Reforming education and skills training systems:
Responding to the demands for increased employability and productivity of labour in the Caribbean

by

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**Attachment I – Sixth Form Survey**
1. INTRODUCTION

The member states of the Caribbean Community (CARICOM) are all engaged at different stages, in the process of reforming their education and training system, addressing issues of access, equity, quality and relevance in relation to the changed and changing demands of the economic and social environment. Education and skills training system reform in the Caribbean in the last decade has been significantly influenced by similar efforts in almost every single developed economy in the world and by the persistence of multilateral development agencies. To place education, and to a lesser extent, skills training reform in the context of demands for increased employability, productivity and indeed competitiveness of the system’s graduates is radically different from conventional and traditional approaches to evaluating education in the region.

Based on the Caribbean secondary education syllabus of subjects, employability and productivity of graduates do not appear to be important considerations, as the focus of preparation is solely for matriculation to higher education. Secondary school leavers who do not meet the requirements for matriculation to higher education are still thought suitable for absorption in an agricultural, assembly manufacturing, labour intensive economy, which largely no longer exists. The nature and direction of the education reform effort, therefore, should more pointedly be informed by the questions: What type of education, for whom and to what end?

The changed and changing social and economic environment, the rapid transformation from primary agriculture commodity exporting economies to today’s services economies, operating in a competitive globalized environment, demands a differently educated and trained workforce critically dependent on knowledge, learning and innovation. This report will incorporate the findings of a survey (see ATTACHMENT 1) of four hundred and seventy four (474) sixth form students from four Caribbean countries, namely:

- Jamaica - 185 respondents (39%)
- Trinidad and Tobago - 103 respondents (21.7%)
- St. Lucia - 97 respondents (20.5%)
- Barbados - 89 respondents (18.8%)

This information, combined with youth employment data and the emerging occupational landscape, will enable a broader insight as to the nexus of education, productivity and employment, and the stark mismatch between what the region’s education and training systems produce\(^1\) and what development strategies\(^2\) and employment demand. Sixth form students were selected for the survey because they would have already successfully completed their Caribbean Secondary Education Certificate (CSEC) examinations set by CXC, and would have achieved what in the Caribbean today is considered a sound general secondary education, the foundation preparation of the 21\(^{st}\) century Caribbean workforce.

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1. National TVET Reports (Trinidad, Barbados, Guyana and Jamaica)
2. Trinidad and Tobago (20/20) and the National Industrial Policy - Jamaica
The findings give a clear picture of these students’ perception of their immediate productive employability, their knowledge and understanding of the emerging regional economy and the career options open for them to exploit. The findings also speak in some degree to the relevance of the educational and training preparation provided to these students by the region’s educational and training institutions.

This report is informed by reports prepared and submitted by several countries detailing the state of Technical Vocational Education and Training (TVET) and career guidance as vital complements to general secondary education. It is also a practical and effective way to enhance the relevant preparation of the 21st century Caribbean citizen/worker for employability and productivity of the region’s workforce and the competitiveness of its economy, as well as graduates’ matriculation to higher levels of education and training and lifelong learning.

2. FRAMING THE SITUATION

When there is discussion about productivity and employability in the Caribbean it is within a contextual frame of reference of agricultural plantations and assembly manufacturing, viewed through the well imbibed traditional understanding of the factors of production - land, labour and capital. However, the Caribbean development strategies enunciated for the 21st century places primary focus on globally competitive commodity production, service sector niches in hospitality tourism and personal care, information and communication technologies and shipping and transport. In addition, mining and energy remain significant components of the development strategies for Jamaica, Guyana and Trinidad and Tobago.

The globally competitive challenge of economies of scale presented by, for example, China, has forced Caribbean development planners to target economic activities directed at low-volume, high-value global market niches. The region realizes that the current low-skilled workforce, low-wage economy will not attract the more sophisticated job-creating investments necessary for the absorption and retention of the region’s expensively trained secondary and tertiary graduates and the reversal of the brain-drain of 80% of these graduates.

The essential challenge facing the region, therefore, is the transformation of the skill-sets of the Caribbean workforce from the low-wage, low-skill, low technology, suitable for primary agriculture and assembly manufacture to the high-skilled globally competitive workforce necessary to provide high-value niche services.

