St. Lucia Council for Technical and Vocational Education and Training (SLCTVET)

Lead Partner

C-EFE PROGRAM- PRE-TECHNOLOGY PROGRAM

St. Lucia, Antigua and Barbuda, and Grenada

TERMS OF REFERENCE

August 2014
# TABLE OF CONTENTS

1. Introduction ................................................................................................................................. 1
2. Sectors of local importance for pre-technology programs .............................................................. 9
3. Training Partners .......................................................................................................................... 10
4. Internship Opportunities ............................................................................................................ 11
5. N/CVQ Certification .................................................................................................................... 11
6. Priority Areas for Support from Canadian Partners ..................................................................... 12
7. Scheduling and other circumstances ............................................................................................ 12
8. Project Context ............................................................................................................................ 13
9. Supporting and Background Documentation .............................................................................. 16
10. Contact Information at the TVET Apex Body ............................................................................. 17
Annex 1 – Overview of Yachting Training Partner ........................................................................ 19
Annex 2 - Profile of the NSDC ...................................................................................................... 23
Annex 3 – GARD Centre (Antigua) ................................................................................................. 27
1 Introduction

This Youth Skills Development Programme (YSD) will be delivered in three OECS countries: Antigua and Barbuda, Grenada and St. Lucia. In each instance, it will focus on skills training to meet the needs of the yachting sector. The Technical and Vocational Education and Training Unit in the Ministry of Education, HRD and Labour will be the lead agency and will manage project logistics on behalf of the three participating countries and act as the lead Caribbean partner working with the Canadian partner. This document outlines the agencies responsible for TVET in each of the three countries, the proposed training partners, and the current youth training contexts. St. Lucia and Grenada are both accredited to award the CVQ; for the YSD, one of these countries will be required to provide certification services for the trainees in Antigua and Barbuda.

St. Lucia

Background

The Technical and Vocational Education and Training (TVET) Unit was established in 2000 within the then Ministry of Education, HRD, Youth and Sports. At that time, the staff of the Unit comprised an Education Officer and a Clerk typist. This small Unit undertook the huge task of supervising TVET in schools as well as establishing links to ensure the emergence of a modern and relevant national TVET system.

It was agreed at that time by the then Minister, that although it was imperative for the system to be established, given the recommendations of the World Bank and other international agencies, the limited national resources were severely constrained. It was therefore agreed that all national TVET functions would be subsumed within the Unit. Since the staff was limited, the Unit sought support by establishing an organized body to represent TVET teachers, the Saint Lucia Technical and Vocational Educators Association.

It was also agreed that the Unit would form the working arm for the Saint Lucia Council on Technical and Vocational Education and Training, the establishment of which was enshrined in the Education Act of 1999. As the mandate expanded quickly, an assessment Officer was added to the Examinations Unit to assist with the establishment of a system for certification of TVET programmes but with a direct assignment to work with TVET.

As the functions of the Unit increased and as Ministry configurations changed, the name of the Unit was changed, and the TVET and Accreditation Unit was approved by Cabinet Conclusion of 2007 in order to allow the Unit to take on the additional portfolio of accreditation. Also in that year, by Cabinet Conclusion, the Government approved the establishment of the Saint Lucia Council for Technical and Vocational Education and Training (SLCTVET).

The TVET and Accreditation Unit is the quality Manager for the TVET system in Saint Lucia. The Unit acts as the implementation arm for the SLCTVET.

Vision

The Government of Saint Lucia through the Ministry of Education, HRD and Labour (MOEHL), has developed and Education Sector Development Plan (ESDP) 2009 – 2014. Although the Plan forms the main driving force for all Programmes and most activities within the Ministry, it is
presently being revised and up-dated. The Vision of the TVET Unit is aligned to that of the MOEHL, which states:

“We envision a literate, creative, productive and competitive society”

Mission

The mission of the MOEHL is as follows:

“We seek to optimize and sustain economic development and quality of life by creating a wholesome and functional individual who is accepting of civic responsibility and empowered to compete in a global environment”.

However, the Mission of the TVET and Accreditation Unit agrees:

“To establish a quality TVET system which increases awareness and access to training and certification, builds partnerships, is relevant to industry and contributes to the creation of a cadre of trained and certified individuals”.

The Education Act (1999) provides for the establishment of various committees “to perform, in relation to technical and vocational education and training, such of its functions” as the Council delegates. According to the Act, “such functions may include:

(a) To undertake research or assist persons in undertaking research into matters relating to TVET;
(b) To advise the Council on specific aspects of TVET;
(c) To advise the Council on training facilities to be provided at institutions for persons employed or those seeking training in TVET;
(d) To advise on or make arrangements for giving selection criteria in respect of persons wishing to obtain TVET;
(e) To apply or make arrangements for tests and other methods of ascertaining the standards of efficiency to be recommended by the Committee for persons seeking TVET; and
(f) To recommend the terms applicable to persons wishing TVET”.

Presently the Unit is seeking to establish itself as the quality assurance and certifying arm for the Council. As such, efforts are underway towards ensuring that all recommendations from CANTA’s recent audit are in place. This involves the streamlining of procedures (Standard Operating Procedures) and processes as well as appropriate documentation. Within the next 2 to 3 years it is expected that these would have been well established and a functioning Council and Secretariat would have been fully established.

At present the Unit collaborates extensively with the National Skills Development Centre (NSDC) and the National Initiative to Create Employment (NICE) in the provision of assessments and certification for their TVET training programmes. These initiatives are targeted mainly at un-employed and at-risk young persons. One such programme focuses on providing training for un-employed single mothers. The Unit has also collaborated recently with the Saint Lucia Social Development Fund (SSDF) in providing assessment and certification for deaf adults of the Lady Gordon Opportunity Centre in the area of painting and decorating.
Organizational Structure

Staffing complement

The TVET and Accreditation Unit has a present staff complement of seven (7) persons:

- Education Officer: TVET (Unit Head)
- Curriculum Specialist: TVET
- Quality Assurance Specialist
- Training Support Officer: Standards
- Quality Assurance Support: Centre Approval
- Secretary
- Clerk Typist
Location

The TVET and Accreditation Unit is located within the premises of the Ministry of education, HRD and Labour, Francis Compton Building, 3\textsuperscript{rd} Floor, Waterfront, Castries, St. Lucia.

