
National Training Agency Strategic Development Plan

Strategic Plan

Submitted to:
National Training Agency
(Grenada)

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In the long run, the only sustainable source of competitive edge will be your organisation's ability to learn faster – and to implement faster – than its competitors . . .

Peter Senge: The Fifth Discipline – The Art and Practice of the Learning Organisation (2006)

Acronyms

APL	Assessment of Prior Learning
ATCs	Approved Training Centres
BNTF	The Caribbean Development Bank-funded Basic Needs Trust Fund
CANTA	Caribbean Association of National Training Agency
CARCIP	Caribbean Regional Communications Infrastructure Program
CARICOM	Caribbean Community
CBET	Competency Based Education and Training
CBT	Community Based Training
CDB	Caribbean Development Bank
CEO	Chief Executive Officer
CSO	Central Statistics Office
CTCP	CARICOM Trade and Competitiveness Project
CVQ	Caribbean Vocational Qualification
EBT	Enterprise Based Training
GCTVET	Grenada Council for Technical and Vocational Training
GDP	Gross Domestic Product
GESD	Grenada Education Statistical Digest
GIDC	Grenada Industrial Development Corporation
GNTA	Grenada National Training Agency
IBT	Institution Based Training
ICT	Information and Communications Technology
IMANI	The New IMANI Youth Training Programme
LMIS	Labour Market Information System
MOE	Ministry of Education
MoF	Ministry of Finance
NEWLO	New Life Organization
NGOs	Non-Government Organisations/civil society
NIS	National Insurance Scheme
NVQ	National Vocational Qualification
OECS	Organization of Eastern Caribbean States
OS	Occupational Standards
PTA	Parent Teachers Association
QA	Quality Assurance
SIGP	OECS (Grenada) Skills for Inclusive Growth Project
SMEs	Small and Medium Enterprises
TAMCC	T.A. Marryshow Community College
TVET	Technical and Vocational Education and Training
UTT	University of Trinidad and Tobago

Executive Summary

This strategic plan charts the priorities to be addressed and the associated implementation agenda of the Grenada National Training Agency (NTA) for the period 2014 – 2016. The plan was derived from a combination of 1) a review of international, regional and national documentation on education and on the development of TVET implementation systems and priorities; 2) meetings, using a questionnaire format, to solicit feedback from 15 private and public sector entities involved in training and in technical and vocational work in Grenada; 3) repeat meetings with the NTA to seek clarification on their role and key functions and meetings with the Ministry of Education (MOE) to develop an understanding of their role in TVET education in the secondary school system; and 4) the hosting of a two-day strategy planning workshop with the private sector, NTA, TAMCC, MOE and other stakeholders held on 4th and 5th September 2013.

Analytically, the most significant finding was that development of the employed workforce i.e. equipping what is the largest segment of the labour market with occupational standards and competency-based certifications - should be the Agency's No. 1 priority. The reason: the employed workforce represents the largest share of the labour market and offers the greatest potential for increasing labour productivity – which is perhaps the most important prerequisite for increasing national competitiveness. If productivity improvements are achieved, one lasting effect will be that this will “free up” managers’ time and allow them to focus on expanding their businesses into higher value products and services, confident that there is sufficient skills capacity to draw on when needed.

In contrast, in its first four years, the NTA has focused mainly on collaborating with 1) the Skills for Inclusive Growth Project, which targeted mostly Level 1 skills for unemployed youth and 2) simultaneously improving the capacity of the educational system to provide TVET skills at secondary and tertiary levels. Although such efforts have social stability benefits, employment prospects for most of these graduates remain low, mainly because of the anemic state of Grenada's economy.

The following NTA Vision, Mission, Goal, Objectives and Strategies were formulated based on the analytical methodologies, findings, and inputs from stakeholders:

The Vision of the Grenada National Training Agency is “*a highly productive workforce improving Grenada's competitiveness*”.

The Mission of the NTA is “*to enhance the employability of Grenada's workforce*”.

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.

The following objectives are aligned with the overall goal and with the NTA's progressive realization of its Mission over the next three years (2014 – 2016):

- 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

Each of the objectives and their associated strategies are explained briefly below.

Objective 1: The NTA's core funding is assured. Strategically, funding will be sort from multiple sources: 1) Government of Grenada to assure coverage of all core operating expenses; 2) fee-based income associated with the NVQ and CVQ standards and certifications provided by the NTA, and 3) project funding provided by other external donors. However, over the short to medium term – and at least for the next 24 months, the NTA's "steady state" costs, estimated at EC\$150,000 per month, should be financed by the Government of Grenada.

Objective 2: Awareness of workforce development increased. The strategic challenge is to change the perceptions of employers and employees about the value of workforce development. The expected outcome is an increase in the private sector's desire to access enterprise based training programmes to improve workforce productivity. First, the NTA will encourage the private sector to link employee remuneration to NVQ and CVQ certification levels. It will publicize what productivity means and highlight how low productivity has affected the competitiveness and growth of private sector investment in Grenada. Second, the NTA will promote the fact that a competently trained workforce will increase the productivity of the firm; that it will "free up" the time of managers to then concentrate on generating new business; and that it will serve to establish an evidence-based approach to promoting and advancing the careers of employees both within and outside of the businesses that they work for.

Examples of "success stories" will be used to highlight the differences between enterprises that have induced constant training of their workforce and the successful impacts of that training and businesses that are stuck in a quagmire of uncertainty, inconsistent supply of products and services, low employee morale and low profitability. The communication messages will be clear: those who initiate workforce training and certification are much better off than those who do not.

Objective 3: Financial sustainability of workforce training is achieved. Once the private sector's interest in workforce development is stimulated, the next strategic step is to introduce an Enterprise Training Fund/levy aimed at addressing employers' primary concern about the perceived high, and therefore unaffordable costs of training. The strategy is to design an Enterprise Training Fund (ETF) that reflects the private sector's structure, the financial independence of Fund resources and planned delivery mechanisms. In that regard, the HEART/NTA Trust Fund is a valuable point of reference. Ideally, the Fund should be designed and legislated by 31 December 2015, paving the way for accelerations of Enterprise-Based Training (EBT), Community Based Training (CBT) and Institution Based Training (IBT) supported by Operational Standards (OS) and N/CVQ certifications.

Objective 4: Public perception of the value of TVET enhanced. A major strategic challenge in Grenada and the wider Caribbean is to broaden the definition of and appreciation for TVET beyond the narrow perception as a technical/vocational skills application for those not academically inclined and who generally belong to lower socio economic groups. As a first step the NTA will emphasize that it is shifting the perception of TVET from that of a second-chance Level 1 and 2 training opportunity to Levels 3 and 4 – thereby offering degree-equivalent

competency-based training to students via upgrading of TAMCC TVET-related training programmes. The Agency's strategy will be to introduce a multi-dimensional communication plan aimed at modifying the perceptions of four main target groups: students, parents, teachers, and employers. Each strategy will hone in on the key factors influencing the current views of each group about TVET.

Objective 5: Occupational standards and certification capacity expanded. On the expectation that the Enterprise Training Fund will take at least two years to formulate, legislate and put into effect, the NTA's strategy is to establish modest but increasing targets for Standards adoption and Certification: 1) 500 persons in Year 1 (2014); 2) 800 persons in Year 2 (2015); and 3) 1,200 persons in Year 3 (2016). To assure stronger capacity for standards and certifications, the NTA will increase the number of Master Assessors from 3 to 15 via training support from the CIDA-funded CARICOM Trade and Competitiveness Project. But the actual training will be done on a rolling design basis i.e. in line with market demand for new occupational standards.

To ensure that Grenada has the capacity to address the expected increase in demand for EBT, CBT and IBT - which should expand following the introduction of the ETF, the Agency will increase the number of Approved Training Centres (ATCs) from two to at least 10 over the three-year strategy period. It is anticipated that the expansion of ATCs would come from the 23 prequalified training providers under the OECS (Grenada) Skills For Inclusive Growth (SIGP) Project who also benefited from capacity building activities under that project.

In line with the preceding strategy to increase the number of persons gaining certifications and to expand OS and certification capacity, the NTA's logistical (human resource) strategy will be to increase staff capacity as follows: a Quality Assurance assistant to support the work of the QA Coordinator; a Planning Officer to support the functions of the Standards and Planning Coordinator; and a Training Officer responsible for EBT and CBT.

Objective 6: Adequate maintenance of Quality Assurance is ensured. There are two strategic challenges that the NTA will address: 1) Quality assurance of the standards and certification system for which it has more direct control i.e. the APL and the EBT programmes; and 2) Quality assurance of the educational system that is under the authority of the Ministry of Education (i.e. the primary and secondary schools). Overall, the NTA will pursue a strategy of maintaining the CANTA Quality Assurance Criteria and Guidelines for the current versions of Caribbean Vocational Qualifications and the NVQ Design Criteria. For APL and EBT this will involve use of the system of formal approval of N/CVQs; formal approval of training Centres; assessment by assessors subject to internal verification; external verification of the assessment, and a formal audit of the system to monitor system effectiveness. For assurance of the TVET system, the strategy will be to continue to work with the TVET Unit of the MOE established to institutionalize TVET in primary and secondary schools.

