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A REVIEW OF RCA/GE INPUTS  
INTO THE  
NON-FORMAL SKILLS TRAINING COMPONENT OF THE  
BASIC SKILLS TRAINING PROJECT

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## I. Purpose of Report

The following report documents RCA/GE inputs into the Ministry of Youth and Community Development under the Basic Skills Training Project (BSTP). The purpose of this review is to: ascertain what RCA/GE was requested to do by US/AID and HEART/MYCD; to identify RCA/GE proposed inputs into the project; and to detail items that RCA/GE was asked to undertake that were not included in the Request for Proposal and/or contract between US/AID and RCA/GE.

This report also reviews the changing institutional arrangements in the non-formal skills training sector; provides a brief implementation progress report for the non-formal skills training component of BSTP and provides data on RCA/GE inputs to date. The current status of returned long term participant trainees is reviewed in order to determine the extent to which these trainees are utilizing the knowledge and skills provided under the project in delivering skills training in Jamaica.

## II. METHODOLOGY

Data for this report was derived from relevant project documents including: the project paper (PP); the Request for Proposal (RFP); the contract between RCA/GE and US/AID; and the project agreement and amendments. The RCA/GE proposal was reviewed as well as RCA/GE quarterly reports; monthly reports; consultants work statements; consultants reports; and training reports. The internal reviews for 1985 and 1986 were also referenced. In addition to the review of the above documents interviews were conducted with the following people: Audrey Tomlin, US/AID project director; Craig Clauser, RCA/GE Chief of Party; Lorna Parkins, RCA/GE Administrative Manager; Jennifer Cadogan, NFED Director; Eleanor Allman, NFED Training Officer; Hector Lawrence, VTDI Principal; Zephaniah Muschette, Acting Coordinator, Curriculum Development Unit, VTDI; Egbert Lewis, SDC Executive Chairman; Winston Pagon, SDC Director of Youth Camps and Academies; Cheryl Dash, SDC Director of Finance and Administration; Stan Dunwell, HEART Trust Director of Projects; Joyce McKenzie, HEART Trust Deputy Director of Projects; Van Hitchner, HEART Trust Director of Training; Moses Peart, HEART Trust Deputy Director of Curriculum Development; Mercivelle McIntosh, Stony Hill Academy, Deputy Manager, Technical and Academic Division; Errol Christie, Portmore Academy, Deputy Manager, Technical and Academic Division; Eric Swaby, Portmore Academy, Deputy Manager, Administrative Support Services; and Beverly Clark, Garmex Academy, Manager, General Education, Training and Welfare Services. Returned long term trainees were also interviewed.

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### III. PROJECT GOALS AND RCA/GE RESPONSIBILITIES IN THE NON-FORMAL SKILLS TRAINING SYSTEM

The non-formal skills training segment of the BSTP has addressed the need to "upgrade and expand the facilities, equipment, institutional technology, and management necessary for delivering a flexible, comprehensive and expanded program of non-formal skill training." (RFP, p. 12) More specifically, assistance to the non-formal skills training system was designed strengthen the GOJ's ability:

- 1) to develop the technical and managerial capability through MYCD to equip entry level workers with the skills required by employers;
- 2) to update the non-formal curricula, instructional technology and training materials for approximately 20 trades;
- 3) to strengthen a functioning Instructional Materials Production Center (hereafter referred to as the Training Materials Resource Center);
- 4) to establish standards and proficiency tests for approximately 20 trades; and
- 5) to establish and operate four new HEART academies.

Both the PP and RFP specify that the project would introduce and adapt for use in Jamaica technological advances in training, e.g. self-paced, competency based, modularized and programmed instructional technologies and that it would assist in the development of training materials designed to address the need for improved work attitudes and training for self-employment. The PP and RFP state that, through the Training Materials Resource Center, the HEART academies, private firms and other private and public sector training institutions would have access to a wide variety of training materials and curricula and would receive assistance from VTDI in adjusting these materials to meet their specific requirements.

As stipulated in the contract between US/AID and RCA/GE, contractor responsibilities vis a vis the above goals were to provide training in management and operation of the non-formal training centers; to provide appropriate innovative instructional technology and materials; and to provide assistance in the development of four HEART academies. (US/AID, RCA/GE Contract, p.4) The Scopes of Services for the two long term technical advisors assigned to the non-formal skills training component of the project further delineate these

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responsibilities. These Scopes of Service and presented in Appendices A and B. Contractor responsibilities with respect to the development of Training Materials Resource Center were to assist in the development of a long range institutional development plan for the center. The RCA/GE proposal specifies that the contractor will "develop a plan for the TMRC during the initial stages of the project, implement it in the middle stages and convert it to a manual of operations in the projects later stages." (RCA/GE proposal, p. 2-97) Contractor responsibilities with respect to the establishment of trade standards and proficiency tests were not specified in project documents. However, the RCA/GE proposal identified this project goal as one aspect of the curriculum development assistance that it would provide to the project. (RCA/GE Proposal, p. 2-109)

IV. PROJECT COMPONENTS FOR THE NON-FORMAL SKILLS TRAINING SYSTEM

In order to realize the above goals, funding has been provided for three main project components: technical assistance; participant training; and equipment and procurement. All project documents contain identical specifications for contractor inputs in each of these components. As identified in project documents and agreed to in the RCA/GE proposal and contract, contractor inputs for each of these components were to be as follows:

A) PARTICIPANT TRAINING: The contractor was assigned responsibility for assessment of staff training requirements and development of a participant training plan. RCA/GE was assigned responsibility for all participant training arrangements under the contract. The project provided for 116 person months of participant training as follows:

<u>LONG TERM</u>	N (PM)
Vocational Administration	5 (48)
Pedagogy	5 (48)
<u>SHORT TERM</u>	
Management, testing, monitoring/inspecting, tracer studies, curriculum development and adaptation	10 (20)

In-service training was to be provided for project connected personnel in administration and management; testing; monitoring/inspecting; tracer studies; and curriculum and materials development and adaptation.

B) TECHNICAL ASSISTANCE: Technical assistance was to be provided through two long term technical advisors: a Non-Formal Skills Training Specialist for the duration of the five year project and a Curriculum Development Specialist for two years. Short term technical assistance was to be provided for a total of approximately 62 person months in the following areas: monitoring/inspecting; testing; tracer studies; procurement; curriculum development; counselling and management.

C) EQUIPMENT: As stated in the RFP, the contractor was to provide procurement services for US/AID financed commodities. The contractor was given responsibility for identification of need, development of specifications, scheduling of procurement and installation of training tools, equipment, international technology, materials and curricula. The contractor was also given responsibility for rationalization of existing equipment, tools and machinery including repair of usable equipment where feasible.

#### V. INSTITUTIONAL ARRANGEMENTS IN THE NON-FORMAL SKILLS TRAINING SYSTEM

Historically, the Ministry of Youth and Community Development (MYCD) through the Social Development Commission (SDC) and the Vocational Training Division (VTD) was the implementing agency for non-formal skills training in Jamaica. Although MYCD provided skills training in a number of institutions, BSTP has provided assistance to only two of these training programs: the HEART academies and the Vocational Training Development Institute (VTDI). The project provided assistance to four HEART academies which were to be administered by a new division within MYCD, the Non-Formal Education Division (NFED). In addition to the assistance provided to the academies and to VTDI, technical assistance and training have been provided in order to improve the management capability within the Ministry of Youth and Community Development.

As stated above, project documents identified the NFED as the unit responsible for the administration and oversight of the four academies under the project. Formation of the NFED was identified as a condition precedent of the project agreement signed by US/AID and GOJ on August 5, 1983. However, formal

approval for the establishment and operation of NFED was not granted until August 28, 1986 and official approval for staffing was not given until October 14, 1986. Prior to this, staff had been appointed but without the formal approval of the Minister of the Public Service and the Minister of Finance. In spite of the fact that official approval for the staffing of NFED was given in October, 1986 the division was never fully staffed. At no time was there a full complement of staff at NFED. In addition, there was a very high turnover of staff that were assigned to the division.