The region, while accepting the desirability of universal secondary education, has still not adopted the appropriate ideology and implementing technology to create workforce transformation through education and training. The seeming reluctance of the region to fully embrace universal secondary education is, to some extent, based on a resilient, albeit unspoken, notion that secondary education is a privilege and, more importantly, that only a minority of our secondary school aged children are ‘fit for’ secondary level education. The pretext of the secondary education system is therefore a few good teachers in a few good schools serving the few ‘fit’ students.

The resultant situation in the region is that only a small percentage of secondary school leavers exit with any secondary educational certification and even fewer with competency-based qualifications which would enhance their productive employability.
The screening for candidates to sit the CSEC examination also significantly reduces the opportunity for many secondary school seniors to acquire this certification. Consequently, the majority of persons in the wider workforce reflect this same profile, that is, having neither general secondary educational qualification nor vocational qualifications\(^3\) - the new visa for the free movement of skilled persons within the CARICOM Single Market and Economy.

**TVET And Workforce Certification**

In 2003, CARICOM, through the Council for Human and Social Development (COHSOD), established the Caribbean Association of National Training Agencies (CANTA) as the implementing arm of the Regional Coordinating Mechanism for Technical Vocational Education and Training (RCMTVET). Trinidad and Tobago and Jamaica have established accreditation and certification bodies and quality assurance mechanisms which have developed over 120 occupational standards covering all major economic sectors and which have been approved by CARICOM as regional occupational standards. This significant achievement provides a basis for standardized curriculum development, assessment, accreditation and certification throughout the Caribbean and provides the framework for the free movement of skilled, certified workers within the CSME. The National TVET Reports of the member Agencies of CANTA indicate that they have been vigorously promoting the inclusion of career guidance counselling and National Vocational Qualifications (NVQ) in the senior years of secondary schooling as a valuable complement to the CSEC qualification, thereby enhancing the employability and productivity of the certified school leavers. Initiatives are underway to introduce NVQs in the secondary schools of Trinidad and Tobago and Jamaica. However, the traditional education communities are still reluctant to embrace the new paradigm that ‘education makes you trainable and training makes you employable’, thus ending the age old dichotomy between academic and vocational education, seen as suitable for two discreet population of learners.

The constitution of CANTA requires its member agencies to actively promote regional workforce certification to facilitate, through certification, the free movement of workers within the CSME. Subsequently, there is heightened awareness on the part of workers across the region of the need for certification, if they are to take advantage of regional employment opportunities under the CSME arrangements. However, many workers are handicapped by their low level of education attainment and their consequent inability to benefit from higher level, more technologically intensive training, now required in the emerging regional economy.

Despite the region’s articulated development strategies as well as the signing of the CARICOM TVET Strategy in 1990, which speaks to the establishment of National Training Agencies\(^4\) to facilitate training and certification of the workforce to global standards, in each of the member states of the Caribbean community, TVET is still largely treated as either peripheral remedial activity for the educationally challenged and/or a portfolio football kicked between Ministers of Education and Labour.

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\(^3\) Labour Force Survey and Census Reports – Jamaica, Trinidad and Tobago, and Barbados

\(^4\) As at January 2006, National Training Agencies or similar bodies have been established in Trinidad and Tobago, Jamaica, Barbados, Saint Lucia, Guyana and Belize.
3. THE RESPONSE AND RECOMMENDATIONS

I. Alignment of education with development strategies, employment and productivity (creating the 21st century citizen-worker).

The Heads of Government of the Caribbean Community in 1997, in response to the new socio-economic paradigm, and to guide the alignment of education with development strategies, endorsed a profile of the Ideal CARICOM Citizen/Worker. This was an indication of their awareness that a new citizen/worker was required to respond to the new circumstances of the region. This profile provided a new template for the new product of the region’s education system.

The Ideal Caribbean Citizen/Worker:

- is capable of seizing the economic opportunities which the global environment is presenting;
- demonstrates multiple literacies, including foreign language skills, independent and critical thinking;
- has developed the capacity to create and take advantage of opportunities to control, improve, maintain and promote physical, mental, social and spiritual well-being and contribute to the health and welfare of the community and country;
- nourishes in him/her and in others, the full development of each person’s potential without gender stereotyping; and embraces the differences and similarities between females and males as a source of mental strength; and
- has an informed respect for our cultural heritage and that of others.

To create the ideal citizen/worker requires the education system to engage all three domains of learning:

1. The cognitive
2. The psychomotor
3. The affective

The Cognitive:- The profile speaks to the development of knowledge and intellectual abilities, demonstrates multiple literacies (scientific, technological and emotional), foreign language skills, independent and critical thinking (comprehension, application, analysis, synthesis and evaluation).