Tel. (758) 468 5437/285 2582
Fax. (758) 453 2299

**Antigua and Barbuda**

The Antigua and Barbuda National Training Agency has a small core staff and reports to a Board. The NTA will work in partnership with the GARD Centre in delivery of the YSD in Antigua and Barbuda.

**Grenada**

The National Training Agency was established by the GCTVET Act (Act #9 of 2009). This Act established two organizations as follows:

- Grenada Council for Technical and Vocational Education and Training (GCTVET) which has responsibility for providing guidance and supervision to the NTA and functions as an advisory body to the Minister for Education with regard to policies, strategies and programmes for the management of Technical and Vocational Education and Training (TVET).
- The National Training Agency (NTA) which has responsibility for overseeing the development and delivery of TVET in Grenada and is accountable to the GCTVET.

**Mission and Vision**

**Vision**

The vision of the National Training Agency is “a highly productive workforce improving Grenada’s competitiveness”.

The Vision is linked to the National Vision articulated in the National Strategic Development Plan 2012 – 2017. The rationale behind the NTA’s Vision Statement is that increased productivity is required to transform the environment by innovation, creativity and (stronger) entrepreneurial efforts. This Vision addresses the Achilles Heel of competitiveness and sustained prosperity – that of a relative decline in labour competitiveness of Grenada.

**Mission**

The Mission of the National Training Agency is “to enhance the employability of Grenada’s workforce”.

This will be achieved through the implementation of a TVET system that is demand driven and competency-based, with training and certification based on occupational standards that are internationally benchmarked and locally and regionally relevant.

The Agency’s overall Goal is “to increase the competence of Grenada’s workforce through adoption of occupational standards and N/CVQ certification”. The realization of this goal is
closely linked to the Mission of “enhancing the employability of Grenada’s workforce” since standards adoption and certification are prerequisites for achieving the NTA’s Mission. It will be achieved by maintaining a comprehensive and integrated Training system with emphasis on the relevance, quality and standards of the curriculum, the form/mode of training, assessment, qualifications, public and private training institutions, tertiary institutions, non-government organisations (NGOs), and the workplace.

Objectives

Objective 1: The NTA’s core funding is assured
Objective 2: Awareness of workforce development is increased
Objective 3: Financial sustainability of workforce training is achieved
Objective 4: Public perception of the value of TVET is enhanced
Objective 5: Occupational standards and certification capacity are expanded
Objective 6: Adequate maintenance of Quality Assurance is ensured
Objective 7: TVET coordination is streamlined and improved

Synopsis of proposed strategies

<table>
<thead>
<tr>
<th>Objective #</th>
<th>Proposed strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Seek funding from multiple sources: (GOG, Fees, Projects, ETF)</td>
</tr>
<tr>
<td>2</td>
<td>Change perceptions of employers &amp; employees about workforce development using effective communications</td>
</tr>
<tr>
<td>3</td>
<td>Introduce an Enterprise Training Fund (ETF)</td>
</tr>
<tr>
<td>4</td>
<td>Introduce a multi-dimensional communication strategy aimed at modifying the perceptions of students, parents, teachers and employers</td>
</tr>
<tr>
<td>5</td>
<td>Certify about 1200 persons to N/CVQ at different levels; train Master Assessors; increase number of ATCs; increase NTA’s staff</td>
</tr>
<tr>
<td>6</td>
<td>Adhere to CANTA Quality Assurance Criteria and Guidelines</td>
</tr>
<tr>
<td>7</td>
<td>Appraise all training institutions of the pre-requisite of having most, if not all of the designs of their training programmes vetted/approved by the Agency</td>
</tr>
</tbody>
</table>

As the objectives and proposed strategies suggest, the key priorities of the NTA for the period 2014 to 2016 are to:
- Ensure the sustainable funding of the operations of the NTA
- Embark on the training and certification of the current workforce
- Mainstream the NTA as the authoritative body of TVET in the workforce and other critical areas

Notwithstanding the previous priority areas, the NTA continues to draw on its experience with the implementation of the OECS Skills for Inclusive Growth Project (SIGP), and is currently working or planning to work on the following:
- Community Based Training (CBT) programs, which includes the collaboration with the Basic Needs Trust Fund (BNTF)
- The implementation of a sub-project under the Market Access and Rural Enterprise Project (MAREP) to train and certify six hundred (600) vulnerable and at-risk youths in rural communities, over a three year period
- The certification of trainees under the NEW Imani project, an initiative of the Government of Grenada

The functions of the NTA are outlined in the GCTVET Act and include the following:

- To oversee, design, monitor, coordinate and promote the establishment of a TVET system that will meet Grenada's skills development needs
- Development of occupational standards for training and certification.
- Establishment of a system of National Vocational Qualifications and management of the issuance of certificates in relation to TVET
- Development and implementation of plans for TVET in consultation with stakeholders
- Approval of the design and delivery of training programmes
- Provision of support to training providers, employers and trainees to facilitate their effective participation in training.
- Management of the accreditation and registration of training providers
- The application of quality assurance mechanisms in training and certification of Grenadians.

In carrying out its functions, the NTA offers the following services:

**Development and validation of Occupational Standards**

The NTA works in consultation with industry experts, employers, training providers and professional bodies to develop and maintain national occupational standards which clearly define the competencies which are required for effective workplace performance. The Standards, once validated by the Grenada Council for Technical and Vocational Education and Training (GCTVET) are disseminated through distribution to the Ministry of education, prospective providers, and libraries. The Standards are also available through the NTA's website - [www.grenadanta.gd](http://www.grenadanta.gd).

