

Transforming Communities through Vocational Training and Entrepreneurship: A Case Study of the Transforming Lives Training Center

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Vocational Training offers youth in developing countries the opportunity to receive skills training while experiencing the work environment through job placement. Mitchell (2002) argued that “Vocational opportunities need to be expanded and the curricula coverage extended to new areas such as software application, hotel and tourism management, graphic arts and fashion designing, among others.” (p. 11). Recently, HEART Trust/NTA has been training youth in entrepreneurship to reduce unemployment and stimulate business development. This paper presents a case study of one of the leading training centres in Jamaica, the Transforming Lives Training Center established in 2005.

Keywords: National-level human resource development; technical and vocational training; social entrepreneurship; social affirmation

The vast majority of citizens must first be trained to continuously seek and acquire marketable skills. ... Secondly, education must empower people to become more than employees. It must imbue them ... with a sense of self-determination and the desire for economic and political autonomy. It must enable a larger percentage of the population to move into wealth creating employment and self-employment. This is the only outcome that is socially sustainable (Anthony, 2002, p. 5).

In the Caribbean, most countries of the region have achieved universal primary education for all, and most have also achieved universal secondary education up to grade 9, where students complete the Grade 9 Achievement Test (GNAT). However, a call has come for increased focus on vocational training because students often leave the traditional education system unprepared for work (Watson-Williams & Fox, 2013). According to Mitchell (2002), “... more than half the number of students completing primary schools annually are allowed to drop out or to underperform once enrolled in under-funded, poorly staffed vocational institutions” (p. 11). However, with partnerships afforded through the Human Employment and Resource Training Trust/National Training Agency (HEART Trust/NTA) programmes, Jamaica’s national-level vocational training agency, individuals are being prepared for work, as well as to start their own businesses. In this study we will explore the nature of human resource development (HRD) through the HEART Trust/NTA and its relationship with vocational training, and conclude with a case study of social entrepreneurship in action at the Transforming Lives Training Center in Kingston, Jamaica.

Theoretical Framework

Human Resource Development and the HEART Trust/NTA Model

“Education and human resource development (HRD) are inextricably linked. ... HRD starts with education and training, whether formal or non-formal” (Peart, 2002, p. 71). HRD has had a

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long history attempting to understand how individuals and organisations secure their skill base. Research has mainly focused on adult vocational learning. This includes the “design, delivery and resourcing of learning interventions and opportunities within organisations in order to enhance the contribution of individuals employed” (Walton, 1999, p. 51). Three main strands of HRD subsequently developed. These are: 1) the semi-skilled worker and scientific management approach, which saw workers as ‘raw materials’ to be trained up to standard for work; 2) the craft worker tradition of training, where young adults apprenticed to more experienced workers; and, 3) the career development of the professional cadre, where would-be hires would be selected based on their intellectual qualities and success in “open entrance examinations” (Walton, 1999, p. 64).

As we consider social entrepreneurship and HRD, we note that the historical roots of the national-level vocational training systems which exist around the world today can be located in the craft worker tradition which saw many youth apprenticing to more experienced individuals. In the past,

Young adults registered as apprentices to experienced workers who trained them in somewhat leisurely fashion based on their own experience. Learning was very personal and the apprentice masters had no particular methodology in imparting their skills beyond those that they had learned from their masters. Much of early HRD work was associated with developing a technology for training young people in a systematic way. Many manufacturing organisations established apprentice schools ... in close proximity to their factories (Walton, *ibid*, p. 63).

As time passed and globalization ensured competition among nations for not only scarce resources, but also increasingly for skilled workers, a more strategic approach had to be taken by governments in training their youth to fill jobs that would be necessary to support the nation’s development strategy. Thus began the national-level approach to HRD. National level training, or Technical Vocational Education and Training (TVET), is, “... that component of education that is most related to the acquisition of the knowledge, skills and attitudes (KSAs) by workers in service and goods producing industries” (Gregory, Collymore & Fisher, 2002, p. 66). A broader definition has been suggested by the United Nations Education, Scientific and Cultural Organization (UNESCO, 2013) which defines TVET as follows:

TVET covers all aspects of the educational process that, in addition to general education, involve the study of technologies and related sciences and the acquisition of skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic life and social development (p. 4).

The difference in definitions here, and across the Latin American and Caribbean region, lies in the degree to which TVET guides secondary education, is integrated in the secondary education system, or is introduced as an alternative to formal schooling. However, the aim is generally the same. The aim of this type of training is to empower participants to take advantage of a range of employment options, through social entrepreneurship and innovating goods and services to improve the social conditions of their communities; or through wage employment as they work for others. As HRD is linked to education, it must be flexible enough and advanced enough that should learners desire to pursue higher levels of education, they will be able to acquire additional competencies. Consequently, the formal school system at the secondary level must “... furnish individuals with fundamental knowledge, skills and attitudes to enable them to enter the workforce with the ability to add specific value in an occupational area and or continue onward to tertiary or continuous education and training as they need and desire” (Gregory, Collymore & Fisher, 2002, p.

66). It is important to note that this call was made in 2002 at a conference exploring the issues related to HRD in the Caribbean, and thirteen years later, the Ministry of Education (MoE) is about to take action requiring all high school students in Jamaica to be certified in a skill.