The Psychomotor:- The ideal citizen/worker should have the occupational competencies, the team skills and the innovative, entrepreneurial skills to seize the economic opportunities that the global environment presents.

The Affective:- This presents the most challenge, as it seeks to mould and shape values, attitude and behaviour to control, improve, maintain and promote mental, social and spiritual well-being and contribute to the health and welfare of the community and country while securing a sense of identity along with attitudes of tolerance and personal obligation.
This approach of a profile or learning outcome-driven education system based on competency standards, has long been embraced by the Organization for Economic Co-operation and Development (OECD) countries as witnessed in their 2004 report entitled “Learning for Tomorrow’s World”. The report was based on data from the OECD’s Programme for International Student Assessment (PISA) which monitors the outcomes of the OECD member countries’ education systems in terms of achievement on a regular basis and within an internationally accepted common framework.

PISA provides a basis for policy dialogue and for collaboration in defining and implementing educational goals, in innovative ways that reflect judgements about the skills that are relevant to adult life. The results enable the OECD countries to determine the profile of the high school graduate and lay the foundation for lifelong learning.

This profile-driven approach forces the education process to equally and deliberately impact the three domains of learning, not only the cognitive domain as is the practice in the Caribbean but also the psychomotor and the affective domains, knowledge, skill and attitude. In fact, UNESCO speaks of the four pillars of education being learning skills, namely:

- Learning how to learn
- Learning how to do
- Learning how to live and work with others
- Learning how to be

It is against this backdrop that the following recommendations are made to better enable the region’s reforming education and training systems to respond to the demands for increased employability and productivity of labour.

Reform should be based on the certain assumption that every Caribbean child can learn and each one must. This is in spite of the presence of children with learning disabilities as well as those suffering from learning retardation due to malnutrition. These exceptions do not exceed 5 – 8% of Caribbean child population; the vast majority of students can succeed as students do in other countries.

Based on this assumption, teacher education must radically assume the role and purpose of producing competent learning facilitators, the bedrock nurturers and sustainers of Caribbean civilization and culture:

- respectful of all Caribbean children of whatever socio-economic circumstance, purposefully facilitating each child’s excitement and love for learning, discovery and creation;
- affirming the legitimacy of the child’s home language and total being and using this affirmation as the basis for and bridge to the teaching and learning of English, French, Spanish or Dutch as foreign languages, and the working language of instruction and global living, thereby rendering all educated Caribbean people proudly at least bilingual;
- ensuring each Caribbean child matches the profile of the Ideal Citizen/Worker and discovers his or her productive place and purpose in the Caribbean and global society and economy.
An essential aspect of universal access to education is the technology of instruction and learning. Too many education systems in the Caribbean are unacceptably inefficient and ineffective in their teaching/learning processes, turning out students after many years in process - illiterate, innumerate and useless as productive, employable citizens/workers.

One of the features of successful universal education systems is their scientific development of system-wide communities of teaching and learning practice, subscribing to specifically applied methodologies for teaching and learning, e.g. learning to learn, to read and understand, to apply mathematics and science to life.

These methodologies are mandated standard practice throughout these school systems and facilitate tight and effective monitoring of each student’s progress against set milestones of achievement and the timely detection of a need for additional or corrective interventions, so as to ensure ultimate success.

Competency in the effective use of these methodologies must form the core of professional teacher training and the basis for system-wide quality assurance and learner/student achievement.

II. Relevant preparation of secondary level students for the transition to productive employment

Insight from the survey of sixth form students

This survey covered lower sixth formers from Barbados, Jamaica, Trinidad and Tobago, and Saint Lucia. The survey questionnaire asked these sixth form students, all of whom had successfully completed the Caribbean Secondary Education Certificate exams, in at least the subjects of English Language, Mathematics, Science and Social Studies, to imagine themselves confronted with a situation requiring them to leave school and secure a job to earn a livelihood. Only about one-third believed they had competencies to seek employment, over a half of the respondents indicted that they merely had an interest in particular occupations and only 6% indicated that they had work-related qualifications such as NVQs. This suggests a perception that one does not necessarily need to possess the requisite competencies and certification to find and secure employment.

While 70% of the respondents indicated that they had been introduced formally to career options during their secondary school years, mainly at Grade 9 only, 37% indicated that they felt confident in their depth of understanding of career opportunities which currently exist in their country and in the CSME.