**Occupational / Vocational Qualifications**

Occupational qualifications are work related, competency based qualifications that based on the set of skills and competencies that are required to do a particular job. They are based on occupational standards and can be achieved by learners in formal training programmes in schools, college or training institutions which include a traineeship component that enables the development of required skills, or persons already in employment.

The NTA certifies persons with Caribbean Vocational Qualifications and National Vocational Qualifications, both of which are occupational qualifications.

**Caribbean Vocational Qualifications (CVQ)**

CVQs are awarded to candidates that demonstrate job-related competencies based on the Regional Occupational Standards. CVQs can be achieved at your job through the workplace competence certification route. CVQs can also be obtained at training providers such as schools and technical institutes or through community-based programmes that have successfully used workplace activities in accordance with the NTA’s policies related to certification. More than fifty Regional Occupational Standards have already been approved for certification of candidates in Grenada by the NTA.  ([See list of approved standards](http://www.grenadanta.gd))
**National Vocational Qualifications (NVQ)**

CVQ standards are used for training and certification whenever they are available. For occupational areas where CVQ standards (Regional Occupational Standards) are not yet available, the NTA develops/adopts National Occupational standards which are used in training and certification. Persons certified using these standards are awarded National Vocational Qualifications. National Occupational Standards can be submitted to CANTA for approval as Regional Occupational Standards. Currently fifteen National Occupational Standards have been approved for certification of candidates with National Vocational Qualifications. (See list of approved standards)

**Assessment of Prior Learning (APL)**

The National Training Agency seeks to encourage the recognition of competencies currently held, regardless of how, when or where the learning occurred so that they may be counted towards the achievement of a qualification. These competencies may have been acquired through formal or informal training and education, work experience or general experience. After registering with the NTA for the APL programme, the candidate will be referred to an Approved Training Centre for assessment. The assessment can lead to NVQ or CVQ Unit certification or full NVQ/CVQ certification.

**Quality Enhancement and Auditing Support for TVET Providers**

The NTA's Quality Assurance Department provides guidance and support to training providers in the widespread use of best practices and occupational standards as it pertains to TVET. Assistance is offered in such areas as Quality Management Systems, Staff and Physical Resources, Delivery and Assessment. The NTA delivers training for assessors, internal and external verifiers, facility auditors and instructors.

**Accreditation of Training Providers**

In accordance with the requirements of the Caribbean Association of National Training Agencies (CANTA) the NTA has developed and implemented a Centre Approval Policy. All training centres that offer candidates for National Vocational Qualification (NVQ) or Caribbean Vocational Qualifications are required to become Approved Training and Assessment Centres. The NTA's Centre Approval Policy is available for download on this website.

Initially the NTA offered Pre-qualification status to training providers that met the minimum established standards for the delivery of training. The NTA no longer uses the pre-qualification and all training providers are now required to become Approved Training Centres. The goal is to eventually move from centre approval to full accreditation of training institutions.

**Labour Market Signaling**

Information on labour market demand and supply is critical to human resource planning as well as assessing training needs. The NTA works in collaboration with the Ministry of Labour, Central Statistical Office, Ministry of Education and the International Labour Organisation to access and analyse data as it pertains to signals and trends in the labour market. The NTA also works closely with employers and sector associations to gather labour market intelligence that will guide decision making with regards to standards development, training and certification.
Dissemination of Training Information

Disseminating public information on technical and vocational training and promoting a culture of lifelong learning are areas of focus in the communications strategy of the NTA. This free service can be accessed by any member of the public wishing to obtain basic TVET career information, obtain referrals to TVET providers and get general information on NTA’s role, function, current and future projects. Information can be accessed by visiting the NTA’s website at www.grenadanta.gd.

The NTA carries out its functions and service offerings with a small staff contingent of:

- Chief Executive Officer
- Coordinator, Standards and Planning
- Coordinator, Quality Assurance
- Coordinator, Training Support
- Accounts Officer
- Monitoring and Evaluation Officer
- Executive Assistant
- Support Staff (Receptionist, Driver, Cleaner)

The organisational structure is shown below.
The NTA is centrally located:

The Villa
St. George’s
Grenada

2 Sectors of local importance for pre-technology programs

The Government of Saint Lucia in several pronouncements has expressed a keen interest in the development of the Cruise and Yachting sector. The Labour Market Needs Assessment Report (2013) states that a “component of the tourism sector is yachting, which is expected to develop significantly in the future”. Trends have been for significant growth in the area of cruise tourism. Saint Lucia boasts a well-developed yachting marina and is home to the much acclaimed Atlantic Rally for Cruisers (ARC).

The national Medium-Term Strategic Development Plan 2012-2016, emphasises the importance of offering alternative pathways and “second chance” education to those who did not have a chance to complete secondary education. It is therefore expected that this will be the area of focus for the pre-technology program. Also of importance are areas of interest within the marine sector such as sail making, as well as modules which address health and safety issues.

Since 1968 when the first official sailing week activities were hosted, the marine industry in Antigua and Barbuda has developed rapidly with a number of businesses being established to meet the needs of this industry, i.e., small engine repair, sail repairs, varnishing, fiberglassing, rigging, etc. Antigua in fact has become one of the leading boat varnishing experts and yachts from the around the world travel to Antigua for boat servicing. The lack of trained persons to carry out these various maintenance jobs has caused a number of yachts to travel with their own repair personnel. This industry has a wealth of opportunities for trained persons to establish their own businesses or to be hired by yachtsman and travel, or even find work overseas.

