thousand plus 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 (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 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 counselling, 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.

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.

Complementary Programmes

Remedial Training

As a rule, remedial training will not be offered as a stand-alone component, but rather integrated into larger Customized Integrated Basic Education and Skills Training (CIBEST) interventions provided through HEART or through Public Private Partnerships. Required remedial interventions will be incorporated by service providers as part of their contracts or MOUs.

Remedial education carries a stigma if offered as a stand-alone component, and drop-out is high if delivered this way. Quality remedial (or developmental) education features material of high interest and relevance to the individual, and is even better when properly integrated with skills training where lesson

plans detail how to include cognitive and academic skills into the training programme. Below are the three emphases for any remedial training.

Reading

For Vocational Skills Training, participants are required to be functioning at Grade 9. For on-the-job training no reading grade level has been established, but a grade 11 reading level is recommended for most jobs in more formal organizations, while in some smaller and less formal settings, employers may be able to work with a lower reading level (although not likely below grade nine), and in any event, OJT participants are required to have CSECs or an NCTVET certification.

English Language

English language training should emphasize spoken and written English focusing on grammar and usage to the grade nine-level, and can also be covered as a part of an employability skills training component. The emphasis should be on spoken language and relevant writing such as preparing a report. English language training can be integrated into either vocational skills training or employability programmes.

Basic Math

Any remedial programming should aim at participants' achieving Basic Math skills to Grade 9 level; maths can also be covered in a Business Mathematics course as a part of a vocational skills training or an employability skills training. The best success with mathematics training will be if the instruction compliments practical instruction in a vocational skill area in things such as measuring, calculating,

Life Skills Training

Life skills training may be operated as a stand-alone programme, but is preferably delivered within a larger programme such as vocational skills training, or connected with a programme aimed at job preparation and is included to some extent in the Job Readiness programme.

Life skills are at least as important as technical skills to employers and indeed may be more important than technical skills training, so a strong programme is necessary. Evidence about life skills training is suggesting this type of intervention is critical to effectiveness of interventions with the disadvantaged poor.

Different target populations may need customized life skills training. For example, mature adults need a different life skills programme than low income youth, and the life skills needs of rural participants are also highly particular and likely different from urban participants. Some participants will not actually need one or more components. Some may be able to enter an OJT programme with a customized life skills programme, an employability skills programme, then an OJT placement and job placement services, while some may be able to move directly to OJT. There is a need for cooperation among

partners to improve life skills training and to develop various modules, and to prepare instructors in this area to deliver improved programming.

Life Skills Modules can include:

- Conflict management
- Decision making
- Dress & Grooming
- Driver education
- Drugs and alcohol, substance abuse
- Family and gender relations
- Family and work/life balance
- Improving self-esteem and building confidence
- Interpersonal skills
- Parenting skills
- Personal and family finances
- Sexuality management
- Stress management
- Study skills
- Time management
- Workforce Communication skills: listening, speaking
- Workforce Literacy
- Workforce Numeracy
- Workforce basic computing skills

Employability Training

Employability training may be operated as a stand-alone programme, but is preferably delivered within a larger programme such as Vocational Skills Training, or connected with a programme aimed at job preparation like STW's Job Readiness programme. Typically these programmes look at Information and Communications Technology (ICTs), English language and workplace maths with a practical (as opposed to academic) approach.

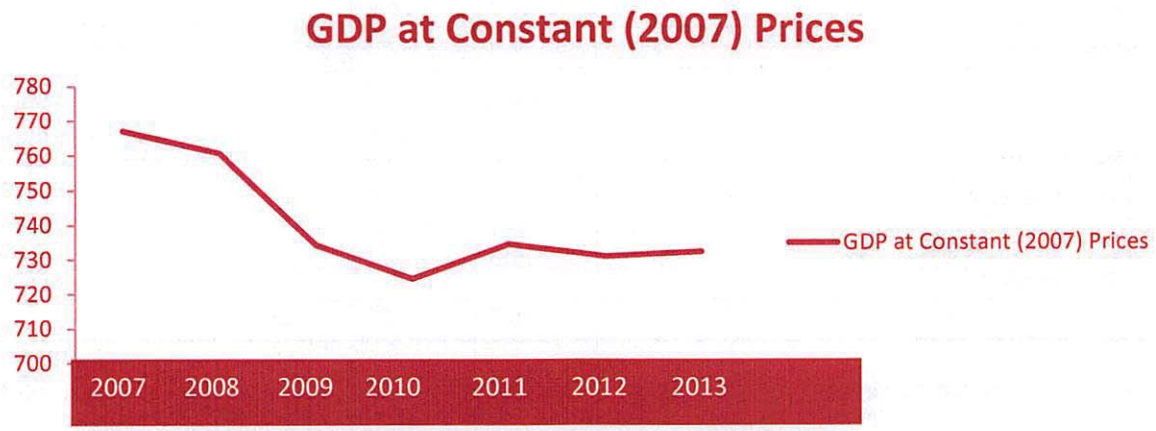
- Human capital: Skills, knowledge, health and ability to work
- Social capital: Social resources, including informal networks, membership of formalized groups and relationships of trust that facilitate co-operation and economic opportunities
- Natural capital: Natural resources such as land, soil, water, forests and fisheries
- Physical capital: Basic infrastructure, such as roads, water & sanitation, schools, ICT; and producer goods, including tools, livestock and equipment
- Financial capital: Financial resources including savings, credit, and income from employment, trade and remittances

Source: Eldis Livelihoods Connect, Retrieved from http://www.eldis.org/go/topics/dossiers/livelihoods -connect/what-are livelihoods - approaches/livelihoods-assets

Economy

While the economy grew by 1.6 per cent in the first quarter of 2014, the recession in Jamaica was quite serious with only small growth recorded for two years since 2007.