Confusion regarding areas of responsibility between the NFED, VTDI and the Social Development Commission (SDC) surfaced early in the project. The SDC had been identified in project documents as the agency responsible for provision of support services to the NFED but its formal role in the project was unclear. P.I.L. #16, dated August 6, 1986, delineated the broad areas of responsibility for NFED, VTDI, and SDC. The NFED was given responsibility for the development of policy options; forward planning; quality control; and general technical and professional advisory services to the three HEART academies then under MYCD authority. The SDC was given operational responsibility for management and personnel functions; organizational requirements and staffing; training programs; logistical support; facility management; and trainee support activities. The VTDI was designated as the agency responsible for development and upgrading of curricula for the HEART academies under MYCD authority. Responsibility for staff development in these HEART academies was also assigned to VTDI. In order to clarify these organizational arrangements an inter-agency agreement between MYCD and the HEART Trust was negotiated. This inter-agency agreement was not approved by the HEART Trust.

Project funds were provided to assist four academies offering skills training in construction (Portmore Academy); repair and maintenance (Cobbla Academy); Commercial Skills (Stony Hill); and a fourth academy which was identified after the start of the project. P.I.L. #11, dated February 28, 1986 designated the Garmex Academy for the garment trades as the fourth academy to be assisted under the project. It also assigned administrative responsibility for supervision of the operations of this academy to the Ministry of Industry and Commerce acting through the agency of the Jamaica Industrial Development Corporation (JIDC).

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P.I.L. #20, dated August 17, 1987, substituted Kenilworth Academy for garment and commercial skills for Cobbla Academy and assigned administrative responsibility for Kenilworth Academy to the HEART Trust. P.I.L. also #20 transferred responsibility for the operation of Garmex to the HEART Trust. This removed the Ministry of Industry and Commerce and JIDC from the project.

Following student protests at the Stony Hill Academy on February 26, 1988 and an enquiry into the problems at this academy the Prime Minister instructed that, effective May 17, 1988, the funding, management and operational responsibility for both Stony Hill and Portmore academies was transferred to the HEART Trust. The HEART Trust is now responsible for the management and operation of all academies assisted under the Basic Skills Training Project. To date there has been no formal contract modification regarding the roles and responsibilities of MYCD/NFED, SDC and VTDI and clarification of their continued function in the project is still pending.

#### VI. IMPLEMENTATION PROGRESS REPORT

A brief implementation status report for each of project goal is contained in this section. A detailed report on RCA/GE inputs as they relate to these goals is contained in sections VII through IX.

GOAL 1: To develop the technical and managerial capability through MYCD to equip entry level workers with the skills required by employers.

Given the changing institutional arrangements as described above, the current applicability of this goal will have to be assessed.

Goal 2: To update the non-formal curricula, instructional technology and training materials for approximately twenty (20) trades.

Long and short term technical assistance and participant training have been provided to assist in the attainment of this goal. As of May, 1988 curriculum guides had been developed for 16 programs. Mr. Muschette, Acting Co-ordinator of Curriculum Development at VTDI, reports that all curriculum guides are currently in use. However, Mr. Peart, Deputy Director for Curriculum Development, HEART Trust, reports there has been no assessment of the effectiveness of the curriculum guides or the extent to which they are being used.



The following curricula have been developed and are included in the first pilot test of competency based curriculum currently in progress at Stony Hill Academy: typing; financial responsibilities, business communications, general clerical; and office machines. Curricula for mathematics, English, Civics, family life and career skills have been written and are in use. The family life and career skills curricula are currently under review by the HEART Trust to determine whether revision of the materials will be necessary. Curricula have been written for shorthand; book-keeping and accounting; general business principles; word processing; masonry; steel fixing; welding/fabrication; painting/decorating; carpentry/joinery; and electrical installation. None of this last group of materials is currently in use.

GOAL 3: Strengthening the Training Materials Resource Center

A long term technical advisor for Curriculum Development was assigned to VTDI for two years. He was assigned responsibility for the preparation of a long range development plan for the Training Materials Resource Center. A plan was developed by RCA/GE technical advisors working in conjunction with VTDI staff. The plan was not approved.

Short term technical assistance in curriculum development and management has also been provided to VTDI. Four staff members have participated in a total of 7 person months of short term training. Three members of the staff have participated in long term training programs; all of these individuals received bachelors degrees in vocational education and one also completed work on a masters degree. Members of staff have also participated in in-service training programs.

Renovations to the annex of VTDI were undertaken to provide facilities for TMRC. The center is in the process of relocating its offices to the renovated annex. There are currently four writers, two typists and an Acting Co-ordinator on staff. A list of innovative equipment for the center was vetted. The complete list of innovative equipment was not approved. A Xerox machine, books and curriculum materials have been ordered and are currently in place.

In spite of project inputs to VTDI, the short term technical advisor assigned to assess the curriculum development efforts and capabilities of VTDI concluded that "...the institution lacks even the most minimal requirements for functioning as a

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curriculum development unit. Especially acute are the problems in management, facilities, and staff expertise and morale." (T. Harrington, November 17, 1987; p. 5) A review of the future role of VTDI in the Basic Skills Training Project is currently underway. Mr. Muschette, Acting Co-ordinator for Curriculum Development at TMRC, reports that the center is continuing with its curriculum development efforts pending further notification on its future responsibilities in the project.

GOAL 4: Establishment of Proficiency tests for approximately twenty (20) trades.

Proficiency tests have been developed for the following trades: Carpentry, masonry, plumbing, electrical installation, welding and clerk/typist. According to Van Hitchner, Director of Training, HEART Trust, the proficiency tests are not in use at the present time. He attributes this to the fact that there has not been a new group of trainees who could take the tests since their development in March, 1988. Mr. Hitchner reports that a final decision on how best to use the tests is awaiting a review of the cost considerations in test administration.

GOAL 5: Establishment and operation of four new HEART Academies.

The four academies which have been assisted under the project are all in operation. Stony Hill, was officially opened prior to the start of BSTP. To date 1,589 trainees have been recruited for Stony Hill; 687 have graduated from the academy. Portmore was officially opened on December 12, 1985. The academy has recruited 1,649 trainees. Of these, 895 have graduated and 487 are presently enrolled. Garmex was opened under JIDC in October, 1985 and formally added to the project in March, 1986. Between December, 1985 and July, 1988 Garmex admitted 15,456 trainees; 7,436 of these trainees completed the program. Although it has not been officially opened Kenilworth admitted its first group of students in June, 1988. Seventy-two trainees are currently enrolled in the sewing program; 39 have graduated from that program. There are currently 91 trainees enrolled in the pre-data entry program at Kenilworth. To date there have been no graduates from this program.

Technical assistance and training has been provided in management and administration; curriculum development; counselling; placement services; tracer studies; procurement; food service and testing. Basic equipment is in place at all academies. Innovative equipment is in place at Garmex Academy and has been approved for Stony Hill Academy.

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## VII. TECHNICAL ASSISTANCE TO DATE

Project documents called for 84 person months of long term technical assistance and approximately 62 person months of short term technical assistance for the non-formal component of BSTP. Long term assistance was to be provided through a Non-Formal Skills Training Specialist for the duration of the five year project and a Curriculum Development Specialist for two years.

### The Non-Formal Skills Training Specialist

In addition to serving as a general resource person to the non-formal skills training sector, the Non-Formal Skills Training Specialist was to provide technical assistance in planning and policy-making for HEART academies; assistance in budget preparation and financial management; assistance in the design and implementation of instructor training programs; technical direction for development of curriculum; development of instructional support systems including enrollment, counselling, job placement and follow-up; assistance in development of non-formal adult education and assistance in fostering the participation of the private sector in skills training.

Two individuals have served as RCA/GE's Non-Formal Skills Training Specialist. The first served from September, 1984 until August, 1985. His contract was terminated by decision of RCA/GE. The second served from October, 1985 through August, 1987. Effective August 28, 1985 the position was terminated because it was felt that "The Technical Assistance required (and approved for MYCD) cannot be provided by the incumbent." (RCA/GE Technical Assistance Plan, August 1, 1987 to August 1, 1989, p. 1) The Manager, Technical Operations, Formal Skills Training, assumed the duties of the Non-Formal Skills Training Specialist and the remaining person months of long term technical assistance were made available for short term technical assistance. RCA/GE has been operating according to this revised technical assistance plan although no contract modification between US/AID and RCA/GE has been signed.