In Grenada the pre-technology programmes may focus on the following areas:

a. Marine sector
b. ICT sector
c. Tourism & hospitality sector
d. Agricultural sector

The Grenada Labour Market Needs Assessment which was recently conducted on behalf of the National Training Agency indicated that Grenada is presently looking at the development of skills in the Marine and ICT sectors to stimulate the demand for labour. In the Marine sector, there is a dire need for workers since Grenada is one of the islands in which this is a developing sector with great potential. Presently the operators of the marinas depend on imported skilled labour to fulfill its needs.

The Grenada Industrial Development Corporation has already identified that there may be opportunities in the area of ICT in call centres and medical billing. Specific skill sets will be required for medical billing and for this St. George’s University has shown interest in conducting training.
Additionally, the assessment report highlighted the need for training in various occupational areas in Tourism and Hospitality since the demand for this is likely to increase with the expansion in this sector due to the opening of the Sandals hotel.

The report also highlighted the need for developing skills in the Agricultural sector in which huge public investments are being made in order to revive this sector. In the sub-sector of agro-processing, the company, Baron Foods which produces culinary seasoning products like pepper sauce, ketchup and seasoning would require a continuous supply of raw materials in large quantities to meet their market demands. Additionally, the Grenada Chocolate Factory would need a dependable supply of good quality cocoa to make its products to meet both its local and international markets.

3 Training Partners

It is expected that the programme will be delivered collaboratively under the guidance and supervision of the National TVET Apex Bodies of Saint Lucia, Antigua and Barbuda and Grenada.

Training partners may include:

- Jus’ Sail Youth sail Training and Certification Programme (St. Lucia)
- The National Skills Development Centre (NSDC) (St. Lucia)
- Wellow’s Aquatics and Nautical Institute (St. Lucia)
- The GARD Centre (Antigua)
- T.A. Marryshow Community College (Grenada)
- New Life Organization (Grenada)
- The Antigua and Barbuda National Training Agency
- The Grenada National Training Agency
- The Saint Lucia Council for Technical and Vocational Education and Training

The National Training Agency of Grenada has over five (5) years experience working with several institutions in Grenada. Foremost amongst them, are the T. A. Marryshow Community College (TAMCC) and the New Life Organisation (NEWLO). These training institutions have demonstrated the capacity to deliver training in TVET and TAMCC is now an Approved Training Center (ATC) for several TVET areas; while the NEWLO is well on its way to becoming an ATC. Other smaller training providers, such as Telfa’s Electrical and Grey’s Typing and Computer Services have also demonstrated the capacity to deliver a high quality of TVET training. Grey’s Typing and Computer Services is also an ATC.
4 Internship Opportunities

St. Lucia

Throughout the framework of all TVET programmes, a mandatory period of traineeship has been established. This is widely known and accepted by all training agencies and private providers. In that regard, the TVET and Accreditation Unit will make all necessary arrangements with employers for the traineeship to take place. Some assessments will be undertaken during that period.

Antigua and Barbuda

The GARD Center has a job placement program headed by a full time officer. The Center is well placed in the country in terms of its relationship with the private sector. It has been conducting structured job placements for approximately five years. The employers, through surveys, have indicated over 90% satisfaction with the type of interns that are coming from the Center. All trainees receive holistic training to prepare them for the world of work; life skills, remedial math, and English and computer literacy provide the trainees with competitive skills. The Center maintains a database of employers and with each assignment a MOU is signed with the employer, a listing of expectations, outcomes etc. are highlighted along with visits to ensure that these placements meet the standard of the ILO category of Decent Jobs.

Grenada

All the proposed training providers have had extensive experience with engaging employers to provide traineeship position for trainees, especially under the OECS SIGP. These traineeships were for three-month periods. The NTA also provided support to the training providers relating to engagement of the employers and training providers.

5 N/CVQ Certification

The TVET and Accreditation Unit will have full oversight for the processes relating to assessment and certification using the Competency Based Education and Training methods endorsed by CANTA for the award of the N/CVQ. The SLCTVET and the GNTA were approved by CARICOM for the award of the CVQ in May 2013. However, in the case of Antigua and Barbuda, special arrangements will need to be made with the other two established Agencies. Trainees may be eligible for full certification or unit certification.

In some instances areas such as First Aid there may be a need to collaboration with the Red Cross Agency to issue certification.
6 Priority Areas for Support from Canadian Partners

The table below represents the expectations/requirements from the Canadian partner with regard to programme outcomes: **UPDATE IF NEEDED BASED ON GRENA DA INPUT**

<table>
<thead>
<tr>
<th>PROGRAMME OUTPUTS</th>
<th>CANADIAN PARTNER</th>
<th>LOCAL AGENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather and analyze labour market information</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Developing an orientation program</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Developing a curriculum model</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Developing Training resources</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Developing career guidance materials</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Training the trainers</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Training the vocational instructors</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Training (or mentoring) of career counsellors</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Development of outreach materials</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Recruitment of participants</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Recruitment of employers/workplaces</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Development of tools for establishing and monitoring work placements/ internships</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Development of tracer studies/ tools</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

7 Scheduling and other circumstances

**St. Lucia**

It is expected that the scheduling of the programme delivery will employ both full time and part time modalities. It is expected that the programme will be run over a period of 3 months duration. It is expected that as the Project is developed, issues and circumstances at the national level which may affect scheduling will be considered. For example:

- The hurricane season resulting in rough seas or excessive rain;
- National events – Jazz, Carnival, Christmas, etc.
- Costs associated with travel to and from training to be met by trainees, especially if classes are in the evening;
- Prevailing economic situation;
- Industrial stability.

**Antigua and Barbuda**

The GARD Center goes on a three-week holiday at Christmas (same as government schools).