Figure 11: Jamaica GDP 2007—2013



Since 2007, GDP lost $35b in annual output, while GDP per capita declined by $18.1 thousand. As a per cent of GDP, exports declined by 6.9 percent and imports by 9.7 per cent.

Table 4: Main Economic Indicators 2007 – 2013

Indicator	Unit	2007	2008	2009	2010	2011	2012	2013	Change
GDP at Constant (2007) Prices	$b	767.0	760.7	734.2	723.2	732.4	729.9	732.0	-35
Exports as % GDP (current)	%	18.0	19.6	10.9	10.1	11.0	11.5	11.1	-6.9
Imports	%	53.8	61.1	42.0	40.3	43.8	42.9	44.1	-9.7
GDP per capita (Constant)	$'000	287.6	284.2	273.4	268.3	270.3[r]	269.3	269.5	-18.1
Growth in GDP in Basic Value at Constant (2007) Prices	%	1.4	-0.8	-3.5	-1.5	1.3	-0.3	0.2	-1.2

Source: Economic and Social Survey, Planning Institute of Jamaica, 2014

Since 2010, the peak of the recession, there is no sector whose performance stands out. The first quarter report for 2014 shows growth in agriculture, mining, and construction at 17.7 per cent, 8.5 per cent and 1.2 per cent respectively over first quarter 2013. Services contracted by one per cent.

Table 5: GDP by Sector 2010 to 2013

GDP by Sector	Unit	2010	2011	2012	2013	Change
Goods Production	%	24	24.9	24.5	24.6	0.6
Agriculture	%	6.6	6.6	6.8	6.7	0.1
Mining	%	2.1	2.4	2.2	2.3	0.2
Manufacture	%	8.5	8.6	8.5	8.4	-0.1
Construction	%	7.4	7.3	7	7.1	-0.3
Services	%	80.4	79.3	79.5	79.4	-1.0
Basic Services	%	14.6	14.3	14.2	14.2	-0.4
Electricity & Water	%	3.3	3.3	3.2	3.2	-0.1
Transport Storage and Communication	%	11.3	11	11	11	-0.3
Total Other Services	%	65.8	65	65.3	65.3	-0.5
Financial Intermediation Services	%	4.4	4.2	4.1	4	-0.4

Source: PIOJ Economic and Social Survey, 2014

Labour Force

There has been some recovery in the labour market with the STATIN data showing that since April 2013 the labour market has added 23,100 jobs, although the labour force contracted by 17,000 participants, and the unemployed work force contracted by 40,000 participants (some became employed and some dropped out of the labour market). The unemployment rate dropped by three points moving from 16.3 per cent to 13.4 per cent, but in 2007 the rate was just under ten per cent, so the labour market is not fully recovered.

Table 6: Main Labour Force Indicators

ITEM	Apr 2013	Jul 2013	Oct 2013	Jan 2014	Change
TOTAL POPULATION	2,713,300	2,715,200	2,717,000	2,718,800	5,500
Population 14 years and over	2,076,200	2,077,700	2,079,100	2,080,500	4,300
Labour Force	1,322,500	1,309,700	1,304,800	1,305,500	-17,000
Employed Labour Force	1,107,400	1,108,100	1,110,700	1,130,500	23,100
Unemployed Labour Force	215,100	201,600	194,000	175,100	-40,000
Outside The Labour Force	753,700	768,000	774,300	775,000	21,300

ITEM	Apr 2013	Jul 2013	Oct 2013	Jan 2014	Change
Employment Rate	83.7	84.6	85.1	86.6	3
Unemployment Rate	16.3	15.4	14.9	13.4	-3
Job Seeking Rate	10	9.7	9.9	8.9	-1
Male					
Population 14 years and over	1,018,800	1,019,700	1,020,200	1,020,900	2,100
Labour Force	716,100	715,700	713,600	716,700	600
Employed Labour Force	630,300	632,100	637,800	644,000	13,700
Unemployed Labour Force	85,900	83,600	75,800	72,700	-13,200
Outside The Labour Force	302,700	304,000	306,600	304,200	1,500
Employment Rate	88	88.3	89.4	89.9	2
Unemployment Rate	12	11.7	10.6	10.1	-2
Job Seeking Rate	8	7.6	7.2	7.2	-1
Female					
Population 14 years and over	1,057,400	1,058,000	1,058,900	1,059,600	2,200
Labour Force	606,400	594,000	591,200	588,800	-17,600
Employed Labour Force	477,100	476,000	472,900	486,500	9,400
Unemployed Labour Force	129,200	118,000	118,200	102,400	-26,800
Outside The Labour Force	451,000	464,000	467,700	470,800	19,800
Employment Rate	78.7	80.1	80	82.6	4
Unemployment Rate	21.3	19.9	20	17.4	-4
Job Seeking Rate	12.5	12.3	13.2	11.2	-1

Source: STATIN at http://statinja.gov.jm/LabourForce/LabourForceMainIndicators.aspx

The Informal Sector: about 49 percent of employment in Jamaica is considered to be in the informal sector (defined in the labour 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.