The Non-Formal Skills Training Specialist worked directly with the Ministry of Youth and Community Development and with its implementing agencies. Data on RCA/GE long term technical assistance inputs is derived from a review of project reports; minutes of committee meetings; and interviews. Interviews at NFED were conducted with Dr. Jennifer Cadogan, Director and Eleanor Allman, Training Officer. Because of the high turnover of senior staff at NFED there are no senior officers on staff

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who worked directly with the long term technical advisors. Dr. Cadogan's comments are based upon her review of project reports; minutes of committee meetings; and staff reports. Ms. Allman has been on staff since the inception of the project and worked directly with the long term technical advisors and with many of the short term consultants who were assigned to the division. Interviews were also conducted at SDC with Egbert Lewis, Executive Chairman, and Winston Pagon, National Director of Youth Camps and Academies and with the staff of RCA/GE. Interviewees were asked to review the scope of service for the Non-Formal Skills Training Specialist and to provide information on the inputs provided in each area.

Although the Non-Formal Skills Training Specialists took an active part in project meetings, it is unclear the extent to which policy making authority was vested in MYCD or the extent to which the technical assistance provided formed the base from which policy was made. Dr. Cadogan reported that long term technical assistance "as it related to vocational education in Jamaica" was not provided. Technical assistance with budget preparation, financial management and development of instructional support systems was provided via short term consultants with the long term technical advisor assuming a coordinating role. Technical direction in the development of curricula and instructor programs occurred through an ongoing program of in-service and participant training. Short term technical assistance was provided to develop a system of recruitment, enrollment, job placement and counselling. Interviewees reported that assistance in the development of non-formal adult education was not provided. Technical assistance was provided to foster the participation of the private sector in curriculum content committees and in the development of proficiency tests but not in academy administration or management. However, Mr. Lewis stated that private sector participation on curriculum committees was more the result of GOJ policy than the results of inputs of the technical advisor.

#### The Curriculum Development Specialist

Long term technical assistance was also provided through a Curriculum Development Specialist. This advisor was responsible for development of a long range institutional development plan for TMRC; assistance in curriculum development, including adoption and adaptation of existing materials; development of dissemination strategies for instructional materials to the HEART academies, evening programs at the technical high schools, and private and public

sector training institutions; preparation of teacher orientation materials, organization of workshops to introduce the new skills training instructional materials and curricula; and collaboration with private and public sector training institutions. Two individuals served in the position. The first resigned shortly before the completion of his two year term; the second left upon termination of the position.

Data for this section is derived from a review of project reports, committee meetings and interviews with RCA/GE staff, and Mr. Lawrence and Mr. Muschette of VTDI. Technical assistance was provided to prepare a long range insitutional development plan for instructional materials and curricula at TMRC. This plan was not approved. Technical assistance was provided for the development of instructional materials in the relevant trades as well as development of curricula for enhancement of life coping skills, improved work attitudes and training for self-employment. The emphasis initially was on development of new materials. However, following the first internal review of the project, emphasis shifted to adaptation of existing materials. No procedural manual for curriculum development was provided during the term of the Curriculum Development Specialist. There was general consensus that coordination of curriculum development efforts was lacking and that effective use of Jamaican counterparts in the curriculum development process did not occur. Technical assistance was provided to assist in the dissemination of non-formal skills training materials and curricula to the HEART academies. Dissemination of materials to other private and public sector training institutions has occurred only to the extent that JAGAS and MOE utilize the automechanics curriculum developed by short term consultants. The Curriculum Development Specialist was active in the preparation of teacher orientation materials and workshops. Collaboration with private and public sector training institutions in the development of materials and curricula or in the conduct of field studies and evaluations of the new curriculum implementation process did not occur.

#### Short Term Technical Assistance

Original project documents called for approximately 62 person months of short term technical assistance in the following areas: monitoring/inspecting; testing; tracer studies; procurement; curriculum development; counselling; and management. Data on short term technical assistance to date is provided in Table 1. More detailed information on technical assistance by category of assistance and year is presented in Appendix C. As shown in Table 1, a total of 64.9 person months of short term technical assistance has been provided. Almost one half of the short term technical assistance provided to the

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non-formal skills training component of the project has been devoted to curriculum development. The figures reported in Table 1 do not include the short term technical assistance that was provided to the non-formal component of the project but charged to the HEART Trust or MOE. Data on this technical assistance is presented in Table 2.

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TABLE 1. SHORT TERM TECHNICAL ASSISTANCE BY  
CATEGORY OF ASSISTANCE

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	Person Months
Monitoring/Inspecting	4.00
Testing	6.00
Tracer Studies	7.00
Procurement	0.00
Curriculum Development	30.35
Counselling	4.90
Management	11.40
Other	<u>1.25</u>
TOTAL	64.90

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TABLE 2. SHORT TERM TECHNICAL ASSISTANCE PROVIDED TO  
THE NON-FORMAL SECTOR AND CHARGED TO HEART  
OR MOE

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	PERSON MONTHS
Curriculum Development	11.7
Planning/Research	03.2
Tracer Studies	05.0
Management	06.4
Monitoring	03.0
Procurement	<u>03.0</u>
TOTAL	32.3

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An information sheet on each short term technical advisor is contained in Appendix D. The date that the consultancy was requested; the date that it was approved by US/AID; the duration of the consultancy; the Ministry or Agency to which the consultant was assigned; the Ministry or Agency charged; the major achievements of each consultancy; and the implementation status of the consultants recommendations is provided on the consultants information sheet. The approval process for consultants work involves submission of a final report followed by an exit interview with the consultant. HEART Trust and RCA/GE representatives attended every exit interview; the US/AID project director attended almost every exit interview.

A review of the information sheets contained in Appendix D shows that the recommendations of the short term technical advisors have not always been implemented. Non-implementation has occurred primarily, although not exclusively, with respect to curriculum development. Non-implementation is especially prevalent with curricula developed for the building trades. Interviewees identified multiple reasons for this. Some of these reasons were identified in the discussion of long term technical assistance inputs. They are reported in more detail in this section. Data for this section is derived from interviews with the following people: Craig Clauser and Lorna Parkins, RCA/GE; Hector Lawrence and Zephaniah Muschette, VTDI; Moses Peart, HEART Trust; and Tracy Harrington, curriculum development consultant.

The RCA/GE proposal specified a model for curriculum development that would be followed. (RCA/GE Proposal, p. 2-61) Formalization of these procedures was to have been accomplished early in the project timeline. A procedures manual for curriculum development, including formalization of the approval process for new curricula, is only now being prepared. The failure of the short term technical advisors to effectively utilize Jamaican counterparts often resulted in the development of curriculum materials that were not appropriate to the Jamaican context. Support services at VTDI, including typing, xeroxing and writing, were not adequate for the task of developing curricula in so many fields. Lack of familiarity with the concept of competency based education and failure to effectively involve academy staff in the curriculum development process meant that they did not feel a "sense of ownership" of the materials. This may have lessened their incentive to utilize the new curriculum materials. Interpersonnel problems between local and overseas consultants and between consultants and academy staff were also identified as contributing to the problems that occurred in the curriculum development process.

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Technical Assistance Not Requested in Original Project Documents

Technical assistance has been provided in the areas of food service management and facility management although project documents did not specify that assistance was to be provided in these areas. Technical assistance was directed to JIDC although this agency was not identified in the original project documents. JIDC staff were also included in participant training programs.

VIII. PARTICIPANT TRAINING TO DATE

Project inputs called for 116 months of long and short term participant training plus in-service training for project connected personnel. RCA/GE was assigned responsibility for all participant training arrangements under the contract. The contractor has provided both long and short-term technical assistance to assess training needs and has assisted in the development of training plans. In addition, RCA/GE has assisted each participant trainee in developing an individualized training plan and in selecting the appropriate training institution. RCA/GE has made the necessary arrangements with the selected training institution. The contractor provided orientation to study in the U.S. and debriefed trainees upon his/her return to Jamaica.