Objective 7: TVET coordination streamlined and improved. One of the NTA's strategic challenges is that it is new and has entered a diverse system consisting of formal educational institutions as well as third-party organizations that periodically offer short, part-time and often uncertified courses to the population. To streamline TVET coordination, the NTA strategy is threefold: 1) to engage in a national communication drive to appraise all existing and potential training institutions of the prerequisite of having most, if not all of the designs of their training programmes vetted/approved by the Agency; 2) to act as a clearinghouse for informing both the institutions and employers about the availability of temporary job applicants; and 3) to establish a collaborative policy whereby both the MoF and the GIDC are required to inform potential investors of the need to provide them with a list of all key personnel needed for their prospective projects along with the relevant technical skills profiles/levels associated with those positions.

1. Introduction

1.1 Terms of Reference

On 6th July 2013, the Grenada National Training Agency (NTA) entered into a contract with Michael Julien, a Strategy Consultant, to develop a strategic plan for the Agency.

The general objective of this assignment is to formulate a three-year Strategy and Implementation Plan for the NTA. The strategy shall take into consideration market demand for skills, institutional approaches being used to facilitate market needs, the development priorities established by Government and the respective roles of Skills Training service providers in the Grenada.

In conducting the assignment, the Consultant is required to make adequate provision to address the employment gaps in Grenada in all sectors with emphasis on the targeted economic sectors including agriculture, agro processing, health and wellness, ICT, marine, construction and hospitality & tourism. The Strategic Plan should provide adequately for the employment needs in Grenada that would inform future training plans and the formulation of policies and programmes for skills training that correspond to the current and projected labor market needs.

The specific objectives of this assignment were:

- The formulation of GNTA Strategy and Implementation Plan;
- The facilitation of input from Key Stakeholders into Strategic Development and Implementation Plans,
- Strategy and Implementation Plan aligned with a) the Ministry of Education's Strategic Plan, b) the GCTVET ACT and c) national development priorities in key areas identified for economic growth.
- A strategy that addresses the current and future employment gaps in all sectors (formal and informal) in the Grenadian economy with emphasis on the main sectors mentioned above.
- A strategic and implementation plan that outline occupational streams and levels for which new training programs should be facilitated and areas for further expansion of existing training programs.
- A strategic and implementation plan that addresses employers' concerns regarding the deficiencies in the professional profile of applicants, new employees, or new entrants to the labour market.

1.2 Specific Tasks

The Consultant was required to carry out the following tasks:

1. Meet with stakeholder groups to discuss their activities, national developmental issues and strategic perspectives on vocational and technical skills development in Grenada. These groups would include but will not be limited to training institutions, private service

providers, NGOs, private sector organizations, labour unions, major companies/players in priority growth sectors of the economy (e.g. marina, tourism, manufacturing, agro-processing) etc.

2. Develop the outline of the contents of a strategic plan and associated implementation plan and present that outline to the Strategic Planning Committee (SPC) for review and suggestions for improving the outline/framework.
3. Prepare the content, structure and processes to be used to carry out a stakeholder workshop on formulation of the actual content of the strategic plan. Key points of reference will include the Ministry of Education's strategic plan, the GCTVET Act and any other relevant documents and/or policy positions/priorities.
4. Conduct a workshop with key stakeholders to provide input for development of the strategic plan. The specific objectives of the workshop are to:
 - a. Formulate the rationale, objectives and expected outputs of the strategy;
 - b. Formulate a strategy that will guide implementation with broad activities for achieving desired outputs, and
 - c. Identify the principle partners for successful implementation of the plan.
5. Produce a three-year strategic draft plan document for the GNTA after the workshop for SPC consideration and make a presentation to the Council on the draft plan to explain its contents and seek Council's approval of it. This may also require submission of the draft plan "in detail" to Council members for their comments/feedback.
6. Prepare the final version of the Strategy and Implementation plan, incorporating all key comments and feedback from the NTA and Council.

1.3 Approach to the assignment

The consultant's approach to the assignment included the following:

1. Meetings, using a questionnaire format, to solicit feedback from 15 private and public sector entities involved in training and in technical and vocational work in Grenada (including TAMCC, Grenada Marine, Grey's Typing and Computer Services, X- Marine, IMANI, Camper and Nicholson, the Grenada Industrial Development Corporation (GIDC), the Business Development Centre etc. A list of persons interviewed is provided in Appendix 1.
2. A review of international, regional and national documentation on education and on the development of TVET systems and priorities. A list of documents reviewed is provided in Appendix 2.
3. Repeat meetings with the National Training Agency to seek clarification on their role and key functions and meetings with the Ministry of Education to develop an understanding of their role in TVET education in the secondary school system.

4. The hosting of a two-day strategic planning workshop with the private sector, NTA, TAMCC, Ministry of Education and other stakeholders held on 4th and 5th September 2013. The workshop findings were presented in a separate report to the NTA.
5. Preparation of, presentation to the GCTVET, and revisions to the draft/final versions of the NTA strategic plan.

1.4 Limiting Factors

The most significant limiting factors in the scope of this assignment were:

1. Absence of empirical market-related data on the relative scale and composition of Grenada's workforce and, most importantly,
2. Absence of data on the job employment prospects (i.e. vacancies) in each key sector.

The Central Statistics Office's (CSO) most recent data is 2008 gross employed and unemployed data from the 2008 Population and Housing Census. Although the CSO has just completed the 2011 Census, a breakdown of the employment data by sector was not available at the time this strategic plan was being prepared. Also, the CSO is in the process of initiating a Labour Force Survey, which will begin on 23rd of September and last for one month. However, that data will not be available until early December 2013, which is beyond the completion date of this assignment. Without this information, it is difficult to direct the NTA toward training priorities that need to be addressed. However, this should be resolved from the data generated from an on-going Labour Market Information Survey, which should be completed by mid-October 2013.

A second limiting factor is that the NTA itself had not assessed the receptivity of employers to the idea of increased enterprise-based training for their employees and therefore had not established where its TVET-related development priorities should be placed. The degree of "effective (fee-paying) demand" for workforce training could not be accurately determined because the NTA's prior training efforts were mainly linked to the World Bank-funded OECS (Grenada) Skills for Inclusive Growth Project (SIGP) initiatives which focused on strengthening the skills of unemployed youth via subsidized training programmes. Also, data challenges have been compounded by the absence of the use of Tracer studies by educators, which would have indicated the relevance and impact of existing training programmes.

1.5 Layout of the Strategic Plan

This strategic plan is presented as coherently as possible and has therefore been consolidated into a "stand alone" document without significant preamble or supporting annexes.

The plan consists of two main parts: 1) the objectives and related strategies and 2) the plan with indicative performance indicators and targets and assignment responsibilities to key stakeholder agencies.

It is important to appreciate that strategic plans are not "cast in stone". Inevitably, unanticipated circumstances such as slower economic growth or restricted budgets may change the emphasis of the plan and require modifications to the strategies and targets. Consequently, the plan should be adjusted to reflect the effects of such circumstances. This means that it should be reviewed, at least annually, to ensure that its relevance and direction are maintained.

2 The Economy, Labour Market and the NTA

2.1 The Economy

The economy of Grenada is largely dependent on Services which account for 80% of GDP. The services sector is dominated by tourism, which is the country's largest foreign exchange earner. Prospects for growth in the industry primarily are in the non-traditional niches of heritage, eco- and edu-tourism. Following a decline in share of GDP, agriculture is expected to grow to approximately 5% by 2014, driven by increased nutmeg production.

One area with potential for growth in the medium- to long-term is the agro-processing industry, where employment is currently being generated in honey and honey products, confectionary, snacks and dried fruit and spices. Craft and cosmetics also show potential for growth.