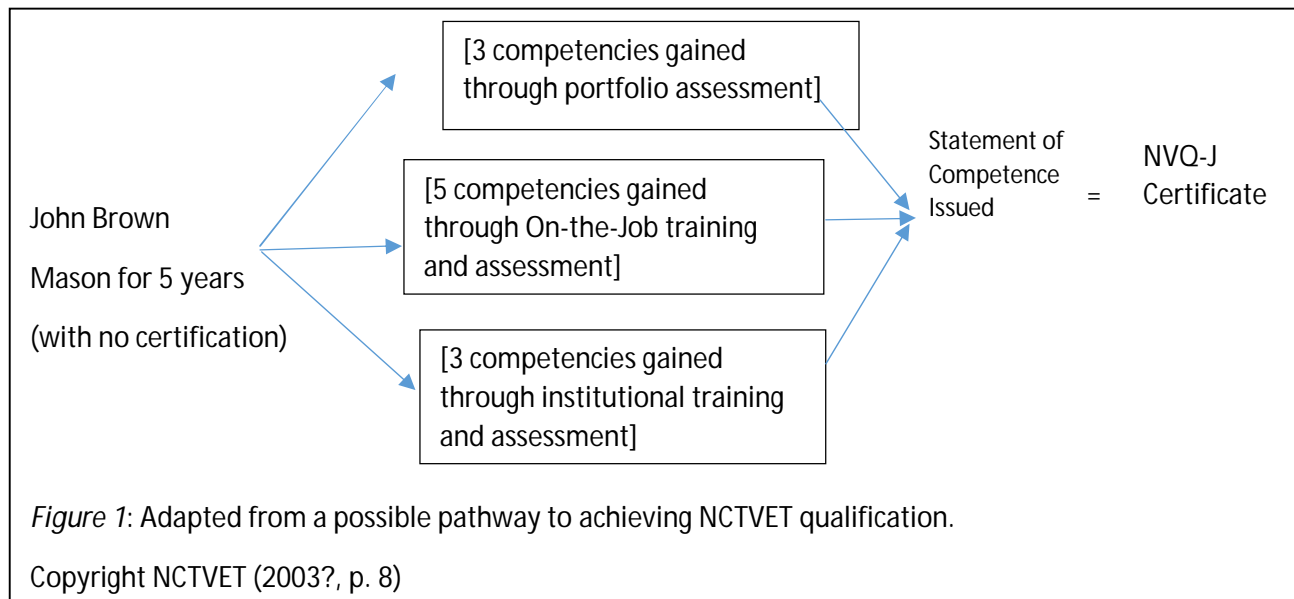
However, this will not be an easy task. The attitudes of students and parents towards TVET may need some adjustment, as historically TVET has been associated with students who could not “make the grade” in the formal education system. According to UNESCO (2013), “Historically, the Latin American and Caribbean technical school model was driven by increased demand for secondary school education generated by an increase of graduates at a primary level, and from the need to provide semi-skilled and qualified labour ... it prompted the development of technical education at secondary level (ISCED 2 or 3) and at tertiary level (ISCED 5B)” (p. 21). This history is substantiated by the history of TVET in Jamaica offered by Stone (2012). Much of the growth of TVET can be traced back to the 1960’s and continuing through to the 1970’s, “with expansion of technical high school programmes and development of Industrial Training Centers (ITCs) - a network of non-formal vocational training Centers” (slide 24). The Vocational Training and Development Institute (VTDI) was established by 1971, and “began to function as the professional support body for the industrial training centres as well as to provide specialised upgrading for vocational instructors, and other industrial and technical services” (Stone, 2012, slide25). Teachers of TVET were certified through some of the teachers’ colleges and the education department of the University of Technology (UTECH), then the College of Arts, Science and Technology (CAST). The involvement of the University of the West Indies (UWI) was more cautious. The UWI contributed to the process mainly through offering programmes in administration and curriculum development. This has changed as the importance of TVET in national development has grown. Currently, the UWI is leading the way in TVET in education and offering graduate programmes in TVET, developing leadership capacities and capabilities. This is being facilitated through the School of Education in partnership with the VTDI.

It is the pioneering work of TVET instructors and facilitators in the early period through the VTDI, the UWI and the UTECH, which established the platform to launch the HEART Trust in the 1980s. In the Annual Report for the Agency for 2012-2013, Chairman of the Board, Dr. Moses Peart, reported that,

This organization was established by the H.E.A.R.T. Act of Parliament 1982 to inter alia: a) Develop, encourage, monitor and provide finance for training schemes for employment of trainees; b) Provide employment opportunities for trainees; c) Direct or assist in placement of persons seeking employment in Jamaica; and d) Promote employment projects. In 1991 the functions of the organization were broadened to include the roles of a National Training Agency - mandated to coordinate, facilitate the development and quality assurance of Technical Vocational Education and Training (TVET) in Jamaica (HEART Trust/NTA, 2013, p. 4).

The vision for the organisation is to develop “A Jamaican workforce trained and certified to international standards, stimulating employment-creating investments, contributing to the improved productivity, competitiveness and prosperity of individuals, enterprises and the Nation” (HEART Trust/NTA, 2013, p. 1). Since their inception, they have trained approximately 78,000 youth in Jamaica (HEART Trust/NTA, 2013) using a competency-based training approach. Rather than focusing on all the skills of an occupation, the competency-based model allows individuals to gain certification in the skills related to the occupation that they already know. Once certified in what they already know, individuals can access additional training to increase their skills at a higher level of certification. In order to accomplish this task of certification, HEART Trust/NTA established the

National Council on TVET (NCTVET) which facilitates local and regional certification through the National Vocational Qualification of Jamaica (NVQ-J) and the Caribbean Vocational Qualification (CVQ) that is recognized throughout the region (UNESCO, 2013). Figure 1 below shows a possible pathway for individuals to earn the National Vocational Qualification of Jamaica (NVQ-J) in their occupation. Ultimately, the “model is intended to strengthen the relationship between the learning situation and the world of work and to improve the mechanism by which the learning experience prepares people for participation in the world of work” (HEART Trust/NTA, n.d., p. 1).



Applications to the HEART Trust/NTA agencies and affiliated training organizations have for many years been in traditional sectors, even though the NTA is attempting to market training in emerging fields for the future.

A sectoral analysis of the applications data showed that of the Vision 2030 priority sectors, Tourism reported the highest share (32%) or 13,701 applicants at the “To be Interviewed” status This is followed by other traditional sectors, such as Services and Construction with a share of 23% or 9,881 applicants and 19% or 8,081 applicants, respectively. With 3,551 applicants, Information and Communication Technology (ICT) accounted for the fifth largest share or 8%. Other sectors which accounted for applications were Manufacturing (671 or 2%), Agriculture (497 or 1%), and the Creative Industries (37 or 1%). The data also showed that 15% of the skills demanded were outside of the priority sectors, which were captured in the category called ‘Other’.

Over the years, the Agency’s actual Enrolment data followed a similar distribution pattern, with Tourism, Services, ICT and Construction being the top four sectoral areas for admissions (HEART Trust/NTA, 2013, p. 4).

One of the challenges for the way forward is to equip employees and would-be employees at higher skill levels as employers are demanding better qualified applicants in the increasingly challenging and competitive economic environment. Research by the Labour Market Research and Intelligence Department (LMRID) at the HEART Trust/NTA, revealed that graduates of Levels 3 and above carry “a higher absorption rate and greater earnings when compared to graduates trained at the lower levels (Levels 1 & 2). ... also ... of the 310 skill areas for which there were applicants, 185 or approximately 60% were accounted for by skill areas at the higher levels” (HEART

Trust/NTA, 2013, p. 3). As new careers emerge, particularly in the creative industries, tourism, manufacturing and agriculture, HEART Trust/NTA and its affiliated training agencies will have to be more deliberate regarding the marketing of their new and revised programme offerings.

Methodology

A case study methodology was employed to document the development of the Transforming Lives Training Center. The researchers adapted the Four-Step model of programme evaluation proposed by Dalton, Elias and Wandersman (2001). A review of the Center's history was done based on the documents that were available, as well as information placed on their official website. Interviews were conducted with the Founder and Principal of the School, Mrs. Navene Hartwell-Harris, her Administrative Assistant, and the Community Resource Officer. Additionally, a focus group was conducted with the present students of the school.