**Grenada**

Since the training programmes will be conducted by training centres, the typical vacation periods will be as follows:
December------3 weeks
Easter which falls in March or April --- 2 weeks
August ------3 weeks

8  Project Context

*Please briefly describe the socio-economic and national context in which this pre-technology program will be delivered to clarify why it is needed and what issues it is designed to address. Identify any relevant government initiatives or policies that would be addressed through this pre-technology program. How will this program align with other initiatives designed to meet the needs of vulnerable youth?*

**St. Lucia**

In light of high youth un-employment, the Government of Saint Lucia (GOSL) has placed high on its agenda its intention to enhance the employability of youth and other marginalized sections of the population through training/retraining and enterprise development initiatives. These skills are expected to enable young persons to participate in the opportunities presented by a globalizing and growing economy and reducing vulnerabilities by targeting skills development to unemployed youth.

According to UNESCO, Technical Vocational Education and Training (TVET) embodies “those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in all sectors of economic and social life. TVET in Saint Lucia is seen as a major contributor to national development with a major role in promoting poverty reduction, social mobility and employment.

According to the Education Sector Development Plan (ESDP) 2009 – 2014 the GOSL is committed to promoting TVET highlighted it is an important strategy to contribute to sustainable development. This was expected to be done by improving the relevance of education "to ensure that all learners are better able to contribute to the economic and social development of the country, become more employable through a diversified and balanced curriculum and alternative modes of certification to build a workforce capacity through TVET standards, skills and competencies.” Seven (7) interlinked strategies similar to those in the draft United Nations International Implementation Scheme for the Decade (October 2004) were developed for Saint Lucia;

1. Advocacy and vision building
2. Support for the Review and Development of National Regulations and TVET Policies
3. Guidelines for Planning and Implementation of programme
4. Capacity Building and Training Programmes
5. Learning Support Materials, Resources and Equipment
6. Networking and Partnerships in TVET
7. Ongoing Monitoring, Evaluation and Research
SAINT LUCIA STATISTICS (Source: Saint Lucia National TVET Strategic Plan- Alexander and Semei, 2013)

<table>
<thead>
<tr>
<th>Population</th>
<th>169,115</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population 15-29 years old</td>
<td>28%</td>
</tr>
<tr>
<td>Number of Males</td>
<td>83,669</td>
</tr>
<tr>
<td>Number of Females</td>
<td>85,446</td>
</tr>
<tr>
<td>Unemployment Rate</td>
<td>21%</td>
</tr>
<tr>
<td>Youth Unemployment Rate</td>
<td>34%</td>
</tr>
<tr>
<td>Net Enrolment Rate (Primary)</td>
<td>88%</td>
</tr>
<tr>
<td>Net Enrolment Rate (Secondary)</td>
<td>85%</td>
</tr>
<tr>
<td>GDP per capita</td>
<td>USD 7124.0</td>
</tr>
<tr>
<td>Annual Growth Rate</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

In recent times, the GOSL has established several initiatives which contribute to and support these objectives and aspirations for providing young persons with the necessary knowledge, skills and attitudes to ensure gainful employment. Several of these initiatives have been planned to target the yachting and marine sector. However, to date there has been little done in the development of formal training programmes to address this deficiency.

This programme will undoubtedly provide the much needed impetus and jumpstart the development of training programmes in this area. It is also envisaged that the pre-technology programme will provide the foundation for articulation into higher level programmes developed at the Sir Arthur Lewis Community College and other tertiary institutions.

**Antigua and Barbuda**

According to a study by the CARICOM Commission on Youth Development (CCYD) by former World Bank Economist, Jad Channban, murder rates in the Caribbean are approximated at 30 per 100,000 annually, a rate higher than any other region in the world. The report also states that youth were the primary perpetrators and victims of crime and violence. Other alarming figures involving youth revealed that teenage pregnancy is estimated to cost CARICOM governments an average US$2,000 per year for every young pregnant mother. Antigua and Barbuda has one of the highest teenage pregnancy rates in the Caribbean region and a high per capita homicide rate. In Antigua and Barbuda 34.8% of young women between 15-19 were pregnant. HIV/AIDS treatment costs CARICOM countries US$17 million per year, averaging an estimated US$641 per person, a disease spreading widely amongst the youth. Coupled with
these and other challenges that are impacting the youth, one should see the face of vulnerability. It is as a result of this vulnerability that the GARD Center has joined with national and international agencies to empower these youth at risk to become more competitive for the world of work and self employment.

The unemployment rate among the youth up to 25 years old in Antigua and Barbuda was more than 3 times the national rate.[1] The poverty rate was also high according to Trevor Hamilton and Associates; 2011. Based on a national poverty assessment, for 15-24 year olds, 21% lived in homes with a per capita consumption below the poverty line which was estimated at US$ 2,366 per annum. (Kairi Consultants Ltd, 2007). An additional 16.0% were considered vulnerable.

Set against this scenario, the youth of Antigua and Barbuda face challenges with little if any support in job market research, access to capital, school to work transition programs, career and life planning programs, on-the-job training opportunities and relevant, market-driven educational and skills training.[2] In addition, based on Channban’s findings as well as the GARD Center’s personal interviews with employers, youth employees have been found to demonstrate poor reading, writing and comprehension skills and poor communications skills and work ethics. This was also confirmed by USAID Youth Workforce Assessment.[3] During the interviews, employers stated that they would rather accept a person with good work ethics and attitude and few technical skills than someone with only technical skills.

Marine Maintenance is one of the pre-technology programs that can provide opportunities for unemployed vulnerable youth both male and female. Presently over twenty young women have registered at the GARD Center for a yacht maintenance course.

[2] Antigua and Barbuda National Youth Policy, Department of Youth Affairs, ministry of Health, Sports & Youth affairs, in collaboration with the National Youth Policy Task Force, 2006

Grenada

Grenada’s labour market is currently characterised by a high rate of unemployment, especially among younger people, combined with particular skill gaps and shortages. It has been observed that there is a ‘disconnect’ between labour demand and labour supply in Grenada. Employers’ needs are not sufficiently taken into account which is partly related to weaknesses in the education system which is considered to be too academic. Young people do not learn how to apply what they learn; in fact there is a mismatch between the skill needs of employers and the output of the education and training system.