The Government of Grenada faces a number of social issues, which growth in the economy would enable them to address. These issues include unemployment, poverty and the consequences of poverty (crime, health issues, and social unrest). The 2013 Budget was themed as '*Restoring Hope, Building the New Economy and Empowering our People*'. The key elements of this New Economy were categorized as:

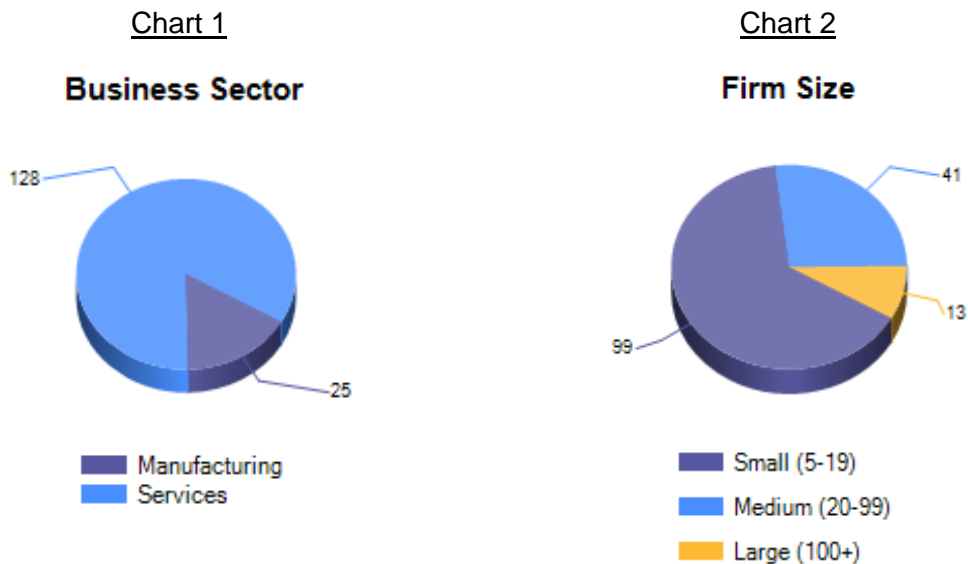
1. Fiscal sustainability
2. Debt sustainability
3. Lean Government
4. Private Sector as key driver
5. Technical and Vocational Education and Training
6. Life-long learning and high-wage employment
7. Innovation and knowledge
8. ICT applied to all aspects of development
9. World class service industry, especially in tourism
10. Green Business, Industries and lifestyles
11. Sustainable Development
12. Developing Agriculture along the Value Chain
13. Efficient Light Manufacturing
14. Dynamic Export Sectors
15. Lucrative oil, gas and renewable energy sectors

The aim of the adoption of this New Economy model is to tackle the '*...twin challenges of continued high unemployment and low economic growth*'.

The challenges are daunting: a 2013 Private Sector Assessment on Grenada carried out for the Caribbean Development Bank (CDB) revealed the following constraints to growth:

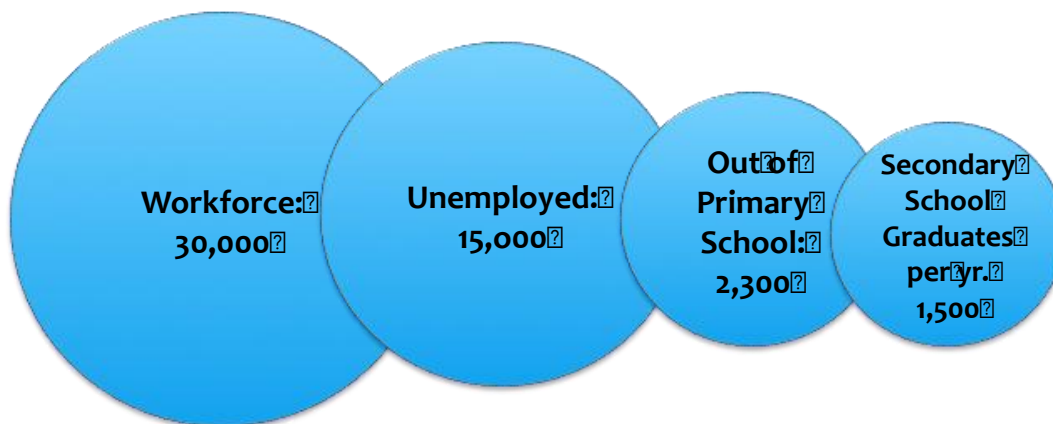
- Lack of a private sector development plan
- A 'silo-mindset' in business support organizations, particularly in the public sector
- High public sector debt, exceeding 100% of GDP
- Lack of product differentiation
- Limited access to and high cost of finance
- Inadequate skill levels in the labour force – at both middle management and occupational levels
- (High) cost of energy and electricity
- Lack of data for planning purposes i.e. the absence of evidenced-based planning.

In the absence of a private sector census, the composition of the private sector is inferred from an April – July 2011 World Bank Enterprise Survey of 153 firms. As the two Charts show, 84% were in the services sector and 65% were small firms hiring between 5 – 19 employees.



2.2 The Labour Market

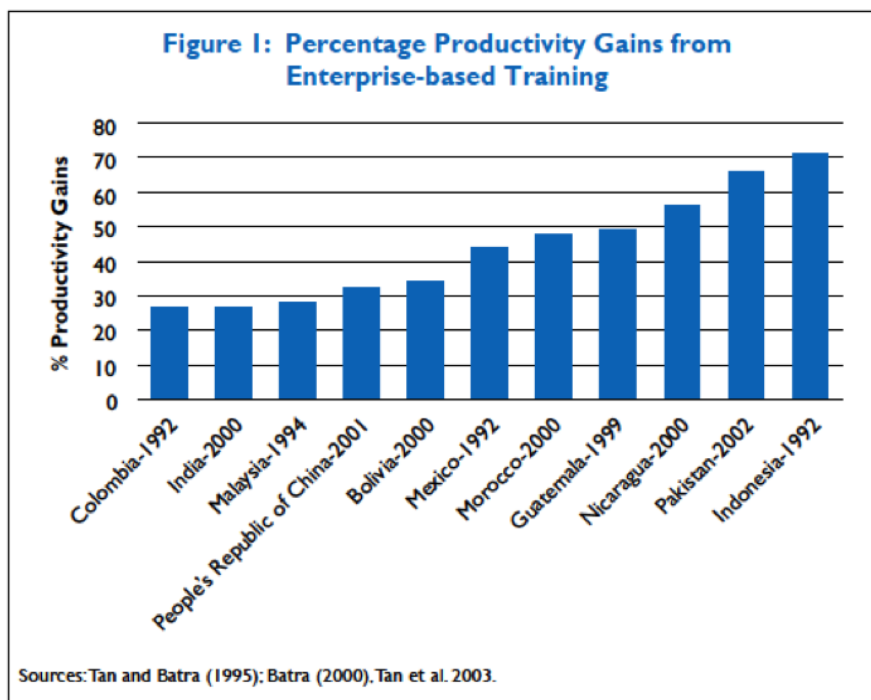
Chart 3 below provides a graphic illustration of the relative scale of the potential markets for TVET education in Grenada.



The proportions used in the Chart above are illustrative of the current situation in Grenada and are extrapolated from a combination of 1) 2008 Central Statistics Office (CSO) data on the total labour force and 2) the Grenada Education Statistical Digest (GESD) of January 2010. The 2008 Population and Housing Census noted that the total labour force was 47,581 and that the unemployment rate was 24.9% i.e. 11,848 persons. Since 2008, the employment situation in Grenada has deteriorated markedly, possibly with unemployment increasing from 24.9% to as much as 33%. In particular, substantial contraction has occurred in the construction sector. Again, based the 2008 data this would translate into an unemployment level of 15,701 persons.

Data from the GESD shows that secondary school graduates are now around 1,500 students per year and the number of children not in a primary school was 2,352¹. Notwithstanding some disparities in core numbers, it is obvious that the existing workforce represents the largest market share for TVET in Grenada. Consequently, ***it is critical that the NTA secure information about the skills and deficiencies of both the employed and unemployed so that it can align its workforce development strategy to serve these two groups.***

To underscore the emphasis on training the employed, Figure 1 below summarizes the single most important factor in national competitiveness – the increases in productivity gained for workforce enterprise-based training (EBT) programmes in various countries.



So far however, considerable attention is being given to the unemployed group via subsidized assistance under the SIGP and the Ministry of Youth's new IMANI programme. Much less attention is being afforded to enterprise-based training and especially approaches to incentivize the private sector to engage in on-the-job and part-time training of its established workforce.

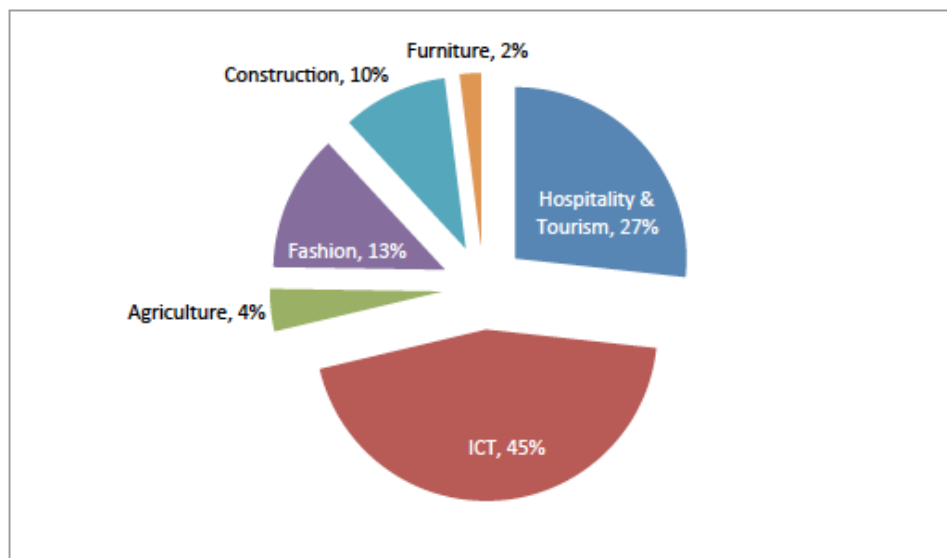
The significance of focusing on the employed segment of the labour market is highlighted by the World Bank's findings that Grenada was one of the worst performing countries in the Caribbean in terms of firms offering training for their workers: only 48% of firms train employees in Grenada. Also, while 8 out of every 10 firms offer training to skilled workers only 3 of 10 offer training to unskilled ones – dragging down the overall rate to 48%. While 65% of large firms provide training to workers only 30% of the micro firms do the same thing. These micro firms have problems identifying training needs, locating training providers, finding the time or replacements and undertaking the paperwork to receive public subsidies. Given that at least two-thirds of the firms in Grenada are relatively small, establishing practical mechanisms to overcome such obstacles is the major challenge for workforce development in the country.