Jobs in Demand

Despite all these gloomy statistics there are several national 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[7], 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)[8], (3) a Construction sector study (2012), and (4) a Tracer Study of HEART graduates (2013)[9]. 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, nor do they tell us where these opportunities will be found geographically.

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 before any training begins when the provider submits a competitive bid. The promise that internships can be obtained supplies some direct and immediate evidence of employer demand.

This section integrates findings from a number of labour market reports from the MLSS including its own Labour Demand Survey, the "Hot Jobs" listing on the LMIS website, and HEART Trust/NTA sector studies and tracer studies. The first listing is a compilation of these data looking for in-demand occupations that do not have many training offerings. These are priority areas, although establishing demand for each group according to geographic considerations is necessary (Is this occupation in demand in the geographical area you want to establish a training programme?) This list includes:

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[7] "Labour Market Study: The Demand for and Supply of Skills in Jamaica", Ministry of Labor and Social Security, June 2010

[8] "Creative Industry Sector Training Plan," Research and Development Department, HEART Trust/NTA March 2013.

[9] "Tracer Study Report," Prepared by Kacia Hanson, Program Monitoring and Evaluation Unit, Research and Development Department, Technical Service Division, HEART Trust/NTA, January 2013.

- Sales representatives
- Retail sales clerks
- Accounts and payroll clerks
- Call centre workers
- Drivers and Truck drivers
- Mobile phone technicians/repair specialists
- Security alarm technicians
- Cleaners
- Machinists
- Plumbers
- Furniture upholsterers
- Bakers
- Store Clerks and Front Desk Clerks
- Green jobs in construction and installation
- Plasterers, stucco masons, drywall installers and trowel-on personnel
- Air conditioning technicians
- Security guards and Officers
- Cashiers
- Bartenders
- Customer Service Attendants such as Receptionists
- Equipment operators
- Nursing aids
- Geriatric care specialists
- Nannies and domestic housekeepers

Heart Trust's reports show the following areas of unmet demand with few training offerings:

- 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 Labour Demand Survey listings include:

- Delinquency Officers
- Cleaners
- Tractor Operators
- Accounts and Payroll Clerks
- Machinists
- Boiler Maintenance Personnel
- Plumbers
- Furniture Upholsterers
- Bakers

Overall, 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

Note the frequency and overlap with the first listing for sales personnel, security officers, bartenders, and domestic housekeepers.

The HEART Trust-NTA tracer study (2013[10]) shows high employment rates (75% or more) for the following training programs: Ornamental Horticulture, Barbering, Maître D, Motor Vehicle Electrical/Electronic Systems, 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 (hotel), and Hotel Front Office Agent.

Heart Construction Study – Emerging Occupation Areas (HEART 2012[11]): The HEART Trust-NTA construction sector report provides a listing of emerging occupational areas in the construction field.

[10] Hanson, K. "Tracer Study Report," Program Monitoring and Evaluation Unit, Research and Development Department, Technical Service Division, HEART Trust/NTA, January 2013.
[11] HEART Trust/NTA, "Construction and Installation Sector Training Plan," HEART Trust-NTA, 2/29/2012.

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 4 below shows the top ten jobs advertised in the Gleaner and Observer newspapers for the two most recent quarters reported.

Table 7: Top Ten Advertised Jobs

July 1 to September 30, 2013		October 1 to December 31, 2013	
Occupations	Vacancies	Occupations	Vacancies
Sales Representatives	352	Sales Representatives / Salespersons	659
Security Officers	295	Security Officers/Guards	150
Drivers	143	Drivers	121
Promoters	133	Bartenders	131
Chefs/Cooks	112	Food Servers	108
Domestic Helpers	123	Bartenders	98
Cashiers	113	Cashiers	94
Store Clerks	97	Packers	91
Chefs	95	Domestic Helpers	71
Receptionists	82	Masseuse	70

Source: http://www.lmis.gov.jm/common/ViewDocument/14769bd4-1356-4c1d-afca-c7e5f99daf4e, from Gleaner and Observer newspapers.

Table 5 below shows some occupations in demand according to industry classification.

Table 8: Demand for Skills in Selected Industries

Industry	Occupation
Tourism	Sales managers, trained bartenders, banquet managers, event organizers, wine stewards, trained tour guides, certified scuba Instructors and sales promoters.
Electricity & Water	Hydraulic engineers, hydrologists, environmentalists, environmental engineers, electro-mechanical engineers, GIS and Geo-Informatics technicians, analysts,

Industry	Occupation
	project managers and information technology professionals
Construction and Installation	Draughtsmen, site supervisors, carpenters, welders, plumbers, electricians, masons and stonemasons, quantity surveyors, construction and project managers, engineers
Manufacturing	Tool repairmen, machinists, boiler maintenance personnel, plumbers, electricians, industrial engineers, technicians, engineers, industrial designers
Distributive Trade	Customer Service Representatives, Cashiers, Human Resource Officers, Data Entry Clerks
Finance, Insurance and Services Sector	CPAs, financial analysts, financial managers, IT professionals

Additional information is included as an Annex. This 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. Annex 1 also contains information about potential overseas employment opportunities.