It would seem that despite the exposure to career options provided in school, there is a need to provide students with a greater clarity and understanding of general education (academic) qualifications vis-a-vis the required occupational competencies that would enable “turn key” employability.

Schools need to place the courses of study provided more firmly in the context of and relevance to the economy of the country and region.
There clearly is the need to provide stronger and more relevant career guidance programmes to better ensure informed career choices and the selection of training opportunities.

When asked, “If occupational training and work-related certification (TVET) were made available to you before you had graduated from secondary school, would you have utilized this facility?” – 71.5% said yes.

It is clear that the students see a clear value in acquiring occupational training and certification to complement their CSEC qualification as this qualification alone does not certify them competent to matriculate to work and secure productive employment in an increasingly competence demanding labour market.

There is a clear disjuncture between what productivity and employability require of competent workers in the economy and what both the secondary and post-secondary education systems are producing.

This report recommends the following policy and practices:

**That full career guidance programmes be introduced in its three phases into the Caribbean school system:**

- **Career awareness** ideally provided during the last year of primary education. This phase exposes children to the occupational landscape of the economy in which they live, the different types of jobs in the different sectors and the nature and importance of the different occupations.

- **Career Exploration** ideally provided during the first three years of secondary education, giving the children the opportunity to research and explore a number of different careers and occupations of interest to them as well as to understand their own aptitude, talents and interest in relation to each occupation, e.g. what level of remuneration, what specific training and certification is required to enter the various occupations, what mix of subject matter expertise and qualification you would need to access this training. Coming out of this phase students are then able to, based on their acquired information and understanding, select their occupation for training and move to the next phase, career preparation.

- **Career preparation** This final phase is best provided in the last two years of secondary education enabling students to acquire the selected occupational training and certification (TVET) as both a complement to their general secondary education certification (CSEC) and the means to matriculate if they so require after graduation, to productive employment.

This recommendation is the most potent way to practically ensure that the region’s education system responds to the increased demand for the improved employability and productivity of the system’s products.

CARICOM has already endorsed internationally -benchmarked, employment-derived, occupational standards in over 120 occupational areas in all major sectors of the CSME. Many of these standards cover the range from Level 1 - entry level worker, to Level 3 - technician autonomous worker, with some covering Level 5 - the professional worker. These standards form both the basis for training curricula developed and used by National Training Agencies
throughout the CSME, as well as the basis for assessment of learning outcomes and competencies as prescribed by these standards and the awarding of National Vocational Qualifications (NVQs), soon to be replaced by CARICOM Vocational Qualifications (CVQs).

It is strongly recommended that the region’s education systems implement the policy requiring the provision of proper career guidance services to all secondary school students as described above as well as the provision of occupational training and assessment services leading to students being able to earn their NVQs or CVQs as described above and so powerfully complement their secondary education credentials, enhancing their productive employability.

The National Training Agencies, through their association, CANTA, are committed to supporting the region’s education systems in implementing the above recommendations.

III Transformation of the skill-sets of the Caribbean workforce from low-skill low-value to high-skill, high-value (reversing the brain-drain).

The NTAs are also committed to the training, upgrading and certification of the existing workforce in the region and urge the adoption of the High School Equivalency mechanism made accessible to workers who need secondary level educational upgrading and certification to both take advantage of promotional opportunities on the job and higher level training and educational programmes leading to higher level certification, their higher level productive contribution to the CSME, and higher income earning capacity.

The demographics of the Caribbean indicate a young population and workforce. This workforce needs to be upgraded educationally and certified at the secondary (High School) level to facilitate their effective participation in meaningful lifelong learning, post secondary and tertiary education training and retraining.

The State of the TVET in the CSME

The acceptance of TVET and career guidance mechanisms through which the CSME workforce can be trained, retrained and certified to global standards as demands dictate has still not been reached.

However, in the last five years, National Training Agencies or their equivalent have been established in several member states of CARICOM – Barbados, Guyana, Jamaica, OECS (Saint Lucia in particular), Belize, Trinidad and Tobago, Saint Kitts and Nevis (to establish before June 2006). Haiti is seeking membership in CANTA and Suriname is forming its Agency.