A Case Study of the Transforming Lives Training Center

Conditions and Activities

The vision statement of the Transforming Lives Training Center, currently located at 8 Chancery Street in Kingston, Jamaica, states, "The Transforming Lives Training Center and Outreach will help to create a safer, more harmonious community by helping individuals to acquire the education, skills and resources necessary to build self-sufficient, prosperous lives." (Transforming Lives Training Center [TLTC], 2015). To this end, the Transforming Lives Training Center and Outreach continues to add programmes and train students to be ready for employment and also to start their own businesses, following their Founder's example.

The genesis for the current Center, began almost 40 years ago when Hurricane Gilbert hit Jamaica. It was one of the most devastating storms that the country had ever experienced. Yet, from the devastation the seeds of hope began to take root. Mrs. Harris' (Ms. Hartwell then), discovered her passion for sewing shortly before the storm when she created a new outfit from an old favourite. She cut the sleeves of the blouse, turned it upside down and made a skirt. She told the researchers, "Then I realize I have a passion for fashion designing. ... I believe if you don't have a certain level of education, you can use what you have. ... I am very strong with my skills, and I am very strong with coordination" (TLTC-Harris4, 2015, mins. 19.32-21.19). She subsequently lost the skirt to the hurricane. However, she gained a friend and her first student through a neighbour who kept visiting her at home. In her own words, Mrs. Harris, said,

The story of the school started on my veranda, that is Gilbert. ... 1988. ... I end up have a child, and because of that I started the training on my veranda. ... I always wanted to be a teacher, or a lawyer, ... but it didn't happen. So, I stayed home and I realized that I have a young lady next door and she just keep coming over, and I just start teaching her how to sew, just like that. Then I began to teach my sister-in-law how to put in a zipper.(adapted from TLTC-Harris2, 2015, mins. 6.00-7.30).

As her circumstances changed her passion to share her knowledge with others also increased. She moved into the Drewsland community approximately a year after she had begun teaching her first students to sew. Her love for people resulted in her teaching a Sunday School class to the community's children. They ranged in age from 2 years old or younger, if their older siblings brought them, to teens. There was no official needs assessment conducted. However, being on-site and living in the community, Ms. Hartwell was exposed to the ringing of gunshots like she had

never heard before. She determined that there were a lot of “idle” hands in the community, so she sought some advice about starting a school. She told the researchers,

It was brought to Dr. Keisha Mitchell’s attention that I wanted to form a school; and from there she advised me what to do... I had to go back to school, get my qualifications. Then we started the training at Marverly Life Care in 2005. ... We were the first ones to open that Community Center that was sponsored by the Japanese Government. ... We ran two classes, data operations and fashion designing... We had our first graduation... (TLTC-Harris2, 2015, mins. 7.40-8.40).

The first official run of the Garment Construction Course at the Marverly Life Care Training Center, sponsored by the Jamaica Co-operative Credit Union League (JCCUL), ran for ten-weeks and trained students in fashion designing. At the graduation ceremony, held in February 2006, graduates wore their own designs of evening wear and lingerie.

Mrs. Harris, has served as the Principal and Founder of the Center since its inception. She is also the proud graduate of the NCTVET programme and is on her way to pursuing a degree to become an NCTVET Instructor. She reported on her educational pursuits and her philosophy of running the Center. She said,

I’m doing my diploma, moving on to my degree ... in ... TVET instructor, that covers a wide area where you can teach almost any class. So, I can teach any class. I can teach up to level 3. But right now I choose to set a foundation for the school based on the lesson plans, the different things that I have learnt, so I can have a proper foundation. So, I can even leave the school for a week where it’s at right now (TLTC-Harris4, 2015, mins. 23.35-24.18).

Programme Planning and Implementation

The offerings at the Center have increased over the years from the original offerings of Fashion Designing and Basic Computing. There are currently more than 10 options available to students at different levels of the HEART Trust/NTA certification. Details of some of the course content offered at the Center can be found in Appendix I. These programmes are currently offered at the Center at Chancery Street, in partnership with other institutions, or will be at the Center by September 2015. Mrs. Harris reported that after each successful graduation,

... The certification door open to a next level. It was just Fashion Designing and Data Operations, Level 1. It’s now moved to Fashion Designing, Levels 1 and 2; Data Operations, Levels 1 and 2; Cosmetology, Housekeeping, House Technician ... [look to TLTC 2015 brochure: *Data Operations, Levels 1 and 2; Garment Construction, Levels 1 and 2; Cosmetology, Levels 1 and 2; Soft Furnishing & Drapery, Level 1; Basic Computer Repairs, Levels 1 and 2; Introduction to Computers, Level 1. Coming Soon: Agriculture and Electrical Technology, Levels 1 and 2; Housekeeping, Food Preparation and House Technician, Levels 1 and 2*]. ... In every skill area here, they have to do Customer Service. ... they have to pass the Math and English, the Diagnostic Test, or have a level of certification at the CXC subject... (adapted from TLTC-Harris4, 2015, mins. 11.34-14.07).

However, growth has not always been easy as circumstances forced Ms. Hartwell back into Drewsland before the opportunity came for her to relocate to the intermediate Grace Plaza location on Molyne Road. Through determination and continued support, they managed to graduate 3 groups in Garment Construction while operating in Drewsland. The work continued without formalization until 2005 when the HEART Trust/NTA came on board. Mrs. Harris said that as they

grew in numbers and word spread about them in the community, their sponsorship also increased. However, before relocating to more adequate facilities, a suitable name had to be found. She said, ...we began to get more sponsorship. HEART Trust was on board in 2005, Jamaica Cooperative Credit Union League (JCCUL) was on board, ... friends, family. While at 26 Balentine Crescent we have outgrown our space [at] Drewsland, Food for the Poor came on board, Singer ... So we decide that we have to move to a bigger location. Then TankWeld came. But before I moved to Grace Plaza, I decide I am not going to take Drewsland name with me, or Marverly name. I wanted to take a name that is neutral. First it was Marverly Life Care Training Center, second it was Solid Faith Training Center. ... then it became Transforming Lives Training Center...” (Harris2, 2015, mins. 8.50-10.30).

It was while they were at the Grace Plaza location that they established themselves as a viable entity. Mrs. Harris shared on the programmes and partnerships that have continued to establish the school within the last 10 years. She said that the Center

... began to receive more funding after ... the change of name. One of the major funding was from the European Union care of JSIF’s PRP... 2011... that was the biggest funding we ever received and recognition ... we graduated approximately sixty odd students, a hundred and odd registered... those who actually finished was 64 ... Based on our work we received a second funding from them. ... also sent 2 interns fully paid by them... Then they also took us to Denbeigh all expense... gave us a booth and everything that we would need for the booth.