¹ See: <http://www.nationmaster.com/country/gj-grenada/edu-education>. This data is for 2005 and needs to be updated.

It is also true that it is easier to assimilate first-time job seekers into a highly trained work environment than to train and then have them enter an unstructured environment in which occupational standards are inconsistently adhered to or do not exist. But since smaller firms face severe middle management deficiencies it is equally important to increase Grenada's offerings of part-time middle management courses to Small and Medium Enterprises (SMEs).

To what extent is the supply of skills persons meeting the private sector's demand for them? This question is difficult to answer, since 1) the CSO has not collected labour market data for some time and 2) a planned labour market information system (LMIS) study will be completed after the conclusion of this strategic plan. However as a barometer of where student interest lies, the statistical composition of the graduates of the SIGP is as follows:

Chart 4: Inferred Demand for TVET Skills in the Grenada Economy



Source: M&E Report on OECS (Grenada) Skills for Inclusive Growth Project. 29 August 2013. Shevon Licorish, Monitoring and Evaluation Officer. The National Training Agency.

Regarding supply, about 175 full-time and 60 part-time students are graduating from T.A. Marryshow Community College (TAMCC) programmes each year with expertise in Nutrition and Food Management, Building and Technology, Electronics Engineering Technology, Computer Systems Engineering, Culinary Arts, Electrical Engineering, Food and Beverage Operations, Hospitality Studies, Industrial Engineering Technology and part-time management courses. This trend highlights an important point: that the orientation of TVET training towards both the unemployed and the school system is likely to produce limited benefits to workforce productivity in the short term. The reason: although there are other training entities (e.g. NEWLO, IMANI etc.) – and assuming that every graduate gets a job, the penetration rate of newly trained persons is too low i.e. perhaps between 235 - 500 graduates “into” a workforce of 30,000 per year with possibly a higher net number of retirees. It is noteworthy that the World Bank's Enterprise Survey reported that 38.8% of the Grenada firms had identified an inadequately educated workforce as a major constraint – above the averages for Latin America and the Caribbean (35.8%) and all countries (26.6%). The conclusion from this data is that Grenada has to make a concerted effort to improve the quality of the workforce by concentrating on training/upgrading the skills of currently employed persons.

But how does the NTA address the perplexing challenge of a private sector that is not employment-prone to new job applicants i.e. the phenomenon that the wage economy is not generating nearly enough job opportunities to meet the employment needs of an increasing workforce? The answer lies in supporting the momentum towards 1) skills development with a predictive level of global job portability – including ICT, nursing, and technical marine services; and 2) more focused enterprise and SME development programmes aimed at new entrants into the start-up business or self-employed markets.

2.3 The Grenada National Training Agency

2.3.1 Establishment

The GCTVET Act of 2009 established the Grenada National Training Agency and the Grenada Council for Technical and Vocational Education and Training. Under the Act 1) the GCTVET has responsibility for providing guidance and supervision to the NTA and to advise the Minister of Education on TVET, and 2) the NTA has responsibility for overseeing the development and delivery of TVET in Grenada and is accountable to the Council.

The functions of the National Training Agency are 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 (NVQs) and management of the issuance of certificates in relation to TVET
- Development and implementation of plans for TVET in consultation with stakeholders
- Approve design and delivery of training programmes
- Provision of support to training providers, employers and trainees to facilitate their effective participation in training.
- Manage the accreditation and registration of training providers
- Ensure the application of quality assurance mechanisms

The Agency also has the mandate to perform the following additional functions:

- To advise the Council on the development of new standards relating to TVET and to assist in the formulation of the competencies and qualifications relating to such standards;
- To advise the Council on training facilities to be provided at institutions for persons seeking training in TVET;
- To develop plans for technical and vocational education and training;
- To manage the accreditation and registration of training providers;
- To establish a system of national vocational qualifications, course entry qualifications and job related qualifications;
- To ensure the application of quality assurance mechanisms;
- To validate regional competency standards and develop new competency standards as needed, drawing from regional and international best practices;
- To manage the process of registration of trainees and matching such trainees with courses and traineeships;
- To manage the issuance of certificates in relation to TVET;
- To provide support to training providers, employers and trainees in order to facilitate their participation and enable effective training.

The National Training Agency is also responsible for:

- The introduction of CARICOM approved occupational standards in all areas of training including Hospitality, Construction, Agriculture and Marina.
- Establishment of Lead Industry Bodies to validate all standards in the different occupational areas for use in Grenada.
- Establishment of Accreditation and Quality Assurance Procedures to facilitate training and certification that will enable trainees to achieve the Caribbean Vocational Qualification (CVQ) in their specific area of training.
- The Registration of certified trainees into a qualification databank common to all OECS countries participating in the OECS Skills for Inclusive Growth Project.
- The Certification of the Grenada workforce to meet the labour market demands of industry.
- Establishment of a Standard Qualifications Framework.

The NTA is required to work with governmental and non-governmental organizations and other relevant stakeholders in order to ensure that there is an adequate framework existing for the delivery of technical and vocational education and training and may engage primary and secondary schools, post-secondary and technical colleges and other training institutions, and firms providing technical and vocational education and training as Training Providers:

The Agency spearheads the introduction and management of Caribbean Vocational Qualifications (CVQs) in Grenada. CVQs are awarded to candidates that demonstrate competence to the Regional Occupational Standards. You can obtain a CVQ at your job through the workplace competence certification route. But you can also obtain a CVQ at training providers such as schools and technical institutes or through community-based programmes that have successfully used workplace activities to the satisfaction of the NTA Registration and Approval System.

The NTA promotes Prior Learning Assessment and Recognition (APLR) which recognizes an individual's acquired skills and knowledge; no matter how, when or where the learning occurred. The person's skills and knowledge are assessed against approved occupational standards. Full or partial qualification can be achieved. Where necessary, further training in specific areas are identified and addressed.

2.3.2 NTA Achievements to date

Perhaps the most significant achievement of the NTA was the establishment of a TVET system following the Model established by CARICOM through the Caribbean Association of National Training Agencies (CANTA). The system involves training and certification that is demand - driven, competency- based and derived from occupational standards developed with input from industry, leading to C/NVQ qualifications with fulfillment of all of the quality assurance requirements. Qualifications are based on a five-level framework. Recently, Grenada was also reviewed by CARICOM and granted accreditation to award the CVQ.

Other accomplishments include:

- In line with the demand-led approach, Industry Lead Bodies were established and conducted the vetting of standards for the approval of the Council
- 74 occupational standards have been approved by the GCTVET for the award of CVQ and National Vocational Qualifications (NVQs) in Grenada

- 999 NVQs have been awarded in Grenada to date: 16 at Level 3, over 200 at Level 2 and over 700 at Level 1.
- Consultancies currently underway for the development of a strategic plan and the conduct of a Labour Market Information Survey
- Worked with TAMCC to develop a dual certification programme resulting in graduates receiving both the Associate Degree and C/NVQ upon successful completion
- TAMCC's School of Continuing Education has embraced the CBET approach and offers a number of programmes leading to C/NVQ at Levels 1, 2, and 3.
- Two training providers have applied for and received the status of Approved Training Centres (TAMCC and Grey's Typing and Computer Services).
- 23 prequalified training providers provided training under the OECS (Grenada) Skills For Inclusive Growth Project (SIGP) and benefited from capacity building activities under the project.
- Representatives from over 40 employers trained as business mentors.
- 93 employers provided traineeship places for trainees in the OECS (Grenada) SIGP.
- 4 fellowships awarded at the Masters degree level to provide increased capacity to deliver training at higher levels.
- Workshop on Curriculum development with assistance from CXC to build in-country capacity to develop curriculum materials to support instruction.
- Successful implementation of the OECS (Grenada) Skills for Inclusive Growth Project
- Development and implementation of the Assessment of Prior Learning Programme (APL).
- Two officers of the GNTA held executive positions on the Caribbean Association of National Training Agencies
- Grenada hosted a three-day study visit by a team from St. Vincent and the Grenadines' NTA and provided support as they prepared to apply for accreditation to grant the CVQ.
- The QA Officer of the GNTA visited Antigua for one week to assist the Antigua and Barbuda NTA in their development of their TVET policies and procedures.