The growing awareness of the global knowledge/learning economy with its growing need for knowledge/learning workers, coupled with the growing pressures within the CSME for productivity and competitiveness, particularly in the region’s services economy, all narrows down to the learning, creativity and innovation of the CSME worker. It is this dynamic which we expect will accelerate the mainstreaming of TVET in CSME member states.
The promise of the CSME of full freedom of movement for skilled, certified persons in 2008 has served as motivation to many, particularly older workers to get trained and certified; however, the areas of occupation and skills the CSME demand are becoming more and more sophisticated, requiring of workers, higher levels of educational preparation. This has motivated the coining of the adage; “Education makes you trainable, training makes you employable and attitude keeps you employed”.

Member states of CARICOM must prepare for this expected increased demand for both educational and training services by developing an appropriate response to influence the nature and direction of education system reform underway in the region. The region’s workers in the formal or informal sectors need access to relevant world class quality education and training if they are to become the pivotal backbone for the 21st century competitive CSME.

This report recommends the full support of the following measures.

- **Promote and practice a new less exclusive and elitist approach to opening access to learning; be the learning literacy, language, secondary education, post-secondary, tertiary diploma or degree.**
- **Allow entry or matriculation requirements to be determined by the objective determination of the abilities and “know how” a candidate truly needs to succeed in whatever programme of learning.**
- **Place the emphasis on upholding the integrity of the rigorous assessment against standards (clearly articulated from the beginning of the learning process) of all the learning outcomes and competencies required by the learner to be awarded a qualification or certification.**

This focus on the assessment of prescribed learning outcomes and competences would send a new and positive signal to the thousands of workers alienated by their limited access to quality, relevant education. A signal that this is what you need to know and be able to do to qualify for certification, and it matters not where you acquired or how you acquired the learning, but that you are prepared to face the rigorous assessment of your acquired learning and competence.

This report, therefore, strongly advocates this open learning approach in the implementation of the high school equivalency education programme for adults in the workforce.

This report also urges full support for the National Training Agencies as they employ the CARICOM-approved qualifications framework and occupational standards as a basis for assessing workers. Also, prior learning assessment as a means of recognizing competencies workers have as well as identifying the competencies and “know how” they need to acquire to qualify for certification.

Already in Jamaica the HEART Trust/NTA has set up a department called Enterprise Based Training which is bringing assessment training and certification services to the workers at the workplace but also inviting self-employed or unemployed workers to come to training centres within the system to access prior learning assessment as the first step on the road to certification and mainstrea.
Ultimately, when the profile of the workforce transforms through education and training, the profile of the economy in turn transforms, thereby attracting both local and foreign job-creating investments which require educated and trained workers and which pay decent wages. Consequently, Caribbean people with skills and education, not unlike their Irish counterparts in the new Irish economy, will be absorbed into the new Caribbean economy thereby arresting the brain drain.

IV. Expanding access to secondary education and lifelong learning

The increasing knowledge and technology intensive work and work life, the rapid constant changes to work processes, the increasing sophistication and interdependence of work teams and the tough discriminating demands of customers all together dictate that the basic education platform of a productive and competitive 21st Century citizen/worker is a secondary education.

This report recommends that the regional education authorities and government promote secondary education as basic education for the 21st Century Caribbean. Because this measure implies universal secondary education then region needs to radically revise how it packages and provides secondary education.

This report strongly supports the use of the agreed profile of a secondary educated citizen/worker as the outcome template for the secondary education system in the Caribbean. We then recommend that a curriculum-driven teaching/learning system be adopted with a mandatory core curriculum (comprising English language, mathematics, society and citizenship, Spanish, science and technology) as the centrepiece. This paper consequently recommends the abandonment of the traditional CSEC syllabus-driven approach now in use in the region.

A curriculum is here defined as a student-centred course of learning/study with defined learning outcomes measured against standards. This seems a far more appropriate approach than the more restrictive syllabus-driven approach where the “teacher” decides what content students must master. The syllabus is set out as a series of topics which may or may not be assessed in the examination. This approach robs the system of some the richness and discovery of learning and reduces education to a process of content cramming and mastering examination techniques.

The curriculum-driven approach would lend very well to more open approaches to access involving a wider education provider community, distance education methods, etc. This opening of access to a commodity of palpable value to all citizens will help to greatly reduce the alienation and marginalization of so many Caribbean people, particularly the youth, and serve to create a basis for a new social and economic solidarity for prosperity in the region’s workforce.
Attachment I

SIXTH FORM SURVEY
Terms of Reference

The International Labour Organization (ILO), Subregional Office for the Caribbean is currently organizing the first *ILO Caribbean Employment Forum* to be held in April 2006. In order to embed the assessment and the employment strategy that shall be discussed at the Forum, a number of studies and papers are being prepared, including one entitled “*Education and Skills for Enhanced Employability in the Caribbean*”.