Then we receive more recognition from the HEART Trust, where the HEART Trust actually sent teachers that we did not have to pay for. We were able to go to HEART Trust and actually use their facilities even more, so they came in with full partnership ... Then our partnership with HEART Trust, ... began to move from 6 months to a year(adapted from TLTC-Harris4, 2015, mins. 1.30-4.00).

Cumulatively, the Center has graduated more than 500 students over the years (See Appendix). Most students who apply to the programmes are accepted as Mrs. Harris indicated that they do not like to turn anyone away. Potential students simply need to bring a letter of reference, have an existing church affiliation so that in the event of a crisis there is someone available for assistance, two passport size photographs, a tax payer registration number (TRN), a copy of their birth certificate, and the registration fee to cover their ID, school booklet and incidentals. The Center is currently exploring the possibility of insuring students for the next year.

Much of the research on the education system in Jamaica and the wider Caribbean has shown that boys are particularly vulnerable to dropping out of the school system and are at risk for many unhealthy social behaviours (Anthony, 2002; HEART Trust/NTA, 2013; Mitchell, 2002). So it is important to highlight that males are attending the Center. Interim reports and final reports prepared for JSIF from 2011-2013 reveal that there is a good gender balance among participants in the programmes. For example, during the period November 2011 to March 2012, 64 students were enrolled, 46 females and 18 males (Harris, 2012). Additionally, during the period from March 2013 to August 2013, 66 students were enrolled in the programme, 20 females and 44 males (Harris, 2013). This coincides with regional averages for gender representation in TVET. According to UNESCO (2013) “during the last decade female participation in technical secondary level enrollment was higher than men; 55% of the participants were male and up-to 59% female” (p. 33). Reports from country data for Jamaica revealed that from 2000 to 2010, female participation in TVET programmes decreased from fifty-eight percent to forty-two percent (UNESCO, 2013).

However, caution must be exercised when interpreting the results as more boys might be accessing TVET. Additionally, boys tend to drop-out of school more than girls at the lower levels, from ages 12 to 17. Furthermore, some programmes experience large gender disparities such as those training nursery school teachers or heavy equipment operators and mechanics (UNESCO, 2013). This is also evident at the Center where more males register in Introduction to Computers (overall 99 males, 41 females) and Computer Repairs (overall 25 males, 1 female) (See Appendix).

At TLTC, as the years have passed, students have excelled in the programmes. At the minimum, they graduate with a Transforming Lives Center certificate, or the much sought after HEART Trust/NTA certification. Consequently, the partnership with the HEART Trust/NTA is strong. Mrs. Harris reported that “The contract that we have here [*at 8 Chancery Street*] is for the life of the school.” (adapted from TLTC-Harris4, 2015, mins. 17.12-17.16). As the programme offerings have increased, and the students graduate and move on to further study or into jobs, adjustments are made to the policies to facilitate the sustainable operation of the Center. One such adjustment under consideration is to require former students of the school to give back to the school for a period of time. This can be through giving community service hours to assist the current staff, as well as contributing a percentage of their salaries to assist in the support of new students.

As the students excel and the staff continues to be diligent with the tasks entrusted to them, more sponsors come to their aid. Tank Weld has continued to improve their facilities over the years, through additional room at Grace Plaza, and now with equipment and installation. Another strong and growing partnership is with Partners of the Americas/A Ganar.

Through the A Ganar Alliance, at-risk youth aged 16-24 acquire marketable job expertise and life experience. By building on six core skills – teamwork, communication, discipline, respect, a focus on results, and continual self-improvement – youth play on sports teams, complete internships, and receive job placement support and reintegration into the educational system.

Partners of the Americas/A Ganar training is implemented in four integrated phases, over the course of 7-9 months. (Partners of the Americas/A Ganar, 2015).

Mrs. Harris reported to the interviewers that, “because of European Union/JSIF, it opened doors to funding from Partners of the Americas.... So they came in search for us” (TLTC-Harris4, 2015, mins. 4.49-5.18). This relationship has continued to grow, with Partners of the Americas/A Ganar attracting additional funds for the school, as well as supporting current students at the Center. The partnership with Partners of the Americas/A Ganar has brought with it changes to the curriculum offered at the school. Since its partnership with the Center in 2014, Partners of the Americas/A Ganar has required participants to be trained in life skills which will ensure that they will be able to keep their jobs, as well as maintain a life of social concern for themselves and for others. The Partners of the Americas/A Ganar curriculum, and accompanying workbook, is built around six core values: teamwork, respect, discipline, focus on the result, communication, and self-improvement. The Partners of the Americas/A Ganar programme, as stated above, is delivered in four phases: Phase I: “Sport-based training, developing employability and life skills;” Phase II: “Market-driven technical/ vocational or entrepreneurial training;” Phase III: “Supervised internships and practical experience;” and, Phase IV: “Job placement, business involvement, reintegration in school” (Partners of the Americas/A Ganar, 2015). The HEART Trust/NTA programme becomes integrated from Phases II to IV, as TLTC delivers the life skills programme in Phase I (3 months or 176 hours) to establish a foundation for the rest of the training. The following table shows the number of participants who were trained using the Partners of the Americas/A Ganar curriculum from March 2014 to June 2014:

Table 1: Summary of Participants in Phase 1 of the Partners of the Americas/A Ganar Programme

	Male	Female	Total
Number of youth who started Phase 1	20	30	50
Number of youth who completed phase 1	18	27	45
Number of youth who dropped out during Phase 1	2	3	5

(Harris, 2014, p. 1)

The partnership has at times stretched the resources of the Center as they have been called upon to assist other training programmes that were about to be lost. For example, Mrs. Harris reported the following,

Partners of America ... found favour with us where we actually went to East, because they had some programmes going on. So we actually go to East and teach for them to save a programme while we were still doing our programme ... at a place they call name Open Arms... We taught approximately 25 and 12 ... 47 students. Some were computer repairs, housekeeping, house technician. Received 100% pass in computer repairs; 100% pass in house technician, and 80% in housekeeping, 'cause house technician is a bit shorter than housekeeping ... [HEART pass rate]. Also the Diagnostic Test, ... the HEART Trust test, Math and English, approximately 80% pass.

We went into a partnership with Ashenheim Road, the school for the computer repairs ... and we received a one year partnership ...

We also went into a partnership with LEAP Center where we actually have ... our logo beside LEAP Center logo because of the housekeeping. ... So from one batch of students to a next, doors began to open” (adapted from Harris⁴, 2015, mins. 5.20-8.43).