In general, Jamaican firms are undergoing changes in occupations often based on restructuring that firms have done 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 for the vocational areas. 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 6,700 unemployed workers there, while unemployment is low at only three per cent. The MLSS report cites demand for low skilled casual workers, labourers, 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 employment 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 centre 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 (totalling 510), developed, one presumes, in response to stakeholders' requests, that are not actually on offer in the training system.

Investments: The Logistics Hub

Information provided by PIOJ and JAMPRO reveals ambitious plans to create investments that will launch Jamaica as a better place to do business and as a logistics hub. The PIOJ is involved in a Growth Inducement Strategy that focuses on unlocking latent wealth tied up in idle assets, infrastructure investments, strengthening business networks and removing supply side constraints, improving government efficiency, social inclusion, and public-private partnerships.

JAMPRO is working on development of Jamaica as a logistics hub. The scope of its programme 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) 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 centre, light manufacturing facilities for items like pharmaceuticals and assembly operations, logistical planning & warehousing, software development, telecommunications and information technology business, 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, (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. The 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 transhipment capabilities that could guarantee uninterrupted supplies of crude oil, gas and refined products to global market. Other terminals will cater to bulk minerals, grain and other commodities.

Other key strategic priority areas within the Logistics Hub's development consists of expansion of the Kingston Container Terminal and airports, logistics planning and warehousing, strategic storage of manufactured merchandise and bulk commodities, ship repair/dry docking and aircraft maintenance , repair and overhaul.

How a proposed new OJT programme aimed at PATH beneficiaries can connect with the employment projects these investments offer will be important, although so far the jobs being described sound above the level of the large majority of participants; however if it materializes it will certainly add jobs for office workers, mechanics, drivers, etc.. The proximity of some of the projects to the Portmore area must also be noted. It is important to study these opportunities as they emerge to examine the kinds of jobs they may create in more detailed fashion.

Procedure for Selection of Skill Areas for Steps to Work

To select a skill area for a Steps to Work training programme start with the targeting strategy to form a group with similar characteristics and similar vocational interests. Start with the list of skill areas for which there is demand, but not much training available.

1. Select a training area that matches these vocational interests.
2. Verify whether there is actual demand for this skill area. This may involve canvassing employers in the area. A good indicator is finding employers who would accept an Intern in the OJT programme.
3. Determine if there are trainers/instructors available.
4. Determine whether there is a standards-based qualification available and determine if there are assessors available through NCTVET.
5. Determine whether there is a curriculum available.
6. Determine if any training providers are available with experience training in this area.
7. Determine a programme design in terms of additional areas for training such as remedial/developmental training, life skills and employability skills training, Job Readiness programming, and how and when an on-the-job training programme will operate.
8. Determine the length of the programme components, usually in terms of instructional hours.
9. Develop a cost estimate for the training programme.
10. Determine whether to purchase training spaces, develop a customized training programme with HEART Trust-NTA, or to develop the programme as a contracted-out, procured service.

11. Write a Steps to Work Training Programme Proposal that details the target group, the skill areas selected and verified for employer demand, and detail all the programme elements and their sources; make recommendations on the mode of training delivery.
12. Submit the proposal in line with the monthly meeting of the _____ Committee.

MONITORING AND EVALUATION PLAN

In order to measure the success of the project, a Monitoring and Evaluation (M&E) Plan is necessary. This will include a set of performance indicators for the main results to be achieved, how these will be measured, targets, how the report is verified, how frequently measurements are made, responsibility and assumptions. This is developed for the main purpose of the project, the main outcome, outputs, activities and inputs.

The Plan also lays out the information and data reporting requirements for the M&E plan including participant data and programme data for each programme component of Steps to Work: secondary education certification, employability and life skills training, vocational skills training, Job Readiness programme, On-the-Job training, entrepreneurship and business development training, job matching services, and social assistance grants.

Finally, the Plan includes a preliminary design for a Formal Evaluation that will be reviewed and refined during project implementation.

This Plan will be reviewed and approved by the Technical Working Group (TWG) comprising representatives from MLSS, Private Sector Organization of Jamaica, Heart Trust/National Training Agency, and the Employers Federation of Jamaica (also used to oversee implementation of the On-the-Job Training (OJT) pilot, with approval by the Permanent Secretary of MLSS.

The following information is intended to place the M&E Plan within the context of the Loan Agreement, the Terms of Reference for development of this model, and the Work Plan submitted to structure the Procedures Manual.

According to the IDB Loan Document:

> *"MLSS through the PEU will maintain a permanent monitoring system to evaluate the progress of all program activities. As part of the system, the PEU will collect and retain updated information on performance indicators, Annual Operation Plans (AOP) and all evaluations. Program monitoring will be based on: (i) the AOP, including the procurement and financial plans that will be prepared and submitted to the Bank on an annual basis and updated as necessary; and (ii) the results framework that identifies indicators of program. These tools will be examined on a regular basis as part of the review process for production of semi-annual progress reports which will be presented to the Bank by the Executing Agency."*

The Loan document also discusses required Evaluations.