It is within this context that a survey was conducted among students in their sixth year of secondary education, who have already sat the Caribbean Secondary Education Certification (CSEC)examinations in their fifth year, to inform the content of the above-mentioned paper. The findings will enable a clearer picture of students’ perception of their immediate productive employability, their knowledge and understanding of the emerging regional economy and the career options open for them to exploit.

A total of four hundred and seventy four (474) students responded to the survey questionnaire administered within some of the region’s traditional high schools, namely:

- Jamaica - 185 respondents (39%)
- Trinidad and Tobago - 103 respondents (21.7%)
- Saint Lucia - 97 respondents (20.5%)
- Barbados - 89 respondents (18.8%)

**Salient Survey Findings**

The ILO sixth form survey findings indicate that:

a. A notable 45.63% of respondents believe themselves competent to seek employment in the business and information technology fields were they to withdraw from their sixth form course of study (table 1a below), however only 30.84% of respondents who believe they have the competency, indicate that they have or are pursuing a course of study in these areas, whilst 51.32% indicate that they merely have an interest in those areas of work (table 1b below). Another 8.59% of respondents indicate they have been exposed to working in the field.

b. Only 30 of 468 respondents (6.41%) indicate that they have work-related certification or qualification, such as NVQ (figure 1d below).

c. A favourable 70% of respondents indicated that they have been introduced formally to career options during their secondary school years. Of those who have been exposed to career option in schools, a favourable 61.4% believe that the experience had any influence on their course of study to any meaningful degree. A further 38.6% indicate that the experience had very little or no influence at all on their course of study (figure 2c below).
d. Only 174 of 468 respondents (37%) indicate that they feel confident in their depth of understanding of the career opportunities which currently exist in their country and the CSME (figure 3a below).

e. A highly favourable 80.3% of respondents indicate that they have targeted career opportunities for themselves. A highly favourable 96.6% of respondents also believe that their course of study was somewhat to very relevant to their career goals.

f. A favourable 71.5% of respondents indicate that if occupational training and work-related certification (i.e. NVQ) was to be made available to them before graduation from secondary school, they would utilize the facility (figure 3e below). Notably, 45.2% believe such certification would make them more employable and prepared for the world of work. Another 28.3% believe that this type of certification would enhance their qualifications levels and their resumés, whilst 8.9% indicate that this type of certification would prove useful in the event they had to withdraw from secondary education before completing their course of study. Another 16.9% believe this type of certification would gain them valuable work experience.

**Conclusion**

It may be concluded from the findings that, albeit majority of sixth year students have targeted career opportunities for themselves, and they believe their course of study is relevant to their career goals, they would welcome the opportunity during their secondary school years, to acquire work-related certification such as the NVQ. Further, with only 37% of respondents indicating confidence in their understanding of career opportunities locally and in the region, despite exposure to career options in school, this would suggest (a) a need for greater clarity and comprehension of academic qualifications vis-à-vis required occupational competencies that would enable “turn-key” employability and (b) stronger and more relevant career guidance programmes in schools. The findings also suggest that those respondents who have or are pursuing business and/or information technology (IT) subjects in their course of studies believe themselves to possess turn-key employability skills. However, there is cause for concern, since a higher percentage of respondents who have not or are not pursing studies in the business/IT field still believe themselves employable in these areas. This might suggest a perception that one does not necessarily need to possess the requisite competencies/certification to find employment in the business/IT fields of work.