So, after years of operating with minimal equipment, “a 1/2 computer, little students, little space and no equipment” (TLTC, 2015), the Center now boasts a staff complement of seven persons. The staff consists of

- a. Mrs. Navene Harris, Principal and Founder
- b. Mr. Andrew Harris, Co-Founder and Technical Director
- c. Mr. Andrew Davis, Vice Principal and Instructor (Math, Computer Repairs)
- d. Ms. Pollyann Hamilton, Director and Instructor (Garment)
- e. Ms. Theanna Findley, Administrative Assistant
- f. Ms. Davion Clarke, Data Operations Manager and Instructor (Data Operations)
- g. Ms. Debbie Williams, Community Service Worker

The Center’s list of partners through the years have included: Solid Faith Ministries, LIME, Food for the Poor, Singer, Empowering Lives for the Future Ministries Ltd., Jam Sew Sales & Service, Paper Alternative Ltd. and Chemical Ltd, the European Union care of the Jamaica Social Investment Fund (EU/JSIF), Caribbean Dreams, Lee’s Food Fair Supermarket, Jean’s Cookshop, HEART Trust/NTA, Ministry of Labour and Social Security, Cassandra’s Spa, and FX Traders. Additionally, Michael’s Mortuary, Tank Weld, Caribbean Dreams, Jamaica Corporative Credit Union League, and the Jamaica Foundation for Life Long Learning (JFLL). This has enabled them to acquire equipment and implement programmes. From sparse furnishings a few years ago, they now possess “...a total of 18 sewing machines, 8 tables, 8 desks, 20 chairs, 10 computers and other

equipment” (TLTC, 2015). The Center is currently funded through support from the HEART Trust/NTA, Partners of the Americas/A Ganar, Michael’s Mortuary, Food for the Poor, Tank Weld, Lee’s Food Fair (also assists with internship groups), JFLL and the Kiwanis Club of New Kingston.

Outcomes and Impacts

Academic Outcomes. In an effort to fulfil its mandate to “help individuals to acquire the education, skills and resources necessary to build self-sufficient lives” (TLTC, 2015?), the Center introduced a formal curriculum in December 2007 which was formalized in April 2008 (See Appendix, Table A1). The curriculum included the core subjects of English and Mathematics, as well as Computing. At that time, the primary goal was to prepare students for the entry test for the HEART Trust/NTA programmes. Table A2 in the Appendix provides details of the programmes which have been offered by the Center throughout its history, the year that the programme was introduced, and the rate of certification by students who attain competency at level 1 or level 2, and the gender composition of the Center. It should be noted that those who do not attain competency by the standards established by the HEART Trust/NTA but who complete the programme at TLTC, also receive a TLTC certificate.

Approximately seventy-five percent of those who attend the Center for English and Math stay on to complete other training programmes. Estimates derived from graduation speeches over the years, lists of students, HEART Trust/NTA certificates and more, suggest that approximately 511 students have attended the Center; 40% male and 60% female. Some records have been lost and so this is a conservative estimate based on records that are available. The HEART Trust/NTA certification rate for those who attend the programmes and successfully obtain competency statements ranges from 67% to 71% (includes students with an incomplete status), based on adjusted estimates of students who have attended the school and the records that are available. Details of how these estimates have been calculated can be found in the notes to the student data presented in Table A2 in the Appendix.

Even with the challenges faced by students to attend classes regularly due to financial challenges, lack of transportation, lack of adequate day care for their children, and illiteracy (Harris, 2013), instructors and students commit themselves to the learning process and achieve success. According to Mrs. Harris, an individualized programme is designed for each student based on their learning style, counselling services are provided if necessary, and professional services are sourced when necessary to ensure that students have the best opportunities for success. Consequently, she has many stories about her students like the one she proudly shared below.

There’s a gentleman, his parents say he would never pass HEART Trust Maths and English. When he came here he could not even write his name properly. And he passed HEART Trust Math and English two weeks ago. His mother called. The people dem in the community called. I was just out of it, giving God thanks for that day. ... Why do I rejoice over one student and not everyone? Because his finally came when no one believed in him. I said, “Go and get stones, marbles, anything you can find,” and we worked the math. And how do I get that? Because I go to school and I realize the different learning styles (Harris4, 2015, mins. 27.40-28.25).

Social Outcomes

Social outcomes relate to the changes that have occurred in the individual, the Center and the surrounding community as a result of the activities of the Center. Prior to their partnership with Partners of the Americas/A Ganar, there was no structured life skills curriculum that provided a

systematic approach to developing social competencies. However, the staff of the Center has always taken a holistic approach to training. They would counsel the students as well as get involved with their families when necessary, to ensure that they had every opportunity to successfully complete the programme. One of the things that Mrs. Harris, as Founder and Principal, has noted over the years is that wherever they have been located, they have always had a significant and positive influence on the surrounding community. When asked during an interview about the change in violence and unemployment that she had observed in the communities since they have been operating, she could not provide actual figures, but she could share about the Center's involvement in reducing the impact of crime on the lives of her students. She said,

We also gained favour with ... individuals from the community, where we were actually given the opportunity, through God, to intervene and intercept with some situations of some of the students, where we actually had to communicate on the student's behalf to show that their lives have transformed. This allowed them to finish the programme and ensure that they graduate. Some of them are now working (adapted from Harris4, 2015, mins. 4.13-4.39).

So many of the students and their families have tremendous respect for Mrs. Harris and her staff. Mrs. Harris noted that the community members respect her and the students as they attend school and move about in the community. At the current location on Chancery Street, Mrs. Harris observed the following about the neighbourhood:

so far we have gained the respect from the community... So you have the people in the community looking out for the students. ... Even though we realize it is a very challenging area, they look out for the students, staff and visitors. ... but I realize is the God in me. ... when we just came here, the place wasn't grilled, and no one would come up here and take up a thing. ... Any community that we go to, it always leave with a change (adapted from TLTC-Harris4, 2015, mins. 25.52-27.06).

This view is corroborated in interviews conducted with her Administrative Assistant, Ms. Findley and also the Community Public Relations Officer, Ms. Debbie Williams. Ms. Findley said that they had come from a very far way and through difficult circumstances to be where they are. She also expressed a lot of respect for Mrs. Harris and what she has taught them (TLTC-Findley, 2015). According to Ms. Williams, whose responsibility it is to recruit students, find volunteer sites and job placement sites for them, "It's been good for the last six months. They've learned a lot. They've been through a lot. They've done a lot. And we're almost there" (TLTC Stdts, 2015, mins. 8.25-9.05).

Ms. William's sentiments summarize why the community respects the Center and its staff. It is their commitment to training and excellence. It is their commitment to service through community service hours given by each student at a variety of organizations in the neighbourhood. It is also the change that the members of the community observe taking place in their fellow residents as they attend the school. From interviews conducted with the students, all of them responded that the six core values, of teamwork, respect, discipline, focus on the result, communication, and self improvement, which they have learned from the Partners of the Americas/A Ganar curriculum, have changed their lives. Some of their responses on their personal growth and the change that others see in them are shared below.