Short Term Participant Training

Summary data on short-term participant training is presented in Table 3. To date, 27 individuals have participated in training programs or observational tours abroad. Of these, 16 or 59% have left the project or will be leaving in the near future. Should NFED, SDC and VTDI be formally removed from the project this figure will increase. Detailed information on the type and duration of overseas training and the current project related status of each participant is presented in Appendix E.



TABLE 3. SHORT TERM PARTICIPANT TRAINING BY AGENCY

AGENCY	PERSON MONTHS	NUMBER OF TRAINEES
VTDI	7.00	4
MYCD	4.75	8
SDC	1.75	4
Stony Hill	9.00	3
Portmore	4.00	3
JIDC/Garmex	2.75	5
Kennilworth	0.00	0
TOTAL	29.25	27

Long Term Participant Training

Five individuals have participated in long term training programs. All of the long term trainees received bachelors degrees and one also completed work on a masters degree. Long term participant trainees were interviewed in order to determine the extent to which they were utilizing the knowledge and skills acquired during their training in their current positions. Hector Lawrence, Principal of VTDI, received a bachelors degree in Vocational Education. Prior to his training he was Deputy Director of NFED. Shortly after his return to Jamaica he was transferred to VTDI. Mr. Lawrence stated that he felt that his training has been very useful in his current position, especially the exposure that it provided to vocational training systems and institutions in the United States. Zephaniah Muschette, Acting Coordinator of the Curriculum Development Unit at VTDI, received a bachelors degree in vocational education and curriculum development. He states that his training has been very useful and that he has attempted to structure the curriculum development efforts of VTDI along the lines of the training that he received. Winston Pagon, National Director of Youth Camps and Academies at SDC received a bachelors degree in technical educational and vocational administration. He feels that he did not have enough opportunity to use the administrative skills that he acquired before the academies were transferred to the HEART Trust. Dick Allison, Chief Vocational Training Instructor at

VTDI received bachelors and masters degrees in vocational educational methods and instructional techniques. He does not feel that he has had the opportunity to utilize the knowledge and skills that he acquired in his overseas training because, upon return to Jamaica, he assumed the same position and duties that he had prior to his training. Eric Swaby, Deputy Manager, Administrative Support Services, Portmore Academy received a bachelors degree in vocational education. He was identified for participant training while serving as Deputy Coordinator of Training at SDC. He was transferred to Portmore approximately six months after his return to Jamaica. His present position does not allow him to make direct use of his vocational education training. However, to the extent that he attends senior management meetings and is able to influence the direction of vocational education at Portmore, he feels that his training has been useful. He is able to provide input at the meetings, especially with respect to the use of competency based curriculum. During his training he spent six weeks at Keystone Training Center and feels that this experience was far more relevant to his present position than his formal training in that it gave him exposure to the administration of a skills training center.

#### In-Service Training

Project documents stipulated that in-service training was to be provided to project related personnel in administration and management; testing, monitoring/inspecting; tracer studies; and curriculum and materials development and adaptation. To date 35 workshops have been conducted for a total of 501 hours of in-service training. Six hundred seventy-three (673) individuals from HEART Trust; VTDI; SDC; NFED; MYCD; MOE; MOT; JIDC; Stony Hill; Portmore; Garmex; Mico Teachers College; the University of the West Indies; and technical and secondary schools have participated. Summary information on in-service training is provided in Table 4. A detailed listing of all in-service training provided to date is presented in Appendix F.

TABLE 4. IN-SERVICE TRAINING BY CATEGORY OF TRAINING

CONTENT	# of Hours	# of Participants
Curriculum Development	279	504
Counselling	68	24
Testing	60	15
Administration/Management	30	61
Equipment	6	12
Computer Literacy	52	45
Pedagogy	6	12
TOTAL	501	673

IX. PROCUREMENT SERVICES TO DATE

RCA/GE has assisted in the identification of equipment needs, development of equipment specifications, scheduling of procurement and installation of innovative equipment. Rationalization of existing equipment has not occurred, i.e. all innovative equipment supplied to the non-formal skills training sector has been new. RCA/GE has also provided oversight to determine if basic equipment ordered by Ronco was appropriate and if specifications were correct.

As a condition precedent to procurement the GOJ must submit satisfactory evidence to US/AID that the construction or renovation of the respective building in which such materials or equipment are to be housed is at least sixty percent (60%) completed and that an adequate property control and usage system is in place. P.I.L. #4, dated September 10, 1984 certified renovations at Portmore Academy to be 60% complete. RCA/GE assisted in the development of the innovative equipment list for this academy. This innovative equipment list was submitted to the Procurement Committee on August 14, 1986. Questions concerning items included on the list, particularly the number of computers requested, have delayed final approval. To date the only piece of innovative equipment ordered for Portmore Academy has been a transformer. This item is in place at the academy. At present, the academy is operating with the basic equipment supplied through Ronco.

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P.I.L. #6, dated May 15, 1985 certified Stony Hill as 95% complete on condition that proper security measures be installed. Installation of these security measures has been completed. Approval was granted for the first set of innovative equipment for Stony Hill on August 8, 1988. Approval for purchase of a standby generator has also been granted. A second list of innovative equipment for Stony Hill Academy is currently under review.

P.I.L. # 19, dated March 20, 1987, certified renovations and security proofing at TMRC to be 90% complete. The ceiling in the renovated building subsequently collapsed, but has since been repaired. The complete innovative equipment list for TMRC was not approved. To date the following innovative equipment has been ordered and is in place at the center: three sets of curricula, books and a xerox machine.

RCA/GE has been asked to assist in the procurement of innovative equipment for Garmex and innovative and basic equipment for Kenilworth. Procurement assistance to these academies will be discussed in the HEART Trust component of the data gathering exercise as the HEART Trust was responsible for the administration of these academies when procurement services were provided.

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APPENDIX A

Original

SCOPE OF SERVICE: NON-FORMAL SKILLS TRAINING SPECIALIST

- A. Assist with the planning, policy-making and development of fifteen H.E.A.R.T. Academies with primary emphasis on the four academies being assisted under this project.
  - B. Assist with H.E.A.R.T. Academies' budget preparation and financial management.
  - C. Design and implement training programmes for instructors at the four H.E.A.R.T. Academies within the Project.
  - D. Provide technical direction in the development of curricula and appropriate instructor training programmes based on regular assessments of possible employment generation schemes.
  - E. Develop a system for recruitment, enrollment, job placement, counselling and follow-up of the trainees.
  - F. Assist in the selection and development of non-formal adult education programmes for the 20-30 year old age group in evening programmes at the educational facilities of the H.E.A.R.T. Academies.
  - G. Foster the participation of the private sector in the administration and management of skill training activities within the H.E.A.R.T. Academies.
  - H. Serve as a major resource person in non-formal skills training and management for the senior officers of the MYCD.
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## APPENDIX A

Revised

### SCOPE OF SERVICES: MANAGER, TECHNICAL OPERATIONS

#### RATIONALE:

To ensure more effective and efficient co-ordination and completion of RCA responsibilities in relation to the formal and non-formal components of the Jamaica Basic Skills Training Project, the following Scope of Services are the responsibilities of the Manager, Technical Operations.

#### I. FORMAL

- a. Design and implement an appropriate Training Plan. The Plan will include:
  - 1) participant training abroad for key counterparts in combination study/observation programmes;
  - 2) in-service training through short-term courses, seminars and workshops, in administration and management, teaching, materials development and adaptation;
  - 3) upgrading the Technical Education Training Programme at CASI.
- b. Provide technical direction in developing and implementing an effective school administration/management plan. The contractor shall work with the MOE to determine how organizational structure and skills can be strengthened to improve the technical High School system. This will involve activities such as: evaluation of the organizational structure; definition of functions, duties and responsibilities; development of staffing patterns; staff development; facility management; admission system; record keeping; inventory control; relationships to the MOE and other institutions.
- c. As required, assist the MOE in budget planning, cost/benefit analysis and general financial management of the system.
- d. Provide technical assistance in long-range planning and policy-making decisions for the upgrading and physical expansion of the ten technical High Schools. The contractor will be responsible for determining commodity needs, the writing of detailed specifications, procurement and supervision of equipment installation. (Commodity lists are to be submitted through the Contractor to the USAID Project Officer for review prior to initiation of procurement).
- e. The Contractor shall review the MOE's recent course structure and curricula and advise of appropriate available alternative instructional technologies, assisting in the selection and development of the most appropriate programme for its needs.

