

The background of the slide is composed of several elements: a light blue horizontal band at the top, a white central area, a yellow vertical band on the left with a white hexagonal pattern, and a light pink horizontal band at the bottom. On the right side, there is a photograph of a green monstera leaf and a white ceramic bowl.

Implementing Flexible Learning Pathways: *The Jamaican Experience*



Overview of Presentation

Importance of
Flexible Learning
Pathways to
Jamaica

Context of FLP

Urgent
Challenges

Policy Responses
and System
Progress

Implementation
of PLAR

Implementation
of Micro
Credentials

Lessons Learnt



Context and Importance of Flexible Learning Pathways To Jamaica



Importance of FLP to Jamaica

1. Supports lifelong learning for all regardless of certification level.
2. Increases stackability, portability and labour market relevance of qualifications.
3. Aligned to Vision 2030 National Development Plan and SDGs.



Importance of FLP to Jamaica

1. Facilitates Academic mobility of workers and learners across education sectors and qualification framework levels.
2. Supports Individual right to equitable progress through education system
3. Creates opportunities for flexible Access of workers and learners to opportunities to quickly upskill and reskill



Context of FLP



1. Jamaica is a Small Island Developing State(SIDS) with a dynamic labour market driven by the Global Services Sector.
2. Jamaica's geopolitical advantages contribute to its competitiveness as the leading outsourcing location in the English-Speaking Caribbean
3. It is a highly competitive destination for Global Digital Services.
4. The system is challenged to transform from a labour intensive model to intelligence driven services.

Context of FLP



1. Workers must be upskilled and reskilled to augment AI driven changes in areas such as quality assurance, data analytics and performance management.
2. Without flexible learning pathways, Jamaica risks losing its competitiveness in and deepening societal inequality.

Urgent challenges



- Workers in declining roles within service sector need immediate reskilling and upskilling as well as outskilling.
- Skilled workers without formal qualifications need agile recognition of competence
- Youth need skills aligned to the future of works, not just traditional degrees.
- Learners need a responsive, equity driven articulation system.



Policy Responses and system progress

- Development and Implementation of Standards for Prior Learning Assessment and Recognition.
- Alignment of Micro credentials framework to the NQF-J
- Development of Guidelines for Credit Accumulation Transfer Scheme

Implementation of PLAR

JTEC has developed PLAR Standards and Guidelines for the tertiary sector.

Operationalisation of PLAR Standards and Guidelines enables HEIs to efficiently validate non-formal and informal learning for experienced workers and learners



Implementation of PLAR



Programmes:

- HE PLAR Advisor certification drive through capacity building impacting 42 advisors across major institutions
- HE PLAR Leadership Seminar series to support policy implementation
- PLAR Certification Fairs to identify workers interested;

Implementation of PLAR

Examples of Impact:

Food Service Workers have been certified based on PLAR alone;

EC Qualifications Pathway programme is being implemented to accelerate teacher certification using PLAR and Micro Credentials.



Implementation of Micro Credentials

Standards and Guidelines for Micro Credentials have been developed for aligning short cycle programmes to the National Qualifications Framework of Jamaica.

Micro Credentials can be offered at any level of the NQF-J.

They typically range in volume from 5-300 hours

Once quality assured, they are eligible for listing in the qualification registry of Jamaica



Implementation of Micro Credentials

JTEC chairs the CARICOM technical working group on microcredentials; The aim is to create a regional sub framework that will enhance recognition, standardise quality assurance measures and inform design standards for CSME member states.



Implementation of Micro Credentials- Institutions

Institutions such as NCTVET and University of Technology are using JTEC standards to revamp qualifications design, development and quality assurance mechanisms.

A partnership between stakeholders in BPO industry and NCTVET since 2016 has resulted in thousands trained in customized microcredentials and NVQJs containing jobs that maybe converted short cycle programs.

These credentials cover areas such as customer engagement, data analytics and quality assurance that are vital for Global services sector competitiveness.



Implementation of Micro Credentials- Institutions

Utech is launching its new continuing professional department that will offer microcredentials based on labour market demand.

CXC is modularizing its programmes to create stackable credentials for youth leading high school. Over 6000 persons participated in pilot program.

UWI has launched its STAR programme that prioritises offering relevant microcredentials to workers.



Lessons learnt



1. **Agility Matters:** Institutions must increase the speed by which they pivot to accommodate microcredentials aligned to the future of work in the context of an economy heavily aligned to GSS.
2. **Relevance Matters:** Stakeholder Consultations with industry must be prioritised in the design and development of microcredentials for relevance
3. **Capacity Matters:** LMIS must have the capacity to generate useful data in real time to support adaptability of qualifications systems and institutions must be well resourced.
4. **Scalability Matters:** While SIDS like Jamaica may lack resources, pilot programmes and scalability are easier because



Thank you!

Norda Seymour Hall

876-561-4531

Norda.shall@moey.gov.jm

Qualifications.jtec.gov.jm