Table 1 shows that the NTA has built a CANTA-based TVET capacity and quality assurance system and has training instructors and quality assurance personnel as follows:

Area of Training	Number Trained
Assessors	63
Internal Verifiers	30
External Verifiers	39
Facility Auditors	37
Instructors	78

2.3.3 Main Areas of Focus beyond 2013

As the preceding summary shows, the National Training Agency has established the building blocks of a demand-led TVET system and now needs to bring direction to its continuing programme to align the expansion of the TVET system with the priorities of the labour market and the national educational system. To this end, the NTA has highlighted the following priorities that it now needs to address:

- Expansion of the APL programme
- Support for Institution Based Training Programmes
- Development of and support for Enterprise Based Training Programmes
- Development of and support for Community Based Training Programmes

- Support for the New IMANI Programme of the Ministry of Youth
- Provision of support for the implementation of the CVQ in Schools' programmes in collaboration with the Ministry of Education and CXC.
- Development of occupational standards in response to stakeholder needs.
- Development and implementation of a communications campaign aimed at the rebranding of TVET and gaining support for the CVQ and NVQ.
- Approval of training Centres for the award of the CVQ and NVQ.
- Training of quality assurance personnel.
- Monitoring and evaluation of the TVET system and generating reports that would influence decision-making.

To better appreciate the progress made and the current “next steps” for the NTA it is important to assimilate two underlying facts.

First, the Agency's emphasis is on standards and certification – it is not actually a training agency. Instead, it had registered most of its achievements to date under the aegis of the OECS (Grenada) Skills for Inclusive Growth Project (SIGP), which funded much of the Agency's activities over the last three years. However, the SIGP came to an end on 31 August 2013, leaving the NTA without a core source of equivalent funding for its primary activities. Therefore, the Agency now faces a market receptivity challenge, in terms of the willingness/continued enthusiasm for NVQs and CVQs now that the private sector will have to bear most of the costs associated with training and certification of their trainees.

Second, while all of the priorities are natural “follow ons” to the stage of development achieved by the NTA in its first three years of existence, the ranking of these priorities has not been established by the Agency. Thus, the following issues have to be resolved:

- Which aspects of the workforce development market should the NTA focus on (employed workforce, the unemployed workforce, primary school drop-outs, secondary and/or tertiary level education)?
- What would be the capacity and quality assurance implications for the options available to the NTA and how should it align its market-led approaches to effectively address the chosen options?
- What would the financial implications of each option be and how should the Agency attempt to address its financing needs for the options chosen?
- Who would be the winners and losers in the TVET system and how should the Agency reinforce its strengths while minimizing its weaknesses or threats?

One key issue is the need to ensure that job descriptions of the workforce for the 74 occupational standards approved by the GCTVET for the award of CVQ and National Vocational Qualifications (NVQs) in Grenada are actually being put in place by the sub-sector enterprises and will be systematically developed in close collaboration with employers.

Another issue is that attention needs to be placed on strengthening TVET capacity in secondary schools, especially since most teachers are or were oriented to external examination systems rather than competency-based teaching. This would ensure smoother student transition into tertiary level TVET education. Notwithstanding the enthusiasm associated with its own momentum, the NTA must be especially careful about maintaining the integrity and credibility of TVET qualifications, i.e. the Quality Assurance system. The NTA is at a juncture where maintenance of the Quality Assurance of the N/CVQ is of critical significance given that the CVQ is an evidence-based qualification. Thus, two priorities are that 1) employers are assured

of receiving graduates with consistently high standards relevant to the workplace and 2) graduates are assured that their competencies and qualifications are of a sufficiently high caliber to guarantee them positive receptivity in job-seeking efforts after graduation.

3 The NTA Strategic Plan

3.1 The Strategic Planning Process

Development of this strategic plan was based on a combination of 1) research into the practices and strategies used by other national training agencies e.g. Trinidad and Tobago, Jamaica, Barbados; Singapore, Philippines, 2) feedback from stakeholders co-opted into the development of the strategic plan in a two-day strategic planning workshop in early September 2013 and 3) information provided by the NTA regarding its achievements to date and the priorities that it wants to address over the next three years of existence. It is also based on an understanding of the private sector environment in Grenada and on the challenges and strategies that the Ministry of Education has initiated to reform/upgrade the educational system.

3.2 Vision Statement

The NTA's Vision is *"a highly productive workforce improving Grenada's competitiveness"*.

This vision was built from a stakeholder analysis of the Strengths, Weaknesses, and Opportunities and Threats that the NTA and the TVET system are confronted with in Grenada.

The Vision emphasizes the Strengths and Opportunities components of the analysis. It is linked to the National Vision articulated in the National Strategic Development Plan 2012 – 2017 of *the Spice Isle of the Caribbean, embracing a rich heritage that nurtures community and family values, with a united, educated, spiritual and hospitable people, thriving in a peaceful democratic environment, transformed by innovation, creativity, enterprise and equal opportunity for a better quality of life*". 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.

3.3 Mission Statement

The NTA's Mission is *"to enhance the employability of Grenada's workforce"*. Ultimately, the Agency's credibility as the country's leading workforce development entity will depend on the degree to which it fosters the close alignment of skills via standards and certifications levels that are suitable to job market needs. Therefore, its success or failure will always be ranked by the extent to which it enhances the employability of the (trained) workforce. This Mission is closely aligned with the third area of focus of Grenada's education policy – *the development of relevant knowledge and skills to strengthen human resources and contribute to development as a nation*. It is also tied to the main principles of the GCTVET Act of 2009.

Both the Vision and Mission Statements are aligned with the Vision Statement in the draft CARICOM Regional TVET Strategy for Workforce Development and Economic Competitiveness of *"sustainable economic prosperity through the creation of a globally competitive regional*

workforce enabled by a market-responsive education system". Such a system embodies the emphasis and orientation of CARICOM's new TVET initiative. Thus, *employability* also requires institutionalization of strong private-public partnerships that define educational curricula and standards according to market needs/priorities and applies to career opportunities both within Grenada and in the wider CARICOM arena.

3.4 Goal and Objectives

The overall goal of the NTA 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 its Mission of "*enhancing the employability of Grenada's workforce*" since standards adoption and certification are prerequisites for achieving the NTA's Mission. The goal will be achieved by maintaining a comprehensive and integrated Training system with emphasis on the relevance, quality and standards of 1) the curriculum, 2) the form/mode of training, 3) assessment, 4) qualifications, 5) public and private training institutions, 6) tertiary institutions, 7) NGOs and 8) the workplace.

The following objectives are aligned with the overall goal and with to the NTA's progressive realization of its Mission over the next three years (2014 – 2016):

- 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 enhanced
- Objective 5: Occupational standards and certification capacity expanded
- Objective 6: Adequate maintenance of Quality Assurance is ensured
- Objective 7: TVET coordination streamlined and improved

Each of the objectives and their associated strategic implications are explained briefly below.

Objective 1: The NTA's core funding assured

As noted earlier, for most of its 4 years of existence the NTA's operations were almost fully funded by the OECS (Grenada) Skills for Inclusive Growth Project. However, that project was completed on 31st August 2013, leaving the Agency with no confirmed source(s) of funding to cover its costs i.e. staff costs and operating expenses. It is therefore imperative that the NTA secure funding via the Ministry of Education at levels that would at least ensure that its basic expenses and activities will be safely financed over the three years of strategy implementation.

Strategically, funding will be sort from multiple sources: 1) Government of Grenada to assure coverage of all core operating expenses; 2) fee-based income associated with the NVQ and CVQ standards and certifications provided by the NTA, and 3) project funding provided by other external donors. However, over the short to medium term – and at least for the next 24 months, the NTA's "steady state" costs, estimated at EC\$150,000 per month, should be funded by the Government of Grenada.

The NTA is sensitive to Government's new economy policy of fiscal sustainability, debt reduction and lean government. Also, the agency is aware that Government has entered into negotiations with the International Monetary Fund and that there is a strong possibility of further cost-cutting in public expenditures. In this regard, the NTA will lay out a financing plan that will gradually downscale government's support by Year 3 of this Strategic Plan. To this end,

available project funding will be identified and proposal(s) prepared to secure appropriate support to reduce the NTA's full dependency on Government funding. Already, the Agency has identified two potential new sources of financial support: 1) the certification of the IMANI programme managed and implemented by the Ministry of Youth and 2) potential access to the Caribbean Regional Communications Infrastructure Program (CARCIP). Funding may also be possible from the Basic Needs Trust Fund (BNTF) for standards and certification of that project's training programmes. However the funding agreement with the Ministry of Youth is still to be secured and discussions are at a preliminary stage with CARCIP.

Objective 2: Awareness of Workforce Development increased

Given Grenada's relatively low levels of training of middle managers and unskilled workers, it is important that a marketing strategy be initiated to promote the full benefits of the adoption of occupational standards and certifications by the private sector. In other words, the NTA needs to stimulate the level of private sector enthusiasm for workforce training.

This is the second strategic priority of the NTA because, without an increasing interest in and demand for workforce training by the private sector, the Agency will not achieve its full potential and its role will be marginalized to that of supporting programmes aimed mainly at unemployed youth. One of the drawbacks of not having an adequately skilled workforce is that organisations are forced to down-grade their business objectives and cease to demand the advanced skills necessary to be internationally competitive in higher value added sectors, which has significant implications for national economic development strategy.