> *"3.6 The project supports impact evaluations... [of] the OJT under the STW Program [which] will be evaluated through experimental designs, and the evaluations will measure short-term outcomes including...employment. The results from these studies will shed light on how the Bank, the GOJ (and potentially other governments in the region) could make their programs more effective for their goal of improving human capital development, as well as integrating labor policies into empowering of disadvantage populations through provision of jobs. Independent consultants will be recruited*

through a competitive process to undertake the evaluations. The consultancies will be recruited under the program and supervised by the MLSS.

3.7 The monitoring and evaluation plan will also contain an important component of process evaluations, including...the OJT program, and the social messages strategy/new technologies. These analyses will help assess project implementation, identify problems and establish timely correctives to maximize program effectiveness. Process evaluations will take place during the first year of program's implementation, after the new components of the BMIS become functional. They will also examine the BMIS' operation and its ability to collect the required data, as well as the quality and appropriate provision of the planned services. The final reports of the process evaluations should be circulated among main stakeholders after analyses are conducted to assure timely identification of potential problems and appropriate correctives."

The Loan document also includes a Results Framework Matrix of Indicators (Annex II) for Component 3 -- Improving Labour Market Outcomes, and for Component 5 – Monitoring and Evaluation that shows the timing of evaluation activities. This shows developing baseline data in year two, a process evaluation completed in year three, and an impact evaluation in year four.

Table 9: Indicators for Component 3

Component 3 - Improving Labour Market Outcomes	Base	Year 1	Year 2	Year 3	Year 4	Data Source
Intermediate Outcomes						
Number of PATH individuals referred to jobs through the electronic labour exchange (in each year – not cumulative)	0	0	50	50	50	PATH BMIS
Outputs						
Number of PATH beneficiaries participating in on-the-job STW training (in each year – not cumulative)	0	0	300	600	600	PATH BMIS

Table 10: Indicators for Component 5

Component 5 - Monitoring and Evaluation	Base	Year 1	Year 2	Year 3	Year 4	Data Source
Outputs						
STW on-the-job training process evaluation				Comple-ted		MLSS report
STW on-the-job training impact evaluation			Baselin e	Follow-up	Complete d	MLSS report

The Terms of Reference for the development of the STW Procedure Manual calls for STW to "Develop... an appropriate Monitoring and Evaluation Framework including development of a planning and performance management matrix for the pilot project and outlining the specific roles of the Head Office, Parish Offices and the Contractor Service Providers."

The Work Plan states; "The Monitoring and Evaluation (M&E) Framework will be developed to capture all the information required about participants and some comparison group that will be further identified, and will explore how MLSS can operationalize the Framework, including who will collect the information, how it will be computerized, how it will be used for reporting and a discussion of resource requirements to implement the M&E."

Databases

The STW Monitoring and Evaluation framework includes three databases. The first involves participants and should be a subset of the PATH Beneficiary Management System (BMIS). This will include all the personal information about participants gathered during the STW registration and Needs Assessment. This database will also have a component of control group non-participants who, for some reason declined participation in STW. The second database is for Programmes and Services; the fields for this are included in the following pages. A third database is for employers and is operated by the Electronic Labour Exchange or ELE. This contains information shared by employers including contact information, nature of the business, number of employees and supervisors, the sector, etc.

Monitoring

Monitoring activities of the STW include monthly reports for the duration of the project that require gathering, compiling and reporting the required information. M&E will also be conducted by STW staff and MLSS staff in terms of regular and ongoing contacts, and spot checks of participants.

Case Management monitoring should measure performance against the Key Performance Indicators as follows:

- Needs Assessment completed within one week of Registration
- IDP completed within two weeks of Registration
- Client is contacted weekly either by telephone or in person and case worker meets personally at least every two weeks
- Services are arranged within one month of Registration for ___ % of participants
- Sequential service arrangements provide continuity for participants with no more than one month between service segments
- Financial reporting
    - Funds committed
    - Funds dispersed

Key Performance Indicators for Outcomes include:

- Percentage of participants complete their Individual Development Plan
- Percentage of Secondary Education Certification Programme participants become certified during the duration of their STW programme
- Percentage of TVET participants become certified during the duration of their STW programme
- Percentage completing Internships

- Percentage achieving employment or self-employment

Monitoring and Evaluation Key Performance Indicators include:

- Data input and updating tasks are completed each month no later than _____.
- Monitoring & Evaluation tasks and reporting are completed each month no later than _____.
- Databases maintained up-to-date.

STW Participant Database Fields

1. Name
2. Age
3. Parish
4. Date of STW Registration
5. Date Needs Analysis Completed
6. Date IDP Completed
7. Date Services Commenced
8. Caseworker Contact Dates
9. Entry/Exit Date Secondary
10. Subjects Passed
11. Certification(s) Date
12. Entry/Exit Vocational
13. Qualification Pursued
14. Certification Date
15. Entry/Exit Job Readiness
16. Entry/Exit OJT
17. Entry/Exit Employment Services
18. Placed in Job
19. Follow up Contacts
20. Retained 6 months

On the following pages the Performance Monitoring Matrix is presented. This is a Logical Framework results framework showing the major Outputs and Indicators of the project and can be used for monthly reporting. The data in the tables shows how well components are performing to reach the Outcome and achieve the project purpose.