It should be noted that a large component of the Grenadian labour force comprises of persons with primary education or less (38%). These persons are low skilled and of low education levels and could therefore benefit from this project.

Additionally, there is a scarcity of jobs since the demand for labour in Grenada has slowed or dropped as a result of the economic recession which started in 2009. This resulted in the
contraction of the economy in 2009-2010. There was a modest recovery in 2011 of 1.1 percent while several countries in the region had negative growth. Grenada has a very high unemployment rate, particularly among the youth, hence providing training to the youth in preparation for the projected jobs in the ICT, Marine, Tourism and Hospitality and Agricultural sectors is critical to helping to alleviate the unemployment problem.

The pre-technology programmes will also assist in the implementation of the government’s initiative for the training of youth in their New Imani Programme and the training component of the Market Access and Rural Enterprise Development Project.

9  Supporting and Background Documentation

St. Lucia

The following represents supporting and background information and documents:
  o Labour Market Needs Assessment Report – PEM Consult and DPB Associates, April 2013 (Conducted to inform the OECS Skills for Inclusive Growth Project)
  o Ministry of Education, HRD and Labour (St. Lucia) – Statistical Digest 2013
  o Ministry of Finance, Economic Affairs, Planning and Social Security(St. Lucia) – Medium Term Strategic Plan 2012-2016, Sept. 2012
  o Saint Lucia Country Profile – International Finance Corporation
  o http://www.igy-rodneybay.com/marina/overview

Also, please see accompanying documents:
  • Grenada Labour Market Needs Assessment
  • National Training Agency Strategic Development Plan

See Annexes for details of training partners.
10 Contact Information at the TVET Apex Body
(For Colleges and Institutes Canada use only)

St. Lucia Contacts (Main contacts for Canadian Partners)

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Main Contact

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Annexes

Annex 1 – Overview of Yachting Training Partner

Jus’ Sail Youth Sail Training & Certification Programme

Background - Jus’ Sail is a Limited Company based in Rodney Bay, St Lucia, that specialises in providing unique sailing experiences for tourists aboard a beautifully renovated Carriacou Sloop—the traditional work boat of the Windward Islands. In operation since February 2012 Jus’ Sail has quickly established itself as a popular excursion with visitors to the island. Regular excellent Trip Advisor reviews have gained Jus’ Sail back to back Certificates of Excellence in 2013 and 2014 and a top three position of activities in Gros Islet district. Alongside the tourist offering of Jus’ Sail, is an explicit commitment to develop yacht-based experiential learning, personal development and industry specific training programmes for At-Risk Caribbean Youth: to foster better prepared young people to embark on a career in the yachting and wider service industry sector. To this end Jus’ Sail is also an accredited sailing school with International Yacht Training Worldwide (http://www.iytworl.com/) who set the gold standard for Internationally recognised recreational, professional and commercial sailing certifications. This allows Jus’ Sail to deliver internationally recognised sailing certification to its students.
Who we are - The managing Director of Jus’ Sail and skipper of Good Expectation, James Crockett, has an MSc in Responsible Tourism Management from the International Centre of Responsible Tourism, a Royal Yachting Association Offshore Yachtmaster Certification and is a certified recreational sailing Instructor with International Yacht Training Worldwide (http://www.iytworld.com/), and also carries a PADI Divemaster Licence. He has undertaken consultancies funded by The Caribbean Development Bank and The EU in St Lucia, Antigua and Tobago on Community Based Tourism initiatives and also worked for many years on yacht-based youth education programmes at the Actionquest and Seamaster Programs, catering to US high school and college students (www.actionquest.com).

Jus’ Sail Director Pepsi Demacque-Crockett brings complimentary skills as a certified life coach and personal presentation development following a long career in the entertainment industry. As Jus’ Sail’s social media and guest experience coordinator she is also responsible for ensuring Jus’ Sail’s guests have the best possible experience and then promotes that experience through social media channels to help drive the business forward. Her attention to detail and customer service ensures Jus’ Sail maintains the highest standards of service, which is an area she is particularly passionate about sharing with students on the Jus’ Sail Youth Training Programme.

Dockline throwing and tying off clinic
The Jus’ Sail Youth Training Programme was developed through consultation with St Lucian yachting and tourism industry representatives and local business leaders.

These stakeholders agreed that the program should allow youth participants to:

1. Gain an understanding of the rich maritime heritage of the islands and the present opportunities that it offers for employment and entrepreneurship;
2. Grow in confidence on and in the water aboard a sailboat and swimming/snorkelling;
3. Become more confident communicators, effective leaders and willing team members;
4. Gather knowledge, skills and certification that will improve readiness for employment within the marine tourism sector or the broader service industries;
5. Broaden their knowledge of marine environmental issues and strengthen their commitment to conservation of St Lucia’s natural resources.

For further information please contact –

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Annex 2 - Profile of the NSDC

The National Skills Development Centre represents another commitment on the part of the Government of St. Lucia to the development of programmes and services, which will dramatically impact on the skills development of St. Lucians.

Officially launched on February 15th 2001, the NSDC has since embraced its mission to work together with the support of the private and public sectors, to provide information and training services towards developing a skilled, informed and marketable workforce.

All services offered by the Centre are made possible by international grant funding agencies such as the European Union Special Framework of Assistance Programme and the Government of St. Lucia.

NSDC MISSION

The National Skills Development Centre (NSDC), together with the support of the private and public sectors, will assist in providing information and training services towards developing a skilled, informed and marketable workforce, which will contribute to the development of St. Lucians and our Regional and International partners.

NSDC VISION

The National skills Development Centre (NSDC) will become a progressively viable, self sustaining institution, dedicated to the advancement of attitudes, skills and knowledge necessary for survival in the global working environment. As an open system organization, our concept of learning modalities will continuously evolve to better accommodate the diverse and dynamic needs of our clients.