**Reference Tables and Figures**

Ques. 1a. What job are you competent to do if you withdraw from 6th form studies?
<table>
<thead>
<tr>
<th>Job</th>
<th># of Respondents</th>
<th>Percent</th>
<th>Cumulative Percent</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretary/Typist</td>
<td>32</td>
<td>6.99%</td>
<td>6.99%</td>
<td>10.2% of the Jamaican cohort, 4.3% of the St. Lucian cohort, 3.9% of the T&amp;T cohort and 6.9% of the Barbados cohort thought themselves competent in this field.</td>
</tr>
<tr>
<td>Computer Technology/Repair Assistant</td>
<td>35</td>
<td>7.64%</td>
<td>14.63%</td>
<td>8.5% of the Jamaican cohort, 10.8% of the St. Lucian cohort, 6.9% of the T&amp;T cohort and 3.4% of the Barbados cohort thought themselves competent in this field.</td>
</tr>
<tr>
<td>Clerical/Office Procedures</td>
<td>41</td>
<td>8.95%</td>
<td>23.58%</td>
<td>13.1% of the Jamaican cohort, 7.5% of the St. Lucian cohort, 5.9% of the T&amp;T cohort and 5.7% of the Barbados cohort thought themselves competent in this field.</td>
</tr>
<tr>
<td>Sales and Marketing Field</td>
<td>34</td>
<td>7.42%</td>
<td>31.00%</td>
<td>10.2% of the Jamaican cohort, 6.5% of the St. Lucian cohort, 3.9% of the T&amp;T cohort and 6.9% of the Barbados cohort thought themselves competent in this field.</td>
</tr>
<tr>
<td>Accounting</td>
<td>67</td>
<td>14.63%</td>
<td>45.63%</td>
<td>13.1% of the Jamaican cohort, 14.0% of the St. Lucian cohort, 20.6% of the T&amp;T cohort and 11.5% of the Barbados cohort thought themselves competent in this field.</td>
</tr>
<tr>
<td>Medical/Healthcare Field</td>
<td>30</td>
<td>6.55%</td>
<td>52.18%</td>
<td>6.8% of the Jamaican cohort, 8.6% of the St. Lucian cohort, 5.9% of the T&amp;T cohort and 4.6% of the Barbados cohort thought themselves competent in this field.</td>
</tr>
<tr>
<td>Teaching/Education Field</td>
<td>62</td>
<td>13.54%</td>
<td>65.72%</td>
<td>10.2% of the Jamaican cohort, 16.1% of the St. Lucian cohort, 18.6% of the T&amp;T cohort and 11.5% of the Barbados cohort thought themselves competent in this field.</td>
</tr>
<tr>
<td>Other</td>
<td>157</td>
<td>34.28%</td>
<td>100.00%</td>
<td><strong>Total</strong> 458 <strong>100%</strong></td>
</tr>
</tbody>
</table>

*Other comprises: data entry, graphics artist/designing, fashion designing, lab technician, media communications field, music/entertainment field, veterinary field, child care, linguistics, photography, area don, engineering/mechanic field, athletics/sports, govt/politics, agricultural field, travel services field/tourism field, acting, law, cosmetology, any job requiring secondary education.
Q1b: Why the type of job mentioned in Question 1a above?

<table>
<thead>
<tr>
<th>Job</th>
<th># of Respondents</th>
<th>Percent</th>
<th>Cumulative Percent</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have been exposed to working in the area before</td>
<td>39</td>
<td>8.59%</td>
<td>8.59%</td>
<td>14.0% of of the Jamaican cohort, 3.1% of the St. Lucian cohort, 5.9% of the T&amp;T cohort and 7.1% of the Barbados cohort thought themselves competent in this field.</td>
</tr>
<tr>
<td>That's my interest and what I like doing</td>
<td>233</td>
<td>51.32%</td>
<td>59.91%</td>
<td>51.2% of of the Jamaican cohort, 55.2% of the St. Lucian, 49.0% of the T&amp;T cohort and 50% of the Barbados cohort thought themselves competent in this field.</td>
</tr>
<tr>
<td>Have qualifications/studied in this area</td>
<td>140</td>
<td>30.84%</td>
<td>90.75%</td>
<td>33.1% of of the Jamaican cohort, 36.5% of the St. Lucian cohort, 30.4% of the T&amp;T cohort and 20.2% of the Barbados cohort thought themselves competent in this field.</td>
</tr>
<tr>
<td>Other</td>
<td>42</td>
<td>9.25%</td>
<td>100.00%</td>
<td>*Other comprises: Have friends working in the field.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>454</strong></td>
<td><strong>100%</strong></td>
<td></td>
<td><strong>Table 1b:</strong></td>
</tr>
</tbody>
</table>
Ques. 1c. What skills would you be offering to the job market?