But how should the NTA do this? The challenge is to change the perceptions of employers and employees about the value of workforce development through effective communication strategy. First, the NTA will encourage the private sector to link employee remuneration to NVQ and CVQ certification levels. Also, it will publicize what productivity means and highlight how low productivity has affected the competitiveness and growth of private sector investment in Grenada (i.e. the "negative" story). Secondly, the NTA will continually promote the fact that a competently trained workforce will increase the productivity of the firm; that it will "free up" the time of managers to then concentrate on generating new business; and that it will serve to establish an evidence-based approach to promoting and advancing the careers of employees both within and outside of the businesses that they work for (i.e. the "positive" story).

Examples of "success stories" will be used to highlight the differences between enterprises that have induced constant training of their workforce and the successful impacts of that training. Also, comparisons will be made with businesses that are stuck in a quagmire of uncertainty, inconsistent supply of products and services, low employee morale and low profitability. The communication messages must be simple and clear: those who initiate workforce training and certification are much better off than those who do not.

Finally, the communication strategy much also be aimed at job applicants to encourage them to ask questions of employers about their workforce development programmes so that the signals are presented from both the demand and supply sides of the job market. Moreover, these promotional programmes should be complimented with annual national awards for both employers and employees that rank transformations in enterprise performance driven by workforce development initiatives. Overall, the objective is to increase the private sector's

interest in accessing enterprise based training programmes to improve workforce productivity and the resulting contribution to their businesses².

Objective 3: Financial sustainability of workforce training achieved

One of the most important aspects of successful workforce development is that a strategy is needed to allay its (full) costs. This is especially pertinent to Grenada, where training is still not perceived to be “value for money” by most of the private sector. One reason is that most of the training institutions are not certified and therefore offer inconsistent quality services. The range of available services offered is also limited.

A second reason is that the private sector has grown accustomed to a diet of subsidized training – primarily invoked by international donor agency-funded projects. This has changed the sector’s perception of the market value of training since the costs charged by projects tend to be below market prices. Consequently, attempts made by “for-market” training service providers have met with considerable resistance from the private sector. For the most part, Government sets an artificial ceiling on real training costs by funding almost 100% of the cost of student training, including tertiary level training.

Furthermore, unsubsidized training can be expensive and would therefore limit the participation in such initiatives to only those clients who can afford it – usually the larger firms and organizations. But since most of the firms in Grenada are SMEs, a market-priced approach would result in the majority of them failing to take advantage of training and certification (T&C) national workforce development programmes at full market prices. For the same reasons, it is unlikely that the 23 prequalified training providers under the OECS (Grenada) Skills For Inclusive Growth Project (SIGP) could effectively sell their training services to the private sector at full cost.

Overall, based on these findings, it would be unrealistic to expect that the private sector - where the bulk of the workforce training opportunities lie, would be galvanized into broad-based training of staff simply because of the existence of NVQs. Moreover, the sector is likely to have even stronger reservations about CVQs given that this later certification will increase worker mobility. Simply put: the severe contraction in the economy has squeezed the profit margins of most firms, pushing them into a very cautious spending mode in order to preserve net cash flow.

The strategic solution is to introduce an Enterprise Training Fund to be financed by a payroll levy. Employers, and possibly employees, would pay a fixed percentage into the Fund, which would then be used to finance the training costs of firms – through the use of approved training providers. While it is beyond the scope of this consultancy to *design* a training levy programme to support TVET development in Grenada, a number of caveats are highlighted below.

Earmarked levies on enterprise payroll taxes have emerged as the most widely adopted funding mechanism for financing training, both in public training institutions, usually under the aegis of a national training fund/authority, and in enterprises. They are central to training-finance policies in many countries. In the Caribbean they have been invoked in Barbados, Jamaica and Trinidad and Tobago (e.g. Employment and Training Fund; HEART Trust/NTA; monies and stipends paid by the Government of Trinidad and Tobago to training providers and individuals respectively).

² A comprehensive marketing strategy or TVET was developed in “Report on Research Conducted to inform the Caribbean TVET Marketing Plan” by the Association of Canadian Community Colleges in July 2013. The main ideas promoted in that report are included in Objective 6: Public Perception of the value of TVET enhanced, below.

The scope for levying payroll taxes is well established by international experience: almost all countries that have introduced payroll levies have set a standard national levy rate in the range of one to two percent of company payroll bills, the majority at the lower end of the range. Most countries have wisely employed standard, national-level levy schemes, based on enterprise payrolls.

In moving towards payroll levies, their strengths and advantages should be set against their possible dangers and limitations. The advantages of payroll levies are that they:

- Diversify the revenue base for financing training, by mobilizing additional revenues
- Can provide a stable and protected source of funding for national training provision; this is particularly important in the context of Grenada's budgetary constraints
- Where forming part of a levy-grant system, [it] can encourage firms to intensify their training efforts, increase training capacity and raise training quality
- A strong case can be made for viewing earmarked payroll levies as "benefit taxation"
- Training levies collected from formal sector employers can serve as a vehicle for cross subsidization of training, especially from the formal to the informal sector

The dangers and limitations of payroll levies are:

- Some firms, particularly small ones, may not benefit from the scheme; this breeds resentment, opposition and compromises the status of training levies.
- Earmarked taxation does not conform well to the principles of sound public finance and weaken attempts to unify the national tax system.
- Under fiscal pressure, government may incorporate training levy proceeds into general public tax revenues.
- Levy proceeds may be diverted to non-training uses.
- Payroll levies may constitute an over-sheltered source of funding, leading to unspent surpluses, inefficiencies, and top-heavy bureaucracies
- Payroll levies raise the cost of labour to the employer, possibly discouraging employment.
- Employers may shift the incidence of the levy on to workers in the form of lowered wages; in this case, workers and not the employers bear the burden of the tax.

Particular attention will need to be accorded to levy scheme design and implementation in order to secure the benefits of payroll levies while avoiding some of the weaknesses that have been evident in some countries.

There are two options to consider, both of which are instructive in terms of the lessons learned and the pros and cons of which option to pursue.

The first option is that of the TVET Council of Barbados' Employment and Training Fund (ETF). The ETF works on the basis of a 1% tax levy which is split 50:50 between employers and employees. It is a payroll levy imposed by Government for which the TVET Council coordinates the training system to foster improved productivity in priority sectors of the economy.

To receive funding, training providers/employers must adhere to several conditions:

- Proposed training must prepare participants for occupations that have new jobs projected, or a large number of jobs existing
- Employers must be up-to-date with National Insurance payments

- Successful applicants must provide a valid Certificate of Clearance from the National Insurance Office before receiving grant funds
- Training must be done and completed within 12 months
- Employers must provide at least 25% of the cost of training
- Training providers must be registered with the Barbados Accreditation Council

However, while the ETF is reasonably well articulated, the 1% tax levy is actually paid into the Government of Barbados' Consolidated Fund (CF) and effectively acts as an additional source of tax revenue to Government: On average, the levy brings in B\$22.5 million into the CF annually but Government only transfers B\$2.5 million per year to the TVET Council for subsequent use for ETF-related training.

The second option is that of the HEART/NTA Trust of Jamaica. Under that workforce development programme, the Trust has, under Clause 12 (1) Contributions, of The Human Employment and Resource Training (HEART) Act of 1st September 1982, legally ensured that the proceeds from that country's tax levy are collected by the tax authorities but deposited into a HEART Fund – which Government does not have direct access to. This legal arrangement ensures that the resources deposited in the Fund are “guaranteed” to support designated TVET development training programmes.

In particular, ***feedback from Grenadian enterprises suggests that the private sector would only be prepared to participate in a levy rate scheme if the collection and disbursement of the funds are distinctly separate from the financial activities of Government.*** Until this issue is resolved, the concept of a training levy is likely to be strongly resisted by the country's private sector.

Furthermore, it is worth clarifying that, if the NTA receives support from Government *without* the establishment of an Enterprise Training Fund, then its functions, in terms of NVQs and CVQ work, are likely to contract substantially to that of a Quality Assurance practitioner, mostly over public sector-run training programmes for the unemployed, the secondary schools and TAMCC. Consequently, the momentum built up by SIGP would be lost and the Agency's Vision of a *highly productive workforce improving Grenada's competitiveness* would be substantially compromised.

Objective 4: Public perception of the value of TVET enhanced

Although globalization is changing the perceived value of TVET nationally, technical and vocational training faces an ingrained “inferiority” hurdle that is still embedded at family level and within conventional educational components of our society. Therefore the strategic challenge is to increase the uptake of TVET subjects and Enterprise Based Training (EBT), Community Based Training (CBT) and Institution Based Training (IBT) by students and by the workforce.