Student 1: "... we can work as one" (TLTC Stdts, 2015, mins. 0.00-0.15).

Student 2: "... When I got here, I was stranger, didn't know anybody. I was very selfish. But, because of the Partners of the Americas/A Ganar programme, they taught me how to mingle with

others, communicate, form a group and so forth, and I really appreciate that.” (TLTC Stdts, 2015, mins. 0.38-0.58)

Student 3: “It taught me core values: teamwork, respect, discipline, the most ones that stand out. We all have to work in a group whether we like each other or not. And when they realize that we don’t like each other they put us together, so we have to work together. ... this course is a good course because it teach us about the different levels like Word, Power Point and all of those. We are experts in all of those areas. So we can get a job” (TLTC Stdts, 2015, mins. 1.40-2.05).

Student 4: “I’ve changed a lot. Because I’m a very, not necessarily antisocial, but I’m a very quiet person. ... I’ve learned to communicate with my peers. To be more outward and more outspoken” (TLTC Stdts, 2015, mins. 2.50-3.25).

Student 5: “... by attending this school I learn about the six core values because before I didn’t know much about respect, discipline, and teamwork, communication, self-improvement and the other one. And now I understand it more and better knowhow to conduct myself than how I did before” (TLTC Stdts, 2015, mins. 3.35-4.23).

Student 6: “It teaches us ... the six core values so when we go out on the working field we know exactly what to do and stuff like those” (TLTC Stdts, 2015, mins.6.05-6.22).

Student 7: “How to communicate, ’cause I couldn’t talk to people. Yeh. Like to do this right now... just to talk like that, I couldn’t do that. I learned how to be disciplined and focus on what I need to get or my goals in life. Yeh. Very beneficial” (TLTC-Std7, 2015, mins. 0.58-1.24).

Generally, reports from interviews with all the students revealed that they have improved significantly in communication skills since attending the school. Students also acknowledged that the teachers are very encouraging and motivate them a lot. This is important because for all of them this is a “second chance” or “last chance” as others have given up on them. Some of them acknowledged also that the teachers correct them and discipline them for doing something that they know is wrong (TLTC Stdts, 2015). Some students, particularly the males who were interviewed, said that they were very selfish before coming to the Center. However, because they have to participate in the core values training for three months before engaging in their programme of study, they learn to share with others, to respect others and to work as a contributing member of a team.

It is important to note that of the fifty participants who were trained using the Partners of the Americas/A Ganar life skills curriculum, only five dropped out for a variety of reasons, consequently 95% of the participants completed the programme and moved on to Phase 2 of their training in the desired HEART Trust/NTA certification programme. The following table shows the reasons given for not completing the programme:

Table 3: **Reasons Students do not Complete Training**

#	Reason for Dropout	Nature of Employment or place of study (if applicable)
1	Has been charged for an incident that happened six years ago and sentenced for three years	
2	Too lazy to come to school	
3	Going back to school	Stony Hill Heart Academy(full time)
4	Her mother died so she lost focus	
5	Gang violence	

(Adapted from Harris, 2014, p. 2)

For the students who remain and complete the core values training, Mrs. Harris has also noted several remarkable changes which corroborate previous statements from the students and other staff members. She recalls the following noteworthy students:

- a. One, who was violent and wanted to commit suicide, became a fully participating student in every area of the Center's activities and a successful graduate of the programme.
- b. Some students excel at the core values training and receive badges of responsibility as the class monitor, the class president or other roles.
- c. One student who had communication challenges had improved so much that she became the group leader for their community service placement at the St. Richard's Primary School.

Her views are corroborated by the interview conducted with Ms. Findley, as she had much to say on the changes observed in the students. She reported to interviewers the following:

We have different students and some of them their behaviour not that pleasing. Well that's when they first came here. Coming here we are a big family, and we socialize with them sometimes on a mother-daughter level. We try to communicate with them in the best way that we can because some of them are coming from different backgrounds. So, it is very important how we communicate with them. Some of them are not really Christians, but our school, we are a Christian family. ... every morning we have devotions ... and every time I ask each individual to pray. Some of them are shy. Some of them when they come here they never used to talk, and now they start socializing, they start to speak up more. Some of them never know how to read properly. We try and help them in every possible way that we can. We realize that they have a problem so we try to help them within the problem that they have (TLTC-Findley, 2015, mins. 2.58-4.27).

From Ms. Findley's comments, it is clear that the Center is providing much more than technical and vocational skills training, they are inculcating values that will ensure the long-term productivity of their students. The students are given opportunities to speak, to lead, to work in a team, to give service to a neighbourhood organization, to be mentored by an older adult, and so much more. Through these experiences they learn to negotiate situations in a guided way that is facilitated by the staff and other affiliated organizations. Results of the Partners of the Americas/A Ganar

programme in 2014 reveal that students are developing character skills that enable them to make small changes in behaviour that ultimately result in big achievements. The report for this Phase 1 component of the programme in 2014 highlighted the following accomplishments:

1. Getting all participants to wear their T-shirts on the various days.
2. With sports 95% participants from both classes developed socialization and team work skills in spite of their various communities.
3. Getting everyone to know and demonstrate the six core skills and how they should apply it to their lives, workplace and at home.
4. Learning to become athletic; some participants didn't know how to catch, throw, shoot or kick a ball and because of Partners of the Americas/A Ganar sporting programs persons are able to do all these things.
5. Learning to work in groups because not everyone come from the same community and Partners of the Americas/A Ganar program brings these youths together and they work together as one big family.
6. Getting the participant to focus on their goals.
7. Self –Control, some participant was very ignorant (Harris, 2014, p. 2).

Consequently, TLTC graduates are distinguished among their peers from other training agencies. There are many students who are able to retain employment after leaving the Center as employers are impressed with their work ethic. Some of the students are hired by the organizations where they served as interns, while others find other employment with the assistance of the Center. For example, a former student is currently working at an accounting firm, and another is a merchandiser for a supermarket chain. In another innovative move, the Center has been able to retain some of their best students as employees and instructors. So, they can boast that the Principal's Administrative Assistant was a former student. Former students also manage the fashion room and the data operations for the Center. One of the most outstanding examples of social entrepreneurship is of a young lady who completed her training and now operates the largest hairdressing salon in Drewsland. According to Mrs. Harris, the young lady had a very challenging background that would have predicted a disastrous ending for her life. However, "because of the school she is now in the community, certified as well" (TLTC-Harris2, 2015, mins. 4.58-5.30). Additionally, the Center is generating income through self-sustaining means. They make jeans bags and accessories out of recycled denim, as well as operate a canteen providing services to the students and others in the community. Future plans include the operation of a farmers' market, selling produce grown by the agriculture students. All of these activities at the Center combine to improve the quality of lives of the students, the staff, and the community, ultimately expanding the impact of the Center.