OBJECTIVES OF THE NSDC

The principle objectives of the Centre are:

- to work closely with private and public sector agencies towards creating a skilled and marketable labour force;
- to offer a range of services and programmes which will help unemployed disadvantaged clients become self-reliant and realize their career potential
- to provide local, regional and international labour market information to better inform clients' career decisions.

In its efforts to retrain unemployed people to provide a holistic approach to the development of market driven attitudes, skills and knowledge, the NSDC frequently engages in cooperative endeavours with other social partners and funding agencies. In order to ensure that its services are decentralized, the NSDC operates through six (6) satellite centres island-wide. Through annual assessments of the labour market needs in St. Lucia to better guide the development of training programmes and modules, as a strategic approach to skills training and development, the NSDC has implemented over two hundred different technical vocational areas under fourteen (14) training projects to date as follows:
### Projects Implemented By The NSDC

<table>
<thead>
<tr>
<th>PROJECT NAME</th>
<th>FUNDING AGENCY</th>
<th>YEAR</th>
<th>TRAINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SPECIAL FRAMEWORK OF ASSISTANCE (SFA) 2004</td>
<td>EUROPEAN UNION</td>
<td>2008 - 2011</td>
<td>930</td>
</tr>
<tr>
<td>2. OECS SKILLS FOR INCLUSIVE GROWTH PROJECT</td>
<td>WORLD BANK</td>
<td>2007 - 2012</td>
<td>920</td>
</tr>
<tr>
<td>3. CARIBBEAN YOUTH EMPOWERMENT PROJECT (Phase 1)</td>
<td>USAID</td>
<td>2010 - 2011</td>
<td>252</td>
</tr>
<tr>
<td>4. YOUTH PATH PROJECT</td>
<td>UNESCO</td>
<td>2010</td>
<td>26</td>
</tr>
<tr>
<td>5. H.O.P.E. (Life Skills Training Only)</td>
<td>SSDF</td>
<td>2009 - 2010</td>
<td>1000</td>
</tr>
<tr>
<td>6. SPECIAL FRAMEWORK OF ASSISTANCE (SFA) 2002</td>
<td>EUROPEAN UNION</td>
<td>2007 - 2009</td>
<td>329</td>
</tr>
<tr>
<td>7. SPECIAL FRAMEWORK OF ASSISTANCE (SFA) 2000</td>
<td>EUROPEAN UNION</td>
<td>2003 - 2004</td>
<td>512</td>
</tr>
<tr>
<td>8. SPECIAL FRAMEWORK OF ASSISTANCE (SFA) 1999</td>
<td>EUROPEAN UNION</td>
<td>2002 - 2003</td>
<td>550</td>
</tr>
<tr>
<td>9. STABEX FUNDS</td>
<td>EUROPEAN UNION</td>
<td>2001 - 2002</td>
<td>250</td>
</tr>
</tbody>
</table>
10. P.O.E.T.A.  
OAS/TRUST OF THE AMERICAS  
2008 - 2009  
157

11. CONSTRUCTION SKILLS TRAINING FOR WOMEN  
BNTF/CDB  
2002 - 2003  
112

12. BASIC NEEDS TRUST FUND (NORTH & SOUTH)  
CDB  
2002 - 2003  
213

13. HOSPITALITY & CONSTRUCTION PROGRAM (HACP)  
GOVERNMENT OF ST. LUCIA  
2006 - 2007  
498

14. YOUTH APPRENTICESHIP PROGRAM (YAP)  
GOVERNMENT OF ST. LUCIA  
2004 - 2006  
167

KEY:
On - Ongoing

TARGET GROUP
The NSDC’s target group includes displaced banana farmers, school drop-outs, unsuccessful school leavers, teenage mothers as well as youth at risk whom the NSDC is mandated to impact on their lives, socially, through their personal development and transforming their lifestyles.

NSDC SATELLITE TRAINING CENTRES
1. The Choiseul Arts & Craft Centre (Choiseul)
2. The Patience Skills Training Centre (Mon Repos, Micoud)
3. Black Bay Skills Training Centre (Vieux Fort)
4. NSDC – Headquarters (Bisee)

NSDC PROGRAMMES & SERVICES
1. Career & Life Skills Counselling
2. Job Attachment Service  
3. Job Placement Service  
4. Productivity Enhancement Training (Soft Skills)  
5. Technical & Vocational Skills Training (Hospitality, Construction, Agriculture & Information & Communications Technology)  
6. Competency Based Training based on Caribbean Vocational Qualifications (CVQs)  
7. Internal & External Assessments  
8. Small Business Training (Outsourced)  
9. Computer Lab  
10. Learning Resource Section  
11. Accreditation (Pending)

**COMMON TRAINING AREAS**

Beauty Therapy  
Massage Therapy  
Hair Design  
Culinary Arts  
Pastry Making  
Bartending/F & B Service  
Electrical Installation  
Construction  
Plumbing  
A/c Refrigeration  
Green House Farming  
Heavy Equipment Operations  
Auto Mechanics  
Sales and Marketing  
Tour Guiding  
Office Administration  
Sewing & Fashion Design
Annex 3 – GARD Centre (Antigua)

The GARD Center is a development NGO started in late 1989 based on a need to encourage young people to take up agriculture as a worthy occupation and as lucrative business ventures. The Center became a non-profit company in June 2003. The Center is run in part by a Board. The GARD Center which has won a number of national and international awards, is a technical vocational and entrepreneurial training facility which focuses on vulnerable youth, providing an holistic training program with Life Skills, computer literacy and literacy training in math and English along with counselling and business mentorship. The Center offers a diverse number of courses which target marketable areas for employment and entrepreneurship such as Agriculture, Computer Repair, Office Administration, Yacht Maintenance, Tour Guiding, ICT graphic design etc.

Vision
A sustainable institution through which young men and women are empowered to improve their living standard and life skills through training.