Develop detailed course designs and appropriate curricula as required.

- f. Work with MOE and the private sector to develop effective Private Sector Advisory Committee, which will play an important role in linking the training activities of the schools with the needs of employers. Although an advisory body, the committees would influence training policy through their recommendations, participation in planning and review of programmes.
- h. The contractor will actively participate in project review conducted semi-annually during the life of the project with all implementing agencies and USAID. The contractor will also participate and assist in the project evaluations conducted every two years.

## II. NON-FORMAL

- a. The contractor shall ensure non-duplication of effort, maximum use of curriculum resource and articulation between formal and non-formal instructional programmes as appropriate.
- b. Provide technical assistance in developing and implementing an effective H.E.A.R.T. Academies Administrative Procedures Manual.
- c. Provide technical assistance in the management of the H.E.A.R.T. Academies.
- d. Provide technical assistance in the establishment of the Training Materials Resource Centre at VTDI.
- e. Coordination of local and overseas staff development programmes to maximise use of technical assistance and training resources.
- f. Serve as a major resource person in non-formal skills training.
- g. Assist in promoting private sector support for the non-formal manpower development programmes.
- h. Provide technical assistance in the management of the H.E.A.R.T. Academies.
- i. Develop commodity needs, develop specifications, and supervise installation of equipment.

APPENDIX B

SCOPE OF SERVICE: CURRICULUM DEVELOPMENT SPECIALIST

1. Develop a long range institutional development plan for instructional materials and curricula development for the resource center at VTDI.
2. Design a programme for adaptation of existing instructional materials and curricula to meet Jamaica's needs, including printed and audio/visuals and other subject areas such as life coping skills, work attitudes, training for self-employment, etc.
3. Develop strategies, including workshops for the dissemination of non-formal skills training instructional materials and curricula to H.E.A.R.T. Academies, evening programmes at technical high schools, and private and public sector training institutions.
4. Prepare teacher orientation materials and workshops to introduce new skills training instructional materials and curricula.
5. Collaborate with private and public sector training institutions and short-term instructional materials/curriculum development specialists in the development of materials/curricula and in conducting field studies and evaluations of the new curriculum implementation process.



APPENDIX C

Short Term Technical Assistance by Year  
and Category of Assistance

<u>1985</u>	Person Months
Curriculum Development	1.80
Management	<u>0.70</u>
Sub-total	2.50
<u>1986</u>	
Curriculum Development	21.25
Monitoring	4.00
Placement	1.40
Management	<u>1.00</u>
Sub-total	27.65
<u>1987</u>	
Curriculum Development	7.30
Tracer Studies	7.00
Counselling	3.50
Management	2.70
Food Service	<u>1.24</u>
Sub-total	21.45
<u>1988</u>	
Testing	6.00
Management	<u>7.00</u>
Sub-total	13.00
	=====
TOTAL	64.90

APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: AVANI

DATE RECOMMENDED: November 28, 1985

DATE APPROVED BY USAID: December 11, 1985

DURATION OF CONSULTANCY: January 26, 1986 - April 30, 1986

MINISTRY/AGENCY ASSIGNED: VTDI

MINISTRY/AGENCY CHARGED: VTDI

ACHIEVEMENTS: Develop and adapted CBE curriculum materials for Secretarial, Sales, and Business Data Processing; conducted in-service training sessions for the Stony Hill Academy and help to develop equipment specifications for innovative equipment for the Stony Hill Academy; worked closely with MOE, visiting the schools island-wide.

IMPLEMENTATION STATUS: Teachers guides being used in technical high schools but not at Stony Hill.

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APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: Bryant

DATE RECOMMENDED: May 3, 1985

DATE APPROVED BY USAID: May 10, 1985

DURATION OF CONSULTANCY: October 21 - November 19, 1986

MINISTRY/AGENCY ASSIGNED: Portmore/Stony Hill

MINISTRY/AGENCY CHARGED: MYCH

ACHIEVEMENTS: Drafted a Code of Regulations for use in the academies

IMPLEMENTATION STATUS: Code of regulations proposed by technical advisor has not been formally adopted. A series of meetings has been held to modify TA's report. Operations manual has been developed from code of regulations. Training on the manual is currently underway at Stony Hill and scheduled to begin in August, 1988 at Portmore. Work to adapt the code of regulations is underway at Garmex.

APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: Dillon

DATE RECOMMENDED: March 28, 1985

DATE APPROVED BY USAID: April 30, 1985

DURATION OF CONSULTANCY: May 6 - 31, 1985

MINISTRY/AGENCY ASSIGNED: VTDI

MINISTRY/AGENCY CHAIR: VTDI/MYCD

ACHIEVEMENTS: Met with personnel at HEART, MOE, VTDI and MYCD to get information on their curriculum needs.

IMPLEMENTATION STATUS: Not applicable, information gathering only

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APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: Dillon

DATE RECOMMENDED: July 8, 1985

DATE APPROVED BY USAID: August 13, 1985

DURATION OF CONSULTANCY: January 19 - February, 1986

MINISTRY/AGENCY ASSIGNED: VIDI

MINISTRY/AGENCY CHARGED: VTDI/MYCD

ACHIEVEMENTS: Assisted in refining task listings in business practices, masonry, welding and building repair curricula.

IMPLEMENTATION STATUS: Task listings in business practices, masonry, welding and building repair not currently in use.

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APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: Dillon

DATE RECOMMENDED: April 29, 1986

DATE APPROVED BY USAID: July 17, 1986

DURATION OF CONSULTANCY: August 9 - 23, 1986

MINISTRY/AGENCY ASSIGNED: MYCD

MINISTRY/AGENCY CHARGED: MYCD

ACHIEVEMENTS: Developed Trainee Instructions Packages (TIPs) for Maths and English. Conducted CBVE workshops at Portmore, Stony Hill and Garmex.

IMPLEMENTATION STATUS: Tips for maths and English currently in use at Portmore and Stony Hill

54'

APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: Eaddy

DATE RECOMMENDED: February 6, 1986

DATE APPROVED BY USAID: February 13, 1986

DURATION OF CONSULTANCY: March 23 - October 3, 1986

MINISTRY/AGENCY ASSIGNED: MYCD

MINISTRY/AGENCY CHARGED: MYCD

ACHIEVEMENTS: Developed PIO/Ps for JIDC staff for overseas training.  
Conducted personnel audit of MYCD/NFED, SDC, VTDI staff involved in the  
Project to determine training needs.

IMPLEMENTATION STATUS: Training needs assessment utilized, but to  
limited degree given staff turnover.

55'

APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: Gilley

DATE RECOMMENDED: July 23, 1987

DATE APPROVED BY USAID: July 30, 1987

DURATION OF CONSULTANCY: August 4, 1987 - March 31, 1988

MINISTRY/AGENCY ASSIGNED: HEART Trust

MINISTRY/AGENCY CHARGED: HEART Trust

ACHIEVEMENTS: Conducted training sessions in CBVE for Stony Hill and VTDI instructors; assisted in the planning of the pilot test of the CBVE clerk/typist curricula.

IMPLEMENTATION STATUS: Pilot test of CBVclerk/typist curricula now in progress at Stony Hill.



APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: Gooden

DATE RECOMMENDED: July 31, 1986

DATE APPROVED BY USAID: August 28, 1986

DURATION OF CONSULTANCY: February 16 - April 3, 1987  
May 11 - June 30, 1987

MINISTRY/AGENCY ASSIGNED: Stony Hill

MINISTRY/AGENCY CHARGED: HEART Trust

ACHIEVEMENTS: A special Data Entry Certificate has been agreed upon. Curriculum has been updated and re-written and a list of assessment criteria drawn up.

IMPLEMENTATION STATUS: Data entry certificate being used; curriculum assessment criteria being used.

APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: Harrington  
DATE RECOMMENDED: August 11, 1987  
DATE APPROVED BY USAID: September 4, 1987  
DURATION OF CONSULTANCY: October - December, 1987  
MINISTRY/AGENCY ASSIGNED: VTDI and HEART Trust  
MINISTRY/AGENCY CHARGED: MYCD

ACHIEVEMENTS: Determined the status of curriculum materials in the building trades and clerical areas developed at VTDI; provided assistance in organizing the pilot test of the CBVE Clerk/Typist curriculum at Stony Hill; assessed curriculum development procedures and capabilities at VTDI/TMRC; developed guidelines for coordination of curriculum development efforts by the Training Division of the HEART Trust.

IMPLEMENTATION STATUS: Consultancy to complete procedural manual to end in August, 1988. Recommendation that curriculum development be shifted to HEART is still pending.

APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: Jaffe

DATE RECOMMENDED: January 15, 1985

DATE APPROVED BY USAID: November 8, 1985

DURATION OF CONSULTANCY: October 7 - 20, 1985; November 7 - 21, 1985;  
December 10 - 21, 1985

MINISTRY/AGENCY ASSIGNED: VTDI and HEART Trust

MINISTRY/AGENCY CHARGED: HEART Trust

ACHIEVEMENTS: Provided technical assistance on how to activate and implement residential skills training centers; provided assistance in the area of trainee testing.

IMPLEMENTATION STATUS: Recommendations on physical facilities at Portmore implemented. Trainee testing, exiting procedures, role of counsellors, interview schedules for trainees implemented. Recommendation on use of round tables for dining halls not implemented.

APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: Teape-Johnston

DATE RECOMMENDED: March 25, 1987

DATE APPROVED BY USAID: March 26, 1987

DURATION OF CONSULTANCY: March - June, 1987

MINISTRY/AGENCY ASSIGNED: HEART Trust

MINISTRY/AGENCY CHARGED: HEART Trust

ACHIEVEMENTS: Conducted tracer studies on trainees. Analysis of data and tables for each institution and program; summary made of the results of the tables.

IMPLEMENTATION STATUS: Not applicable; data gathering exercise only.

APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: F. Johnston

DATE RECOMMENDED: September 12, 1985

DATE APPROVED BY USAID: October 22, 1985

DURATION OF CONSULTANCY: January 13 - April 10, 1986

MINISTRY/AGENCY ASSIGNED: MYCD

MINISTRY/AGENCY CHARGED: MYCD

**ACHIEVEMENTS:** Developed and presented to the HEART Trust a first draft of the procedures Manual for the FAMCs; conducted 9 training workshops in Budgeting and Planning using presenters from the public and private sectors. Submitted a training report. An edited version of each presentation put together in a manual to be used for training by the HEART Trust.

**IMPLEMENTATION STATUS:** Draft manual submitted to HEART. No further action taken.

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APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: F. Johnston  
DATE RECOMMENDED: June 23, 1986  
DATE APPROVED BY USAID: July 3, 1986  
DURATION OF CONSULTANCY: August 9, 1986 - March 27, 1987  
MINISTRY/AGENCY ASSIGNED: MYCD  
MINISTRY/AGENCY CHARGED: HEART Trust

ACHIEVEMENTS: Reviewed accounting system of MYCD/SDC as they relate to the HEART Trust; conducted training sessions in Planning and Budgeting for personnel at SDC, VTDI, JIDC and the academies; developed a procedures manual for Financial Management and Control System as part of the institutionalization of the HEART Trust.

IMPLEMENTATION STATUS: Procedures manual submitted in draft form to HEART; manual was to be completed by HEART.

July 22, 1987 - RCA/GE requested information on current status of manual. No response received from HEART.

November 9, 1987 - RCA/GE made second request to HEART for status report on manual. To date, HEART has not responded to the request for information.

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APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: M. Johnston

DATE RECOMMENDED: May 3, 1985

DATE APPROVED BY USAID: May 10, 1985

DURATION OF CONSULTANCY: August 25 - October 17, 1986

MINISTRY/AGENCY ASSIGNED: MYCD

MINISTRY/AGENCY CHARGED: MYCD

ACHIEVEMENTS: Worked with staff of Portmore and Stony Hill in setting up counselling workshops and counselling procedures.

IMPLEMENTATION STATUS: Undetermined

APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: M. Johnston

DATE RECOMMENDED: September 12, 1986

DATE APPROVED BY USAID: October 10, 1986

DURATION OF CONSULTANCY: October 27 - November 30, 1986

MINISTRY/AGENCY ASSIGNED: JIDC/Garmex

MINISTRY/AGENCY CHARGED: JIDC

ACHIEVEMENTS: Conducted training sessions in counselling for Academy staff.

IMPLEMENTATION STATUS: Student orientation to residential training, selection of training courses, informational face sheets on each trainee are being utilized. Recommendation that trainees and counsellors observe industries has been implemented.



APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: Kendrick

DATE RECOMMENDED: May 27, 1985

DATE APPROVED BY USAID: July 1, 1985

DURATION OF CONSULTANCY: August 9 - September 6, 1985

MINISTRY/AGENCY ASSIGNED: VTDI

MINISTRY/AGENCY CHARGED: VTDI

ACHIEVEMENTS: Developed 8 TIPs; revised masonry/steel fixing equipment lists to include equipment required by all modules. Located equipment catalogues and wrote specifications for part of tool and equipment lists.

IMPLEMENTATION STATUS: The 8 TIPs in masonry/steelfixing developed by the consultant are not being used.

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APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: Lawson

DATE RECOMMENDED: July 22, 1987

DATE APPROVED BY USAID: August 18, 1987

DURATION OF CONSULTANCY: April 1, 1987 - August 31, 1988

MINISTRY/AGENCY ASSIGNED: Garmex

MINISTRY/AGENCY CHARGED: HEART Trust

ACHIEVEMENTS: Developed Academy Operations Manual

IMPLEMENTATION STATUS: Training now being conducted on implementation of operations manual at Portmore, Stony Hill and Garmex

66'

APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: Lawson  
DATE RECOMMENDED: July 23, 1987  
DATE APPROVED BY USAID: August 18, 1987  
DURATION OF CONSULTANCY: September 1987 - March 31, 1987  
MINISTRY/AGENCY ASSIGNED: SDC  
MINISTRY/AGENCY CHARGED: MYCD

ACHIEVEMENTS: Developed Academy Operations Manual

IMPLEMENTATION STATUS: Training now being conducted on implementation of operations manual at Portmore, Stony Hill and Garmex.

APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: Leshko  
DATE RECOMMENDED: May 3, 1985  
DATE APPROVED BY USAID: May 10, 1985  
DURATION OF CONSULTANCY: May 13 - 24, 1985; July 16 - 31, 1985;  
September 10 - 17, 1985  
MINISTRY/AGENCY ASSIGNED: MYCD/SDC  
MINISTRY/AGENCY CHARGED: MYCD

ACHIEVEMENTS: Conducted a survey of staff development needs at SDC and the academy level; results of needs assessment survey used as a guide for sequencing and clustering proposed training topics; held discussions with SDC officials on a plan of action to facilitate preparation of Manual; arrangements made for two three day Basic Management training program for HEART Trust's professional staff.

IMPLEMENTATION STATUS: Staff assessment needs survey utilized by SDC. Work continued on consultants manual of Academy Operations.

APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: Lynch

DATE RECOMMENDED: April 30, 1985

DATE APPROVED BY USAID: May 10, 1985

DURATION OF CONSULTANCY: June 24 - December 20, 1985  
January 27 - May 2, 1986

MINISTRY/AGENCY ASSIGNED: VTDI

MINISTRY/AGENCY CHARGED: MOE

ACHIEVEMENTS: One hundred fifty two (152) TIPs written; supervised the finalization and production of automotive CBE curriculum materials; conducted curriculum review sessions and visited all the Technical High Schools to present samples of the curriculum to the instructors and to evaluate their facilities and equipment.

IMPLEMENTATION STATUS: TIPs in automechanics being used at MOE and JAGAS.

APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: McMinn

DATE RECOMMENDED: March 28, 1985

DATE APPROVED BY USAID: April 30, 1985

DURATION OF CONSULTANCY: June 3 - 21, 1985

MINISTRY/AGENCY ASSIGNED: VTDI

MINISTRY/AGENCY CHARGED: VTDI

ACHIEVEMENTS: Analyzed VTDI's printing and photography equipment needs; reviewed VTDI's printing and photography capability including space and layout; made specific recommendations for updating the VTDI print and photography shop; wrote specifications for printing, binding, collating and photography equipment; set up a management and supplies inventory system to assure efficient operations.

IMPLEMENTATION STATUS: Consultants recommendations were not approved and, therefore, not implemented.

APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: May

DATE RECOMMENDED: September 18, 1986

DATE APPROVED BY USAID: October 30, 1986

DURATION OF CONSULTANCY: November 10 - December 6, 1986

MINISTRY/AGENCY ASSIGNED: MYCD

MINISTRY/AGENCY CHARGED: MYCD

ACHIEVEMENTS: Started the establishment of a recruitment/job development/  
placement system at the Garmex Academy.

IMPLEMENTATION STATUS: Undetermined

APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: Morgan

DATE RECOMMENDED: July 8, 1986

DATE APPROVED BY USAID: N/A

DURATION OF CONSULTANCY: August 24 - October 10, 1986; October 10 - November, 1986  
January 19 - March 11, 1987

MINISTRY/AGENCY ASSIGNED: Stony Hill

MINISTRY/AGENCY CHARGED: MYCD

ACHIEVEMENTS: Secured textbooks in typewriting and accounting; facilitated implementation of CBVE in English, Maths, Typewriting and Accounting; installed a system for proper testing and record keeping of trainee progress and designed a brochure on CBVE for the Stony Hill Academy.

IMPLEMENTATION STATUS: Materials that consultant brought have been further adapted and are currently in use in pilot test of CBVE at Stony Hill.

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APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: Porterfield

DATE RECOMMENDED: February 5, 1986

DATE APPROVED BY USAID: March 3, 1986

DURATION OF CONSULTANCY: March 9 - May, 1986

MINISTRY/AGENCY ASSIGNED: MYCD

MINISTRY/AGENCY CHARGED: HEART Trust

ACHIEVEMENTS: Prepared a procedures manual on equipment maintenance and control which was accepted by US/AID. This was condition precedent of the Project.

IMPLEMENTATION STATUS: System developed by consultant used for all inventory exercised at MYCD.

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APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: Porterfield  
DATE RECOMMENDED: April 10, 1986  
DATE APPROVED BY USAID: May 5, 1986  
DURATION OF CONSULTANCY: June - November, 1986  
MINISTRY/AGENCY ASSIGNED: VTDI  
MINISTRY/AGENCY CHARGED: MYCD

ACHIEVEMENTS: Curricula for painting and decorating, carpentry, masonry, welding and plumbing developed; submitted a revised assessment of the facilities at the Stony Hill and Portmore academies.

IMPLEMENTATION STATUS: Carpentry, plumbing, masonry, welding, painting and decorating curricula are not being used.

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APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: Ruddock

DATE RECOMMENDED: November 28, 1985

DATE APPROVED BY USAID: December 11, 1985

DURATION OF CONSULTANCY: February 10 - April 10, 1986

MINISTRY/AGENCY ASSIGNED: VTDI

MINISTRY/AGENCY CHARGED: VTDI

ACHIEVEMENTS: Developed CBE curriculum for civics; conducted in-service training workshops for instructors in the use of CBE curriculum.

IMPLEMENTATION STATUS: Civics curriculum currently in use

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APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: Stewart

DATE RECOMMENDED: November 28, 1985

DATE APPROVED BY USAID: December 11, 1985

DURATION OF CONSULTANCY: March 19 - May, 1986

MINISTRY/AGENCY ASSIGNED: VTDI

MINISTRY/AGENCY CHARGED: VTDI

ACHIEVEMENTS: Developed CBE curriculum in Family Life Education

IMPLEMENTATION STATUS: Curriculum materials are currently in use.

APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: Storm

DATE RECOMMENDED: October 13, 1987

DATE APPROVED BY USAID: November 2, 1987

DURATION OF CONSULTANCY: November, 1987 - April, 1988

MINISTRY/AGENCY ASSIGNED: HEART Trust

MINISTRY/AGENCY CHARGED: MYCD

ACHIEVEMENTS: Conducted a ten day workshop with participants from VTDI, SDC, HEART Trust and Portmore Academy; identified competencies to be measured; developed test specifications.

IMPLEMENTATION STATUS: Proficiency tests not currently in use. Determination of how best to utilize tests is awaiting review of cost considerations in test administration.

APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: Tapper  
DATE RECOMMENDED: July 23, 1987  
DATE APPROVED BY USAID: November 10, 1987  
DURATION OF CONSULTANCY: November - December, 1987  
MINISTRY/AGENCY ASSIGNED: MYCD  
MINISTRY/AGENCY CHARGED: MYCD

ACHIEVEMENTS: Conducted training sessions for training kitchen staff at Portmore and Stony Hill Academies; submitted a detailed report which contained recommendations for improving the existing situation at both academies.

IMPLEMENTATION STATUS: Recommendations regarding sanitation and hygiene; defective kitchen equipment; and human relations aspects of kitchen staff/trainee relationships implemented. Recommendation that trainees discontinue kitchen duty not accepted as it was felt that this was part of the training experience.

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APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: McClennan, Powell, Parkins

DATE RECOMMENDED: August, 1986

DATE APPROVED BY USAID: September 3, 1986

DURATION OF CONSULTANCY: August 29 - December 15, 1986

MINISTRY/AGENCY ASSIGNED: Portmore

MINISTRY/AGENCY CHARGED: MYCD

ACHIEVEMENTS: Assisted Porterfield in curriculum development

IMPLEMENTATION STATUS: Curriculum not in use

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APPENDIX D

Short Term Technical Advisors  
Information Sheet

CONSULTANT: Lurch, Dally

DATE RECOMMENDED: N/A

DATE APPROVED BY USAID: July 29, 1986

DURATION OF CONSULTANCY: N/A

MINISTRY/AGENCY ASSIGNED: Stony Hill

MINISTRY/AGENCY CHARGED: MYCD

ACHIEVEMENTS: Assisted consultants Morgan and Avani in curriculum development.

IMPLEMENTATION STATUS: See Morgan, Avani information sheets



APPENDIX E

Short Term Participant Training

Name of Participant	Agency	Category of Training	Person Months of Training	Current Project Status
E. Hamilton	Portmore	Job Placement and Counselling	2.00	Placement Officer, Portmore
S. Braham	VTDI	Curriculum Adaptation and Development	2.00	No longer connected to project
H. Watson	VTDI	Vocational Education - Management & Supervision	2.00	No longer connected to project
E. Christie	Portmore	Vocational Education - Management & Supervision	1.00	Deputy Manager for Technical Programmes, Portmore
A. Lurch	VTDI	Curriculum Adaptation and Development	2.00	Deputy Coordinator of Curriculum Development Unit, VTDI
D. MacLean	Portmore	Counselling/Residential Living	1.00	H.E.A.R.T. LEAP project
I. Nikki	Stony Hill	Counselling/Residential Living	1.00	No longer connected to project

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APPENDIX E

Short Term Participant Training

Name of Participant	Agency	Category of Training	Person Months of Training	Current Project Status
C. McCulloch	MYCD	Attend A.V.A Visit Atlanta area Technical School for instructional materials.	1.00	No longer connected to project
Q. Francis	MYCD	Attend A.V.A., 1986 Visit Atlanta area Technical school for instructional materials	1.00	No longer connected to project
W. Leiba	MYCD	Attend A.V.A., 1986	0.25	No longer connected to project
E. Lewis	SDC	Attend A.V.A., 1986	0.25	Executive Chairman SDC
L. Henry	JIDC/ Garmex	Attend A.V.A., 1986	0.50	No longer connected to project
D. Boothe	JIDC/ Garmex	Observe apparel industry training center	0.50	Deputy Manager for technical Projects, Garmex
L. Henry	JIDC/ Garmex	Observe apparel industry training center	0.50	No longer connected to project