Some Final Thoughts

Vocational Training offers youth in developing countries the opportunity to receive skills training while experiencing the work environment through job placement. When combined with an effective life skills curriculum and trained staff, students can experience remarkable outcomes. The staff at the TLTC employ the process of social affirmation through valuing every student so that

they will reproduce the identities that are positive and central to community development (Branche & Morgan, 2011; Mitchell & Branche, 2015; Mitchell, Elias, Branche, & Terrelonge, 2015). The students who attend TLTC all acknowledge that they came to the Center as a “last chance.” They were no longer valued as contributing members of their families or communities. Their lives had been written off as having no value. However, through being introduced to a principal and staff who are committed to training individuals based on their appropriate learning style, and assisting them to develop competencies that they will need to make a life for themselves, the students’ lives have been transformed. This aligns closely with the global objective on TVET training which “is the acquisition or maintenance of skills, to enter or remain in the work force, and thus contribute to increasing the employment rate, eradicate poverty and increase social cohesion” (UNESCO, 2013, p. 6).

The Center first establishes a foundation of strong social skills through the Partners of the Americas/A Ganar curriculum. “In high crime areas such as San Pedro Sula, Honduras; Kingston, Jamaica; and Ciudad Juárez, Mexico, A Ganar provides youth with a positive identity, security and the opportunity to transform their lives” (Partners of the Americas/A Ganar, 2015). So, after spending three months learning about teamwork, communication, focus on result, respect, self improvement and discipline, students are ready to receive the instruction from the HEART Trust/NTA curriculum in their desired field. The corresponding community service hours, mentorship and internship, culminate in a TLTC graduate who is equipped to face the world of work, through employment, starting their own businesses, or pursuing further studies.

The impact of the Center is beyond academics. In transforming the lives of the students, the Center is also transforming the lives of families who can have additional income from the efforts of their recently qualified family member who is employed or who can start a business. The community is also impacted as there are fewer idle hands available to create mayhem and increase the crime rate. Some of the students have actually been rescued from the police lock-up in order to complete their training. Through a focus on life skills in the Partners of the Americas/A Ganar curriculum, the required community service hours and the mentorship programme, all students of the Center are given a real opportunity to experience a permanent and progressive change in their lives.

An important point that we must highlight as we conclude this case study of the TLTC, is that culture is important. Consequently, any study of technical, vocational education and training must be considered within the appropriate cultural and societal contexts as “... individual potential cannot be optimised unless cultural differences are understood and managed” (Walton, 1999, p. 75). Mrs. Harris is adamant that an understanding of educational psychology is a prerequisite for any would-be instructor in TVET. By her own admission, she intends to keep working to advance the cause of education and transform the lives of many through vocational training. She believes passionately in education and skill training, and has future hopes of developing the agriculture programme at the Center. With this programme in place she hopes to engage the men in the communities around the Center so that they can earn a living, provide food for their families and sell the extra to the school. She desires to see continued transformation as she commits herself daily to the task of being a facilitator and a TVET instructor (TLTC-Harris4, 2015).

The final message to all of us is that TVET is a necessary component in every individual’s life. This can be through acquiring a skill through the formal education system; through nonformal systems like the HEART Trust/NTA programmes or modular studies at colleges and universities; or, through informal processes in a mentoring relationship. It is imperative that all members of the Jamaican society, and by extension the Caribbean region, assume a lifelong approach to learning in order to increase the economic and intellectual wealth of our societies.

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APPENDIX

Table A1: Components of the HEART Trust/NTA Curriculum used at the Transforming Lives Training Center

Topics	Activities
Basic IT	Basic information about the personal Computer, its parts and how it works Introduction to Microsoft word Internet Browsing Difference between hardware and software Creating folders Change background images Emphasizing a text (font size, font bold, etc) Microsoft power point (inserting slides, slides layout, etc) Introduction to Microsoft excel (learning formulas in excel, how to put in a chart or graph, (etc) Using Microsoft publisher to create brochures
Multimedia Production	Introduce the students to adobe photo shop Different tools photo shop uses Learn to insert a picture Learn how to cut out unwanted portion of a picture Learn how to resize a picture Learn how to add text to a picture Make flyers in photo shop Use online webhosting to create a website Use software such as windows movie maker to edit movies or video files
Garment Productions	Work with colleagues and customer Hand and Machine stitches Follow health, safety and security procedures Using various tools Set up and operate industrial sewing machine Perform simply cut work Perform minor maintenance Apply quality standard to work Assembling of garments Finish work
Basic/beginners level:	Press work Organize and plan own work to achieve planned outcomes

Introduction of measurement
Seams and pleats
Drafting basic skirt, torso block, pants, shirt and dress

Advance fashion designing

Students will construct and design their garments, learn how to blend colour, pattern making and portfolio during the course.

Remedial Math's and English:

Mathematics

Decimals, Ratio, Percentages & Fractions, basic graphs
Mode, mean, median, angles, algebra, polygons (shapes)
Areas & perimeters, square root, measuring time
Indices (power)
Number placement
Simply/ advance additions
Simply/advance subtractions
Learning common factors
Rounding off fractions
Simply/advance multiplication
Simply/advance division
LCM

English

Spelling, grammar (past tense, present tense etc)
Comprehension, punctuation, subject verb agreement
Nouns
Possessive nouns
Adjectives (adjective of quantity, demonstrative and Interrogative adjectives)
Verbs (sentences and phrases)

Entrepreneurship Training

Prospective
Always have a plan
Understand risk
Know your skills
Learn business plan

Notes. The preceding list is an excerpt from the final report prepared by the Transforming Lives Training Center and Outreach for the curriculum content offered, assessed and certified by the HEART Trust/NTA (Transforming Lives Training Center and Outreach [TLTC], 2012, pp. 4-5).

INSERT TABLE A2 HERE.

Notes to Transforming Lives Training Center and Outreach Student Data

1. Estimate of total number of students who attended TLTC

The estimate of the total number of students who have attended TLTC are based on 419 students who register for Mathematics and English, with 75% of these continuing to complete HEART Trust/NTA programmes. Consequently, only 80 students applied directly to programmes as they were already proficient in Mathematics and English at the CXC, City and Guild or HEART Trust/NTA level. This 80 was obtained by subtracting amounts from the overall total of students and by adding students in the programmes to obtain an estimate. See below.