When TVET was first introduced to the Caribbean, it was done using a focus differentiation strategy. It was seen as a “2nd chance” opportunity for “at risk” persons i.e. those persons who were not able to successfully complete the secondary school levels. For instance, the “New Life Organization” (NEWLO) was originally called “Second Chance at Seventeen”. Based on this premise, the marketing of TVET institutions, especially those run by government, have focused on presenting TVET as an opportunity for students who were not academically inclined. This approach to marketing was beneficial at that time and resulted in the up-skilling of a number of citizens. However, globalization has intensified the need to review and refocus TVET to ensure

a larger and more relevant impact on the economy. Chart 3 below illustrates the much wider view of TVET today:

A major TVET challenge in Grenada and the wider Caribbean is to broaden the definition of and appreciation for TVET beyond the narrow perception as a technical/vocational skills application for those not academically inclined and who generally belong to lower socio-economic groups.

As Chart 5 below shows, TVET now embraces architecture, accountancy and auditing, hotel and restaurant management, IT applications and web designing, and 2D and 3D animation. For instance, in the context of a knowledge economy within the region, Trinidad and Tobago launched the University of Trinidad and Tobago (UTT) – essentially as a tertiary education Centre for those interested in pursuing qualifications in various TVET areas including Diplomas and Degrees in Fashion Design, Software Engineering, Network and Telecommunications Engineering, Nautical Sciences/Marine Operations and in Acting, Dance and Music.

Chart 5: The Scope of TVET Education Today



Notwithstanding the explosion of TVET-oriented career opportunities, especially in the field of ICTs, it is important that the attractiveness of TVET be promoted in line with 1) job opportunities locally and regionally and 2) the capacity of the educational system to provide training places for those who express strong interest in various fields of possible study. In that context, the results of a recently initiated labour market information study should generate appropriate information on the demand/supply of skills that would help the NTA to refine its public perception strategy.

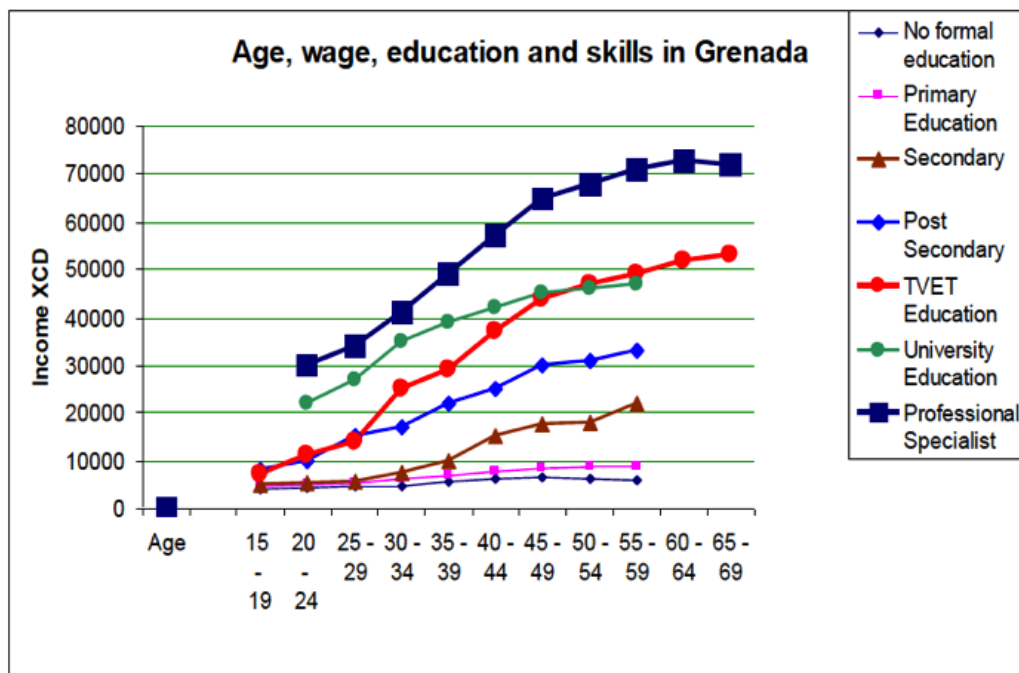
The Agency will introduce a multi-dimensional communication strategy aimed at modifying the perceptions of students, parents, teachers, and employers. As a first step the NTA will emphasize that it is shifting the perception of TVET from that of a second-chance Level 1 and 2 training opportunity to Levels 3 and 4 – thereby offering degree-equivalent competency-based training to students via upgrading of TAMCC TVET-related training programmes. In line with

this strategy, Levels 1 and 2 will be emphasized/expanded within the secondary school system and Centers of Excellence established to support various areas of skills development.

For the first target group (i.e. students), the NTA will use technology and technological applications to target students at the pre-primary, primary and secondary school levels – especially those in the 16 – 25 year age group - about the advantages and benefits of pursuing a TVET career path. Messages will highlight the aspirational aspects of student expectations – to be affluent as expressed by their desire to have high paying jobs and new exciting opportunities.

These messages, mostly via Facebook, BBM and other social media mechanisms, will 1) define what TVET means; 2) highlight the “not what you know but what you can do for me” value that employers put on TVET qualifications and 3) explain the earning capacity and mobility of jobs requiring technical and vocational skills. Above all, the NTA will provide adequate research data that substantiates the claim that TVET careers are significantly high-paying pursuits along the students’ life line as highlighted in Chart 6 below:

Chart 6: Income Levels by Skills Attained in Grenada



Source DPBA, Justine Pierre 2011,

Source: Perceptions of Vocational Educators Regarding TVET in Economic Development. Is it really an image problem? Justine Pierre 2012

Depending on resource availability, the approaches to promoting TVET to students include:

1. Promotional campaigns targeting students attending camps and career showcases;
2. Arranged student tours to institutions or businesses involved with the NTA to provide a visual grasp of what is entailed in specific programmes;

3. “Success Story” presentations by former TVET students and successful entrepreneurs to student groups;
4. The printing of posters and placement in schools and high-traffic community areas; and
5. The use of YouTube and/or television to highlight the aspirational advances of having followed a TVET course.

For the second target group (i.e. parents) the NTA, in corporation with the Ministry of Education, will reduce their fears about the low social value they ascribe to TVET education and sell the idea that TVET is no longer a “second choice” for those not academically inclined.

The approaches to changing the perception of TVET in the minds of parents is to provide living examples of success stories where the technician or technical entrepreneur is highly respected in the business world; where there is strong support by these graduates for their parents later in life; and where TVET careers has granted those who pursued them financial independence and a higher standard of living than their paternal families. The themes to be presented will be coherent arguments rather than strongly persuasive and will be disseminated via conventional communication channels. The reason: unlike students, who are electronically inclined, parents still depend more on newspapers, radios, TV and websites than they do social media. Other mechanisms would include:

1. Discussion fora at Parent Teachers’ Association (PTA) meetings;
2. Promotion by NGO groups of TVET education in communities.

For the third target group (i.e. teachers) the Agency, in collaboration with the Ministry of Education, will develop a strategy that is based on reasoning and persuasion since teachers see themselves as conscientious workers and therefore will promote what they believe to be beneficial options for their students. The primary “turnaround” perception to be addressed is their belief that TVET is for the less academically inclined. Promotional tools will include:

1. Seminars that address the benefits of TVET careers for students,
2. Workshops and training at TAMCC teacher education at the School of Arts, Sciences and Professional Studies,
3. Discussion fora at teachers’ unions’ meetings and
4. Presentation at career showcases.

The fourth target group (i.e. employers) is focused on how TVET will impact on the quality of their workforce and their company’s profitability. Employers have three sets of concerns:

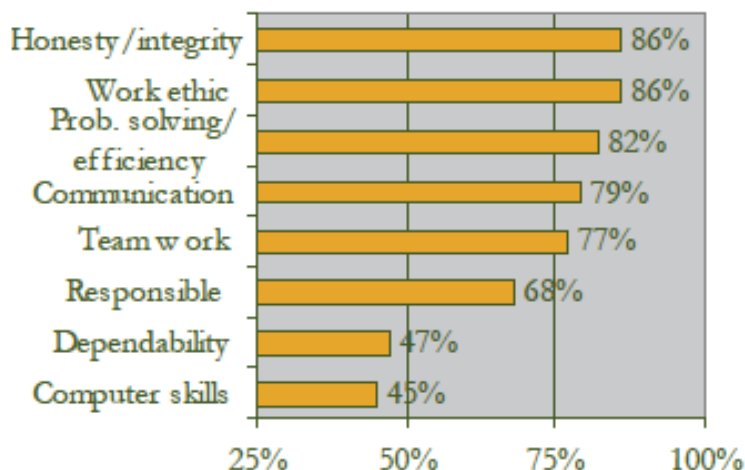
- The Life Skills or *attitudes* of all applicants (honesty, integrity, attitude, dependability)
- The *quality* of skills and aptitudes of students who approach them for jobs, and
- The *relevance* of the skills of the students to the specific needs of the workplace.

Chart 7 below, taken from a World Bank 2007 study on School and Work in the Eastern Caribbean, highlight the importance of Life Skills to Caribbean employers.

Perhaps the most effective method for dispelling employers’ fears is the use of Apprenticeship Training Programmes. Such programmes would have the dual benefit of allowing employers to observe the skill sets of potential employees without having to incur the full costs of doing so (e.g. the new IMANI programme). This strategy should prove to be progressively more effective since IMANI intends to obtain standards and certifications via the NTA. A second approach to addressing employers concerns about quality and relevance is for the NTA to maintain the

relevance of occupational standards to the needs articulated by the 71 Lead Bodies – which are already representative of the occupational standards of various industry sub-sectors.