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**APPENDIX E**  
**Short Term Participant Training**

Name of Participant	Agency	Category of Training	Person Months of Training	Current Project Status
V. Scantlebury	JIDC/ Garmex	Observe apparel industry training center	0.50	No longer connected to project
Q. Francis	MYCD	Attend A.V.A., 1984 Visit State Dept of VTE and Curriculum Centers	0.50	No longer connected to project
C. McCulloch	MYCD	Attend A.V.A., 1984 Visit State Dept of VTD and Curriculum Centers	0.50	No longer connected to project
E. Lewis	SDC	Observe residential centres	0.25	Executive Chairman, SDC
C. McCulloch	MYCD	Attend A.V.A., 1983	0.50	No longer connected to project
Q. Francis	MYCD	Attend A.V.A., 1983	0.50	No longer connected to project
H. Lawrence	MYCD	Observe residential centers	0.50	Principal, VTDI
C. Dash	SDC	Observe residential centers	0.50	Director of Finance and Administration, SDC

**APPENDIX E**

**Short Term Participant Training**

Name of Participant	Agency	Category of Training	Person Months of Training	Current Project Status
L. Fowler	JIDC	In-service training on counselling in Puerto Rico	0.75	No longer connected to project
J. Mars	SDC	Curriculum Adaptation and Development	0.75	Training Officer, SDC
M. McIntosh	Stony Hill	Curriculum Adaptation and Development	3.00	Will be leaving shortly
C. Granston	Stony Hill	Curriculum Adaptation and Development	3.00	No longer connected to project
V. Angus	Stony Hill	Curriculum Adaptation and Development	3.00	Stony Hill Academy

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APPENDIX F

In-Service Training

Non-Formal Skills Training Sector

Date	Instructor	Content	Participating Organizations	Level of Participants	No. of Participants	No. of Hours
Sept. 11, 1985	Muschette Harrington	Analysis of VTDI curriculum guides, developing TIPS, Revising Task Lists	M.O.A.	developers supervisors	8	4
Sept. 3-13, 1985	Muschette Harrington	Analysis of TIPS TIP Development	MOE	officers	9	72
Sept. 4, 1985	Harrington	Developing Task list, developing TIPS, use TIPS	H.E.A.R.T.	writers	2	8
May 22, 1985	Muschette Harrington	Use of TIPS	MOE	officers	13	6
Mar. 11, 18 27, 1985	Butterfield Muschette Harrington	Review of CBVE, VTDI curriculum guides and equipment lists	Stony Hill	Instructors and supervisors	14	18
Feb. 19, 1985	Muschette Harrington	CBVE instruction, writing TIPS	VTDI	writers	8	8
Feb. 12, 1985	Muschette Harrington	CBVE instruction VTDI curriculum guides	Portmore	Instructors and supervisors	20	6

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(cont'd)

Date	Instructor	Content	Participating Organizations	Level of Participants	No. of Participants	No. of Hours
Oct. 31 - Dec. 1, 1986	Johnston, M.	Counselling Workshop/ Seminar and Practicum	Garmex	Counsellors Instructors	10	52
Nov. 4 - 18, 1987	Storm	Proficiency Testing	Portmore, VTDI, H.E.A.R.T., SDC, NFED	Administrators Instructors	15	60
Oct. 1986- March 1987	Johnston, P.	Budgeting and Planning	Portmore, Stony Hill, MYCD, VTDI, JIDC/Garmex RCA HEART	Administrators	61	30
April 10, 12 1987	Weisham	Principles of instruction	Garmex	Instructors	12	6

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(cont'd)

Date	Instructor	Content	Participating Organizations	Level of Participants	No. of Participants	No. of Hours
May 12, 1986	Stewart Braham	Inservice teachers on Family Life/Career Skills review completed modules	Portmore Stony Hill	Instructors	9	6
July 28, 29 30, 31 Aug. 1, 1986	N.A.	Development of student modules for commercial skills	Stony Hill	Instructors	12	30
Aug. 5-15, 1986 Aug. 25-Sept. 15 1986	NCR	Computer Literacy	Stony Hill, Portmore, SDC NFED, VTDI	teachers Administrators Curriculum writers	45	52
Summer, 1986	Dillon	Managing Classroom and Laboratory Instruction in Competency Based, self paced programme.	Stony Hill, Portmore, VTDI MOE, HEART		100	29
July 28, 29, 30 31, Aug. 1, 1986	Dalley	Intro to CBE, Review of teacher guides in Commercial skills, writing TIPS, assessment of library, resources at Stony Hill, Orientation VTDI	Stony Hill	Instructors	12	20
Sept. 22- 23, 1986	Johnston, M.	Counselling Placement Workshop	Stony Hill Portmore	Counsellors Administrators	14	16

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APPENDIX F

(cont'd)

Date	Instructor	Content	Participating Organizations	Level of Participants	No. of Participants	No. of Hours
Mar. 21, 1986	Ruddock Watson	Presentation of Civics Module #1, use by trainees.	Portmore	Teachers trainees	24	4
April 2, 1986	Harrington Stewart Braham	Review topic, Listing of Family Life/ Career Skills Curriculum use of booklet on family budgets.	VTDI, Stony Hill, Portmore	Instructors	14	4
April 7, 1986	Avani Dalley Williams	Implementation of commercial skills curriculum developed at VTDI	Stony Hill	Instructors	20	6
April 8, 1986	Avani Dalley Williams	Implementation of Commercial skills curriculum developed at VTDI	MOE, tech. high schools secondary schools	Instructors	33	6
April 10, 1986	Harrington Braham Stewart	Review topic listing and three completed booklets on family life education	VTDI, HEART SDC, UWI, MYCD Stony Hill, Portmore	Instructors	12	5
May 8, 1986	Porterfield	Guideline for Operation of Equipment Control Maintenance and Repair	SDC, NEED Garmex, Portmore	N/A	12	6

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APPENDIX F

(cont'd)

Date	Instructor	Content	Participating Organizations	Level of Participants	No. of Participants	No. of Hours
Feb. 25, 1986	Ruddock Watson	Review of Civics tasks review of modules format	Stony Hill	Teachers	6	4
Feb. 26, 1986	Avani Dalley	Presentation of curriculum modification process, job titles, format for secretarial and account- ing/computing	HEART, SDC, MOE	Professionals	15	2
Mar. 4, 1986	Ruddock Watson	Review of Civics tasks Review of module formats	Portmore	Teachers Administrators	2	4
Mar. 12, 1986	Ruddock Watson	Testing of Civics module #5, Lesson #1	Stony Hill	Teacher and trainees	32	6
Mar. 13, 1986	Ruddock Watson Harrington Lurch Weishan	Civics task lists and 5 modules reviewed	Stony Hill, MYCD, HEART, Portmore, SDC, UWI, STHS, Mico	Professionals	9	4
Mar. 18, 1986	Ruddock Watson	Testing of Civics Module #1, Lesson #9	Stony Hill	Teachers, trainees	28	4

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APPENDIX F

(cont'd)

Date	Instructor	Content	Participating Organizations	Level of Participants	No. of Participants	No. of Hours
Jan. 17, 1985	Harrington	Up-date on task analysis Up-date on TIP process	HEART Trust MOT, Resort Skills Committee	Advisory	14	2
Jan. 30, 1986	Dillon Braham Watson Harrington	Gather input on lists, share curriculum development plan	Stony Hill	Teachers	6	4
Jan. 30, 1986	Avani Harrington Dally Lurch	Presentation of task lists from staff, agenda for curriculum development	Stony Hill	Teachers	20	3
Feb. 6, 1986	Dillon Watson Harrington	Input received on draft of sample module, CBVE presentation and discussion	Stony Hill	Teachers	6	4
Feb. 10, 1986	Dillon Braham Watson Lurch	Diagnostic student testing in Math and English	Stony Hill	Trainees	24	4
Feb. 11, 1986	Dillon Braham Watson	Explanation of diagnostic test scores, explanation of CBE and individualized instruction. Use of Math and English modules with trainees.	Stony Hill	Trainees Teachers Administrators	32	6