Mission
To provide programmes that facilitates the development of social skills through agriculture, entrepreneurship, vocational technical training and business development services

The Center has just participated in a strategic planning exercise and there are three pillars in which form the foundation of the Center, Youth Services, Entrepreneurship and Agriculture. It is in these areas that the center will be placing its emphasis in terms of financial, human and physical resources. The Center has a number of projects and programs which focus on vulnerable youth.

Young Women Empowerment Programme (YWEP)

The YWEP is a two-year project funded by an EC$1.3 million grant from the European Union (EU): the largest grant awarded to an NGO in Antigua and Barbuda by the EU. The project was formally launched in February 2013. The YWEP met its target of enrolling over 200 vulnerable young women up to 35 years of age who find themselves unemployed or underemployed. These young women will be provided with much needed vocational and entrepreneurial training giving them the ability to better source jobs and start their own businesses.

Other project objectives bring attention to gender stereotyping in the vocational choices of women. The GARD Center will work closely with the Directorate of Gender Affairs and personal mentors to bring to the fore gender issues that impact and influence women’s choices in income generation and provide strategies for overcoming these barriers. A number of initiatives to encourage women to enter into the more male dominated employment and entrepreneurial areas are being implemented and to this end, much of the training being offered focuses on preparing young women to enter the traditionally higher paying male occupations.

A number of courses are in place including Yacht Maintenance, Computer Repair, Garden Technician, Small Business Enterprise Development, Event Planning and Hospitality Services. By the end of the two year project it is expected that over 160 will graduate from the vocational stream and 80 from the entrepreneurial stream. GARD Center will work with a number of institutions and business partners to provide internship and job placement opportunities for the graduates.
A critical component of the programme is the establishment of a Business Development Unit (BDU) in St. John’s to assist persons who, after training, would like to start their own enterprises. The establishment of the BDU provides an avenue and one-stop venue through which individuals can seek guidance in setting up businesses, access training and source funding.

**Zero Hunger Challenge Project with Forestry Division** - Food and Agriculture Organisation (FAO) funding Forest based livelihood project. To increase use of local forest products for livelihood support. Pilot in packaging and marketing local charcoal products and the use of natural products to make jewellery and other handicraft objects.

**HIV/AIDS/Migrant Project in Soap Crafting funded by the German government (GIZ)**

- This project presents a capacity building and training activity that addresses the practical needs of a HIV/AIDS/Migrant group for the commercializing of an appropriate economic activity that can be included in their existing livelihood strategies. It will be achieved through marketing research activities, participative human resource development activities, technical and business training in soap crafting. The objectives of the project include: establishing a commercial soap crafting enterprise amongst the members, conducting a market survey to identify marketing opportunities, purchasing small scale processing equipment to assist in the commercialization of this enterprise and launching a product line of soaps.

**Organizational Structure**

- Staffing complement: Executive Director, Principal, Accountant, Nature Center Operational Manager, Business Development Officer, Business Development Administrator
- Location: the Gilbert Agro-heritage Nature Center, Mercers Creek, St. Peters Parish

**Links to Industry**

The center has several private sector partners in the marine industry whose facilities and human resources are contracted. Woodstock, who specializes in woodwork fabrication, metal work, engineering (diesel/pumps/plumbing/refrigeration) and welding, basic yacht refitting, Precision company specializes in fibreglass, painting/varnishing and A & F Sails are experts in sail making and rigging. All of these companies have had their staff who were going to be tutors, trained at GARD Center in teaching techniques and how to work with vulnerable young men and women. Of course the more qualified staff at GARD Center were available more professional assistance with any issues with the trainees. Woodstock has offered its facilities for training as well as the other companies. The work space is somewhat limited but sufficient for a class size of 10-15 persons and no more than 20.

Trained career counsellors are very limited in the country and some persons will have to be trained. The Center’s Life skills tutors could be a good source for training of trainers.
Grenada

The following is a summary of potential training providers in Grenada which have the capacity to provide training in various TVET areas, and which are likely to work with the NTA on the delivery of the pre-technology program.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Mandate</th>
<th>Experience with vulnerable youth</th>
<th>Training facilities available</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAMCC</td>
<td>Public funded institution offering Associates degrees, certificates and N/CVQ's</td>
<td>Worked with many projects, for example: The OCES Skills for Inclusive Growth Project (SIGP)</td>
<td>Many workshops including: electrical, carpentry</td>
</tr>
<tr>
<td>NEWLO</td>
<td>Non-profit organisation funded by private persons and organisations and the Catholic church</td>
<td>Worked with many projects like the Caribbean Youth Empowerment Programme (CYEP) Also has a variety of training programmes in many occupational areas</td>
<td>Workshops in Garment construction, Carpentry, Electrical Installation, Information Technology, etc.</td>
</tr>
<tr>
<td>Telfa’s Electrical</td>
<td>Private institution</td>
<td>Worked with the OECS Skills for Inclusive Growth Project</td>
<td>Workshops for Electrical Installation and Small appliance repairs</td>
</tr>
<tr>
<td>Grey’s Typing and Computer Services</td>
<td>Private institution</td>
<td>Worked with the OECS Skills for Inclusive Growth Project.</td>
<td>Equipment for conducting training in General Office Administration and Information Technology</td>
</tr>
</tbody>
</table>

Both the TAMCC and the NEWLO have their own support systems for their students; including career guidance counsellors. Additionally, the training support department of the NTA has the coordinating responsibility for providing career guidance counselling for trainees who are participating in training programs under the auspices of the NTA. Although the NTA has no trained counsellors, the Career Guidance Counsellors at the Ministry of Education are called upon from time to time to assist with these duties. It must be noted here that the NTA delivered an orientation workshop on the CARICOM Career Development Model and Resource Kit to the counsellors the Ministry of Education. The kit itself was shared with the counselling department at the Ministry of Education. This kit will provide these counsellors with added resources to deliver career guidance to trainees in such as project.