Original estimated total: 825, however this includes the 75% who continue for training. So, $825 - (419 * 75\%)$ is $825 - 314 = 511$

$511 - 431$ (total students registered) = 80 (students who entered programmes directly)

2. Estimate of HEART Trust/NTA Certification Rate

Programme	Stdts.	HEART	Drp-t	Incomplete
Garment	104	85	8	11
Intro. to Computers	140	N/A	0	0
Data operations(1)	25	25	0	0
Data operations (2)	79	77	8	2
Cosmetology	33	13	0	0
House Keeping	15	14	1	0
House Technician	10	10	0	0
Computer Repairs	25	25	4	1
Total	431	249	21	14

HEART Trust/NTA does not certify Introduction to Computers. So, the HEART Trust/NTA certification rate is based on adjusted totals calculated as follows:

$249 / (\text{Total students} - 140 \text{ computer students}) * 100$

$249 / (511 - 140) * 100$ is

$249 / 371 * 100 = 67\%$

Students with an incomplete status have failed a minimal amount of units on the HEART Trust/NTA exam and receive a Statement of Competence based on their proficiency in the other units. So, the adjusted certification rate if these students are included is calculated as follows:

$(249 + 14) / 371 * 100$

$263 / 371 * 100 = 71\%$

3. *Students of TLTC by Gender*

Programme	Males	Females	Programme Totals
Garment	5	99	104
Intro. to Computers	99	41	140
Data operations (1)	5	20	25
Data operations (2)	33	46	79
Cosmetology	0	33	33
House Keeping	6	9	15
House Technician	0	10	10
Computer Repairs	24	1	25
Total	172	259	431

% Males 172/431 is 40%

% Females 259/431 is 60%

APPENDIX

Table A2: Transforming Lives Training Center and Outreach Student Data 2006-2015

Programme	Year	Amount showing Interest	Total Amount of Students	Acceptance Rate (%)	Male	Female	HEART Trust/NTA Certification	HEART/NTA Certification Rate (%)
Garment Construction Level 1	2006	23	18	78	0	18	18	100
	2007	21	20	95	0	20	15	75
	2008	34	15	44	0	15	15	100
	2009	22	22	100	0	22	22	100
	2010	20	8	40	0	8	8	100
	2012	26	21	81	5	16	16	76
Total		146	104	71	5	99	94	90
Introduction to Computer	2006	32	23	72	18	5	TLTC	100
	2007	30	25	83	23	2	TLTC	100
	2008	48	34	71	20	14	TLTC	100
	2009	37	21	57	12	9	TLTC	100
	2010	27	20	74	18	2	TLTC	100
	2014	26	17	65	8	9	TLTC	100
Total		200	140	70	99	41	TLTC	100
Data Operation Level 1	2013	33	25	76	5	20	25	100
Total		33	25	76	5	20	25	100
Data Operation Level 2	2011	38	16	42	6	10	16	100
	2012	30	17	57	6	11	17	100
	2013	25	15	60	5	10	14	93
	2014	42	19	45	9	10	18	95
	2015	20	12	60	7	5	12	100
Total		155	79	51	33	46	77	97
Cosmetology	2010	20	15	75	0	15	5	33
	2011	38	18	47	0	18	8	44
Total		58	33	57	0	33	13	39

Created by K. A. Mitchell and N. Harris - July 2015

APPENDIX

Table A2: Transforming Lives Training Center and Outreach Student Data 2006-2015

Programme	Year	Amount showing Interest	Total Amount of Students	Acceptance Rate (%)	Male	Female	HEART Trust/NTA Certification	HEART/NTA Certification Rate (%)
House Keeping	2014	24	15	63	6	9	14	93
Total		24	15	63	6	9	14	93
House Technician	2014	18	10	56	0	10	10	100
Total		18	10	56	0	10	10	100
Computer Repairs	2014	15	12	80	11	1	12	100
	2015	20	13	65	13	0	8	62
Total		35	25	71	24	1	20	80
	2006	53	41	77	18	23	33	80
	2007	58	45	78	18	27	35	78
	2008	60	49	82	23	26	40	82
	2009	54	40	74	12	28	34	85
HEART Trust/NTA Mathematics	2010	40	29	73	14	15	25	86
	2011	67	60	90	33	27	40	67
	2012	52	41	79	16	25	28	68
	2013	46	39	85	15	24	25	64
	2014	56	50	89	23	27	39	78
	2015	38	25	66	20	5	23	92
Total		524	419	80	192	227	322	77
	2006	53	41		18	23	33	80
	2007	58	45		18	27	35	78
	2008	60	49		23	26	40	82
	2009	54	40		12	28	34	85
HEART Trust/NTA English	2010	40	29		14	15	25	86
	2011	67	60		33	27	40	67
	2012	52	41		16	25	28	68
	2013	46	39		15	24	25	64

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APPENDIX

Table A2: Transforming Lives Training Center and Outreach Student Data 2006-2015

Programme	Year	Amount showing Interest	Total Amount of Students	Acceptance Rate (%)	Male	Female	HEART Trust/NTA Certification	HEART/NTA Certification Rate (%)
	2014	56	50		23	27	39	78
	2015	38	25		20	5	24	96
Total		524	419		192	227	323	77

Estimates of the
Total Students that
Passed through the
School

Total		511	84	172	259	249	67
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Created by K. A. Mitchell and N. Harris - July 2015

APPENDIX

Table A2: Transforming Lives Training Center and Outreach Student Data 2006-2015

Programme	TLTC Certification	Students who Dropped-out	Incomplete	
	18	3	2	
Garment	20	0	5	
Construction Level	15	3	0	
1	22	2	0	
	8	0	0	
	21	0	4	
Total	104	8	11	
	23	0	0	
	25	0	0	
Introduction to	34	0	0	
Computer	21	0	0	
	20	0	0	
	17	0	0	
Total	140	0	0	0
Data Operation	25	0	0	
Level 1				
Total	25	0	0	0
	16	0	0	
	17	0	0	
Data Operation	15	0	1	
Level 2	19	0	1	
	12	0	0	
Total	79	8	2	2
Cosmetology	10	0	0	
	10	0	0	
Total	20	0	0	0

Created by K. A. Mitchell and N. Harris - July 2015

APPENDIX

Table A2: Transforming Lives Training Center and Outreach Student Data 2006-2015

Programme	TLTC Certification	Students who Dropped-out	Incomplete
House Keeping	14	1	0
Total	14	1	0
		0	
House Technician	10	0	0
Total	10	0	0
Computer Repairs	12	0	0
	13	4	1
Total	25	4	1
		8	0
		10	0
		9	0
		6	0
HEART Trust/NTA		4	0
Mathematics		1	0
		3	0
		2	0
		4	0
		0	2
Total		47	2
		10	0
		6	0
		8	0
		3	0
HEART Trust/NTA		3	0
English		1	0
		1	0
		2	0

Created by K. A. Mitchell and N. Harris - July 2015

APPENDIX

Table A2: Transforming Lives Training Center and Outreach Student Data 2006-2015

Programme	TLTC Certification	Students who Dropped-out	Incomplete
		2	0
		0	1
Total		36	1

Estimates of the
Total Students that
Passed through the
School

Total	412	21	14
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Created by K. A. Mitchell and N. Harris - July 2015