Table 11: Performance Monitoring Matrix

Performance Monitoring Matrix						
Goal, Purpose, Vision	**Indicators**	**Targets**	**Means of Verification Data Source**	**Frequency**	**Responsibility**	**Assumptions**
STW participants graduate from assistance and are employed	V1. Employment rate + Self-employment rate V2. % employed for six months V3. PATH Graduation rate	70% 70% 70%	• Survey of participants • Survey of participants • PATH database	Year 2-baseline Year 2-baseline Year 4 (Evaluation)		Continued increases in employment in Jamaica
Mission (Outcome)	**Indicators**	**Targets**	**Means of Verification**			**Assumptions**
1,500 STW participants trained for employment using expanded menu of services (OJT, secondary certification, employment services)	M1. Number of participants increases according to schedule	1,500	Monthly report captures total participants	Monthly		Sufficient resources
	M2. Per cent accessing expanded menu	95%	Monthly report captures access to expanded menu	Monthly		OJT attracts employers
Objectives/Outputs	**Indicators**	**Targets**	**Means of Verification**			**Assumptions**
1. On-the-Job training programme implemented for ___ participants	1.1 Number and percent of participants in OJT	85%	Participant database	Monthly		Employers accept participants
	1.2 Number of employers providing OJT	???	Programmes database	Monthly		OJT attracts employers
2. Vocational skills training and certification for participants provided for ___	2.1 Number of participants in vocational training	65%	Participant database	Monthly		Providers will bid
	2.2 Certification rate	90%	Programmes database	Monthly		STW recruits appropriate persons
3. Secondary education certification implemented via service contracts for ___ participants	3.1 Number of participants in secondary education programme	25%	Participant database	Monthly		Sufficient candidates found
	3.2 Number of providers involved	20	Programmes database	Monthly		Willing providers
	3.3 Certification rate: 2 or more subjects	80%	Programmes database	Monthly		Capable participants
4. Needs Assessment and Individual Development Plan implemented	4.1 Number of Needs Assessments completed	1,500	STW Monthly Report	Monthly		Staff has capacity
	4.2 Number of IDPs completed	1,500	STW Monthly Report	Monthly		Staff has capacity
5. Case Management approach implemented	5.1 Client/participant contact standards met	90%	???	???		Caseloads at standard
	5.2 IDPs implemented within 30 days	90%	STW Monthly Report	Monthly		Caseloads at standard
	5.3 Sequential service arrangements provide continuity for participants with no more than one month between service segments	90%	STW Monthly Report	Monthly		
6. Life Skills programmes improved and offered	6.1 Number of Life Skills programmes improved (Curriculum)	6	STW Monthly Report	Monthly		
	6.2 Number of Life Skills programmes offered	12	STW Monthly Report	Monthly		
	6.3 Number of participants in Life Skills	250	STW Monthly Report	Monthly		
7. Employment services implemented via ELE for 250 participants	7.1 Number and per cent of participants registered	1,500, 100%	STW participants / ELE registrations from STW	Monthly		ELE co-operation
	7.2 Number of employers registered/active	500	ELE monthly reports	Monthly		Marketing is effective
	7.3 Number of placements	250	ELE monthly reports	Monthly		Jobs available
	7.4 Placed / Registered	17%	ELE monthly reports	Monthly		
8. Employment services for 1,250 provided via contractors/partners	8.1 Number receiving employment services	1,250	STW monthly report	Monthly		
	7.2 Number of contractors/partners involved	???	STW monthly report	Monthly		Service providers available

	7.3 Number of placements made	1,000	Programmes database	Monthly		Job openings available
	7.4 Per cent placed	80%	Programmes database	Monthly		Job openings available
9. Business development services provided for _____ participants	9.1 Number served	???	Programmes database	Monthly		Suitable candidates identified
10. Grants made to start/expand businesses	10.1 Number of Grants made	???	Grants database	Monthly		Sufficient resources
	10.2 Average amount of Grant	???	Grants database	Monthly		

STW staff will need to complete the following two sections of the Performance Monitoring Matrix for Activities to Achieve the Outputs and Inputs to conduct the Activities. This usually requires some planning sessions with the team.

Activities	Indicators	Targets	Means of Verification	Frequency	Responsibility	Assumptions

Inputs	Indicators	Targets	Means of Verification	Frequency	Responsibility	Assumptions

Monthly Programmes & Services Reports

The Tables on the following pages contain data fields about the programmes and services provided in the project. One table is presented for each programme or service. This is to capture data useful for managing the project, as well as information to inform the process and impact evaluations, each on its own page. They typically capture project activities including placements, completions, certifications, drop-outs, and job placements.

Secondary Education Certification Programme

This report captures statistical information on the Secondary Education Certification Programme.

Information is submitted by the designated representative of the training provider.

Information is compiled by _____ (staff member) at _____ (location).

Programme: Secondary Education Certification Programme Monthly Report									
Locations	**Number Placed**	**Number Completed**	**Total in training at End of Month**	**Dropouts & Terminations**	**YTD Placed**	**YTD Completed**	**Number Certified Month**	**YTD Certified**	**Number Referred for Further Services**
Location 1									
Location 2									
Location 3, etc.									
TOTAL									

Vocational Skills Training

This report captures statistical information on the Vocational Skills Training Programme.