Table 1c:

<table>
<thead>
<tr>
<th>Skill Area</th>
<th># of Respondents</th>
<th>Percent</th>
<th>Cumulative Percent</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administrative Skills</td>
<td>36</td>
<td>10.91%</td>
<td>10.91%</td>
<td>12.3% of the Jamaican cohort, 12.8% of the St. Lucian cohort, 9.6% of the T&amp;T cohort and 6.4% of the Barbados cohort thought they could offer this skill.</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>70</td>
<td>21.21%</td>
<td>32.12%</td>
<td>22.1% of the Jamaican cohort, 23.1% of the St. Lucian cohort, 27.7% of the T&amp;T cohort and 4.3% of the Barbados cohort thought they could offer this skill.</td>
</tr>
<tr>
<td>Science Skills</td>
<td>21</td>
<td>6.36%</td>
<td>38.48%</td>
<td>8.2% of the Jamaican cohort, 7.7% of the St. Lucian cohort and 6.0% of the T&amp;T cohort thought they could offer this skill.</td>
</tr>
<tr>
<td>Media/Communications Skills</td>
<td>27</td>
<td>8.18%</td>
<td>46.67%</td>
<td>13.1% of the Jamaican cohort, 7.7% of the St. Lucian cohort, 2.4% of the T&amp;T cohort and 6.4% of the Barbados cohort thought they could offer this skill.</td>
</tr>
<tr>
<td>Skill Area</td>
<td># of Respondents</td>
<td>Percent</td>
<td>Cumulative Percent</td>
<td>Comments</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------</td>
<td>---------</td>
<td>--------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Accounting Skills</td>
<td>32</td>
<td>9.70%</td>
<td>56.36%</td>
<td>9.8% of the Jamaican cohort, 6.4% of the St. Lucian cohort, 13.3% of the T&amp;T cohort and 8.5% of the Barbados cohort thought they could offer this skill.</td>
</tr>
<tr>
<td>Other</td>
<td>144</td>
<td>43.64%</td>
<td>100.00%</td>
<td>*Other comprises: designing skills, graphics skills, music/entertainment, secretarial skill, office procedures skills, language skills, photography, engineering/mechanic skills, athletics/sport, no skills to offer right now, unsure.</td>
</tr>
<tr>
<td>Total</td>
<td>330</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Figure 1c:*

**What skills would you be offering the job market now?**

- Business Administrative Skills: 43.6%
- Computer Skills: 21.2%
- Science Skills: 9.7%
- Media/Communications Skills: 6.4%
- Accounting Skills: 10.9%
- Other: 8.2%
Ques. 1d: Do you have any work-related qualifications (eg. NVQ)?

Figure 1d.

Do you have any competency based qualification (eg. NVQ)

Yes, 30, 6.41%
No, 438, 93.59%

Ques. 2a: Were you introduced to career options during secondary school?

Fig. 2a:

Q2A. Were you introduced to Career Options during Secondary School?

Yes, 326, 70%
No, 142, 30%
Ques. 2c: How did exposure to career options in school influence your course of study?

Fig. 2c:

Q2c: How did exposure to career options in school influence your course of study?

![Pie chart](chart.png)

- Had no influence
- Had very little influence
- Began to think about what subjects to pursue
- Made me more aware
- Had a great deal of influence

Fig. 2c. By Country

Q2c: How did this exposure influence your course of study (by country)

<table>
<thead>
<tr>
<th>Had no influence</th>
<th>Made me more aware</th>
<th>Began to think about what subjects to pursue</th>
<th>Had very little influence</th>
<th>Had a great deal of influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbados</td>
<td>22.03</td>
<td>11.86</td>
<td>22.03</td>
<td>25.42</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>21.88</td>
<td>23.44</td>
<td>18.75</td>
<td>23.44</td>
</tr>
<tr>
<td>St. Lucia</td>
<td>20.00</td>
<td>27.50</td>
<td>15.00</td>
<td>20.00</td>
</tr>
<tr>
<td>Jamaica</td>
<td>16.22</td>
<td>14.86</td>
<td>26.35</td>
<td>20.27</td>
</tr>
</tbody>
</table>

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Ques. 3a: Do you feel confident in your depth of understanding of the career opportunities which currently exist in your country and the CSME?

Figure 3a:

Do the students feel confident in their depth of understanding of available career opportunities

- Yes, 174, 37%
- No, 294, 63%

Ques. 3e: If occupational training and work related certification, i.e. NVQ was to be made available to you before you graduated from secondary school, would you utilise the facility?

Figure 3e:

Would students utilise opportunities to acquire work related qualifications

- Yes, 328, 71.5%
- No, 127, 27.7%
- Unsure, 4, 0.9%