Information is submitted by the designated representative of the training provider.

Information is compiled by _____ (staff member) at _____ (location).

Programme: Vocational Skills Training Monthly Report										
Programmes	**Starting Enrolment**	**Number Placed-Month**	**Number Completed**	**Total in Training at End of Month**	**Dropouts & Terminations**	**YTD Placed**	**YTD Completed**	**Number Certified Month**	**YTD Certified**	**Number Sent to OJT**
HEART Trust/NTA direct entry vocational skills training programme										
HEART Trust/NTA Customized vocational skills training programme										
Other Provider vocational skills training programme 1										
Other Provider vocational skills training programme 2, etc.										

Employability and Life Skills Training

This report captures statistical information on the Vocational Skills Training Programme.

Information is submitted by the designated representative of the training provider.

Information is compiled by _____ (staff member) at _____ (location).

Additional columns are available if additional information is required.

Programme: Employability and Life Skills Training Monthly Report								
Programmes	**Number Placed**	**Number Completed**	**Drop-outs & Terminations**	**Total in Training at End of Month**	**Number Referred for Further Services**			
Employability and Life Skills training programme 1								
Employability and Life Skills training programme 2								
Employability and Life Skills training programme 3, etc.								

Job Readiness Training Programme

This report captures statistical information on the Job Readiness Training Programme.

Information is submitted by the designated representative of the training provider.

Information is compiled by _____ (staff member) at _____ (location)

Programme: Job Readiness Monthly Report								
Programmes	**Number Placed**	**Number Completed**	**Drop-outs & Terminations**	**Total in Training at End of Month**	**Number Certified**	**Number of Interviews & Applications Scheduled**	**Number of Interviews & Applications Attended**	**Number Obtaining Employment**
Job Readiness training programme 1								
Job Readiness training programme 2, etc.								

On-the-Job Training Programme

This report captures statistical information on the On-the-Job Training Programme.

Information is submitted by the designated representative of the training provider and sent to the Internship Coordinator at MLSS/Steps to Work.

Information is compiled by _____ (staff member) at _____ (location).

Programme: On-the-Job Training Programme (Internships) Monthly Report									
Programmes	**Number Placed**	**Number Completed**	**Drop-outs & Terminations**	**Total in Training at End of Month**	**Number Certified**	**Number Absorbed by Firm**	**Completers not Absorbed by Firms**	**Number of Firms**	
								Month	**YTD**
On-the-Job training programme (Internship) MLSS									
On-the-Job training programme (Internship) Other Provider 1									
On-the-Job training programme (Internship) Other Provider 2									

Job Matching/Job Placement

This report captures statistical information on the Job Matching/Job Placement Programme.

Information is submitted by the designated representative of the training provider.

Information is compiled by _____ (staff member) at _____ (location).

Programme: Job Matching Monthly Report								
Programmes	**Number Referred**	**Number of Interviews Arranged**	**Number of Firms Contacted**	**Number of New OJT Openings**	**Number Placed Month**	**Number of Placed YTD**	**Number Retained 6 months for Month**	**Number of Retained 6 months for Year**
Job Matching services MLSS/ELE								
Other Job Matching services 1								
Other Job Matching services 2, etc.								

Entrepreneurship/Business Development Training Programme

This report captures statistical information on the Entrepreneurship/Business Development Training Programme.

Information is submitted by the designated representative of the training provider.

Information is compiled by _____ (staff member) at _____ (location).

Additional columns are available if additional information is required.

Programme: Entrepreneurship/Business Development Training Programme Monthly Report								
Programmes	**Number Placed**	**Number Completed**	**Number Started Business**	**Businesses Operating > 6 Months**				
Entrepreneurship/Business Development training programme at JBDC								

Programme: Social Assistance Grants

This report captures statistical information on the Social Assistance Grants.

Information is submitted by _____.

Information is compiled by _____ (staff member) at _____ (location).

Additional columns are available if additional information is required.

Programme: Social Assistance Grants Monthly Report								
Programmes	**Number Referred**	**Number Approved**	**Number Awaiting Approval**	**Amount Disbursed Month**	**Amount Disbursed YTD**			
Grant programme for STW participants 1								
Grant programme for STW participants 2								

Job Placement

This report captures statistical information on the Job Placement.

Information is submitted by the ELE or the service provider's identified officer.

Information is compiled by _____ (staff member) at _____ (location).

Additional columns are available if additional information is required.

Job Placement Monthly Report								
Job Placement	**Placements Month**	**Placement YTD**	**Number Retained 6 months for Month**	**Number of Retained 6 months for Year**				
Number absorbed by OJT firms								
Number placed by MLSS/ELE								
Number placed by other job matching provider 1								
Number placed by other job matching provider 2, etc.								

Evaluation

Both a process evaluation and an impact evaluation are called for in the project design. These evaluations should answer the following questions, with a particular focus on the on-the-job training programme.

The process evaluation will occur during the first year of the project's implementation, depending on completing new components of the BMIS. The purpose of the process evaluation is to "assess project implementation, identify problems and establish timely correctives to maximize program effectiveness.[12]

So the main Process Evaluation questions will be as shown below in Table 7:

Table 12: Evaluation Questions and Methods

Evaluation Question	Methods and Sources
Does the Needs Assessment provide a more comprehensive picture of the participant?	Survey of Social Workers
Does the Needs Assessment help the participant clarify his or her needs and support the IDP?	Participant survey
Are referrals acted upon quickly enough to ensure participant engagement?	Operational Audit
Are partner organisations supporting the project performing satisfactorily?	Staff survey
Does Case Management help participants to complete the IDP?	Participant survey
Have OJT locations been identified in sufficient quantity?	Operational Audit
Has the ELE performed effectively?	Operational Audit

The Impact Evaluation will try to answer the evaluation questions below: As a result of participating in STW and compared to the control group:

Table 13: Impact Evaluation Questions and Methods

Evaluation Question	Methods and Sources
Did participants' family income increase?	BMIS data and participant survey
Did participants become employed?	Participant survey
Did participants obtain good jobs, i.e. those offering at least some fringe benefits?	Participant survey
Did participants obtain jobs related to vocational skills training provided?	Participant survey
Did participation result in decreased dependency on PATH CCTs?	Participant survey
Did On-the-Job Training result in higher levels of employment?	Research design, statistical analysis, correlations, ANOVA
Which training modalities stand out as effective in leading to employment? Which ones were ineffective?	Research design, statistical analysis, correlations, ANOVA

[12]Integrated Social Protection and Labor Program, Proposal for Operation Development, IDB project document, 2012

Evaluation Question	Methods and Sources
Did Business Development & Entrepreneurship training lead to the development of micro-enterprises?	Participant survey
How effective was the ELE at job matching?	Operational Audit, programme data
How effective were any other suppliers of employment services?	Operational Audit, programme data
How successful was MLSS/PATH/STW at procuring services through competitive bidding?	Operational Audit, programme data
Were databases and the M&E framework implemented properly?	Operational Audit

To prepare for the Impact Evaluation, baseline information will be collected in the initial year of implementation, when the BMIS is completed.

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ANNEX 1: LABOUR DEMAND TABLES, SKILL SETS, OVERSEAS EMPLOYMENT PROGRAM AND OVERSEAS EMPLOYMENT OPPORTUNITIES

Labour Demand Tables

Table 1: Occupations Cited for Growth in Employment[13]

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, Labourer, 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	Carpenters, Welders, Masons and Stonemasons,

[13] Cited as "In-demand", "Scarce", "Openings", and "Vacancies" in the agencies' literature

Industry Area	MLSS Hot Jobs 2013	HEART Trust-NTA 2013	MLSS 2010
		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	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	

Industry Area	MLSS Hot Jobs 2013	HEART Trust-NTA 2013	MLSS 2010
		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

Industry Area	MLSS Hot Jobs 2013	HEART Trust-NTA 2013	MLSS 2010
			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 Fibre 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	Computer Technicians, Information Technology Technicians, Data Operations, Web Designing, Media/Multimedia Personnel, Data Entry Workers

Industry Area	MLSS Hot Jobs 2013	HEART Trust-NTA 2013	MLSS 2010
		Installation and Maintenance	
Manufacturing		**Agro-Processing** Dry Products Inventory Controller, Environmental Specialist, Flavourist/Flavour 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

Industry Area	MLSS Hot Jobs 2013	HEART Trust-NTA 2013	MLSS 2010
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

Skill Sets Data

Table 2: Skill Sets Required by Industry Group (MLSS Study 2010)

INDUSTRY	TYPES OF SKILLS
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

INDUSTRY	TYPES OF SKILLS
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,

INDUSTRY	TYPES OF SKILLS
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

The skill areas which were highlighted as being in high demand are presented by type of establishment in Table 3.

Table 3: Skills Needed by Types of Businesses

Type of Establishment	Occupation
Bakeries, pastry shops, restaurants and hotels	Sous Chefs, Chefs, Pastry Chefs, Millwrights
Computer firms, offices and commercial areas	Computer Technician
Manufacturing and construction companies	Tool Repairmen and Engineers
Schools	Laboratory Technicians, Science and Spanish Teachers, Computer Technician, Mathematicians
Pharmacies	Pharmacy Technicians

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 Programme; 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 4 shows the jobs in demand for the USA, Canada and the UK.

Table 4: 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[14]	
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%

[14] CareerBuilder and Economic Modeling Specialists

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[14]	
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:[15] 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, Labourers 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 labourers; professional occupations in social science, education, government services & religion; elemental sales & service occupations; trades helpers, construction labourers & 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; labourers 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

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[15] Found at:
http://www.careerinfonet.org/oview1.asp?next=oview1&Level=Overall&optstatus=&jobfam=&id=1&nodeid=3&soccode=&stfips=&ShowAll=

cable worker, Health, environment & occupational safety inspector, Mechanical engineer, and Education policy specialist.[16]

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.[17]

[16] Source: HRSDC 2011 COPS Reference Scenario. Found at http://www23.hrsdc.gc.ca/c.4nt.2nt@-eng.jsp?cid=39&lang=en#fig6

[17] Source: http://www.careerbuilder.co.uk/blog/2009/04/15/10-growing-jobs-despite-the-economy/