Chart 7: Importance of Life Skills to Caribbean Employers



Source: School and Work: Does the Eastern Caribbean Education System Adequately Prepare Youth for the Global Economy? World Bank 2007

Objective 5: Occupational standards and certification capacity expanded

On the expectation that the Enterprise Training Fund will take at least two years to formulate, legislate and put into effect, the NTA is projecting the following targets for Standards adoption and Certification:

- 500 persons in Year 1 (2014)
- 800 persons in Year 2 (2015)
- 1,200 persons in Year 3 (2016)

Table 2 below provides a breakdown of the indicative allocation of skills training areas for the NTA over the period 2014 – 2016:

Category	2014	2015	2016
Total Certifications:	<u>500</u>	<u>800</u>	<u>1,200</u>
Assessment of Prior Learning (APL)	300	300	300
Enterprise-Based Training (EBT)	<u>100</u>	<u>250</u>	<u>350</u>
Sub-total	400	550	650
Training and Certification Gap	100	250	550
Institutional Certifications	100	250	550

The NTA has estimated that up to 300 persons per year will seek certifications based on their prior learning and that between 100 and 350 persons will also be certified via EBT, CBT and IBT programmes each year of the 2014 – 2016 period. It is expected that the training and

certification gap will be filled by institutional certification via TAMCC, GRENCODA, MAREP, NEWLO, IMANI and CARCIP and by other community based projects/initiatives.

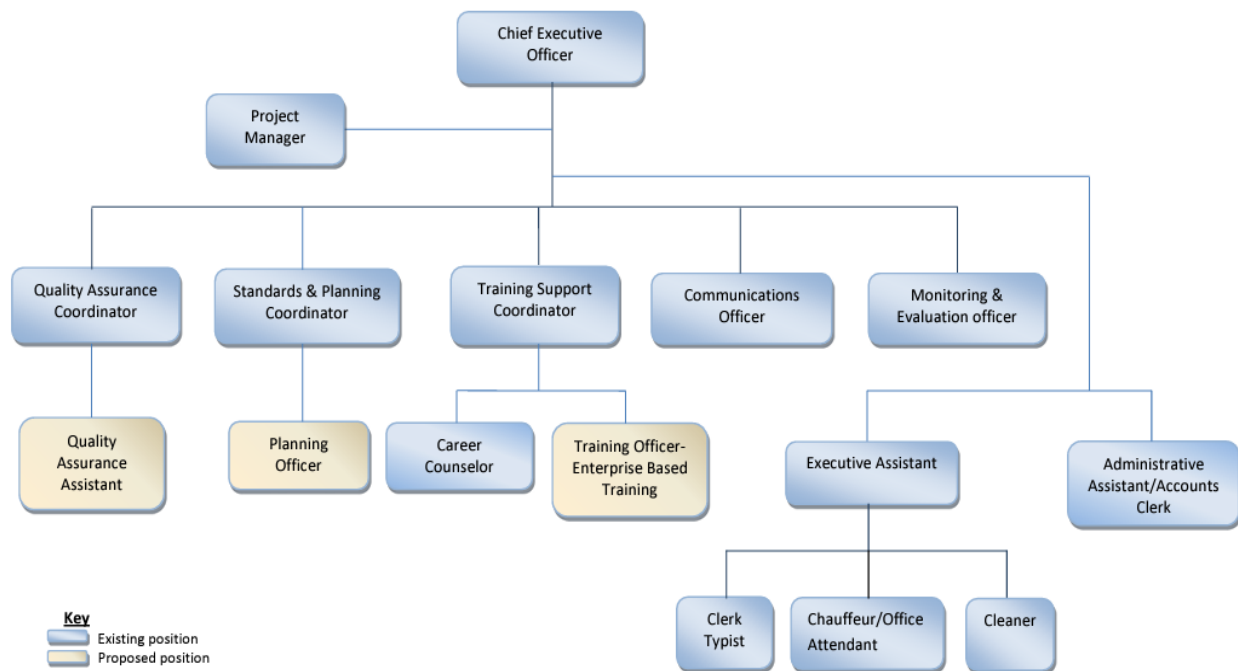
To ensure that there is a stronger capacity for standards and certifications, the NTA will increase the number of Master Assessors from 3 to 15 via training support from the CIDA-funded CARICOM Trade and Competitiveness Project. This will expand the local capacity to train assessors without having to depend on (master) assessors from Trinidad, Barbados or Jamaica – reducing the related training costs of the NTA in the process. However the actual training of more assessors and internal and external verifiers will be done on a rolling design basis i.e. in line with market demand for new occupational standards.

To ensure that Grenada has the capacity to address the expected increase in demand for EBT, CBT and IBT the Agency will increase the number of ATCs from two to at least 10 over the three-year strategy period. It is anticipated that the expansion of ATCs would come mostly from the 23 prequalified training providers under the OECS (Grenada) Skills for Inclusive Growth Project (SIGP) who also benefited from capacity building activities under that project.

Organizationally, to strengthen the level of workforce skills development in Grenada, the NTA will have to expand its operating capacity. As pointed out by the Agency’s Chief Executive Officer, this capacity is now close to its maximum limits since there is only one specialist responsible for each of the training, standards, quality assurance, and certification functions of the institution. Therefore the Agency is proposing a modest increase in full time staff to address the level of certification expectations over the next three years (see Chart 8, below).

Grenada National Training Agency

PROPOSED ORGANISATIONAL STRUCTURE



Based on the annual targets established by the NTA, the proposed increase in staffing is quite conservative – especially for Year 3, when the targets are increased to 1,200 certified persons in that year.

Objective 6: Quality Assurance of TVET ensured

The credibility of the certification system rests on the NTA's maintenance of a rigorous approach to promoting quality and coherence in technical and vocational education and training. To this end, the Agency will focus on management of its quality assurance systems at levels sufficient to satisfy the review and accreditation standards of CANTA. The reason: unless the quality assurance system is maintained at satisfactory levels, its integrity will be compromised and the respect and perceived value of the standards and certifications will be compromised at student, educational institution and employer levels of the education-to-employment chain.

To this end, there are two strategic challenges that the NTA will address:

1. Quality assurance of the standards and certification system for which it has more direct control (i.e. the APL and the EBT programmes); and
2. Quality assurance of the educational system that is under the authority of the Ministry of Education (i.e. the primary and secondary schools).

For both mediums, and given that the modality of occupational standards and NVQ/CVQ certifications are relatively new to Grenada, it is important that the system be maintained at the highest possible levels to afford the NTA a level of “quality respect” and recognition – since it is that recognition that will be its drawing card in the overall education-to-employment system. Therefore it is essential that quality assurance (QA) be of a consistently high standard; be transparent, and be subjected to repeated rigorous audit. Consequently, the strategy is that the NTA will maintain the current CANTA Quality Assurance Criteria and Guidelines for the Caribbean Vocational Qualifications. This involves:

1. Adherence to the relevant guidelines associated with the development and validation of learning/training outcomes that match local, regional and international workplace requirements i.e. occupational standards, namely a) the Criteria for Evaluating the Overall Format and Content of Occupational Standards for CVQs of October 2008 and b) the NVQ Design Criteria of September 2007.
2. Ensuring that training delivery by approved training Centres satisfy the minimum requirements for competence-based training assessment and certification via the use of Centre approval criteria such as management information, staffing resources, physical resources, learning resources, statutory compliance, internal verification procedures and certified assessors³.
3. Carrying out assessments to verify, through the collection of evidence and making judgments, whether or not competence has been achieved when measured against the occupational standards. To this end, the NTA will follow the processes and guidelines associated with assessment, internal verification and external verification guidelines for the NVQ/CVQ: certified assessors who will carry out assessments within approved centres; verification will be conducted with the direct involvement of occupational

³ For each approved Centre, the NTA's Approval Criteria must be submitted to the CANTA Quality Assurance Committee for endorsement.

experts; and moderation of assessment results will be conducted to maintain consistency.

4. Ensuring that certifications are on the basis that the training Centres a) subscribe to the regional qualifications framework, b) have adhered to the standards-driven, competence based approach to training and assessment and c) are subject to the NTA quality assurance principles.

In adhering to these QA processes for APL and EBT training, the NTA will strive to maintain CANTA awarding body “best practice” principles by documenting key elements of leadership and management, award and assessment, customer service, design, development and on-going review of qualifications to ensure that they meet the needs of users, promote diversity and inclusion and (demonstrate) a culture of continuous improvement.

To confirm the educational system’s adherence to these requirements and best practices, the NTA will assign responsibility to its Quality Assurance Unit for careful monitoring of the challenges faced by the Ministry of Education’s Curriculum Department (e.g. limited number and experience of TVET teachers, instructor training, and inadequate supply of equipment and teaching materials). The Unit will act as a “broker” to ensure appropriate solutions (e.g. co-opting part-time technical instructors for the private sector, facilitating an increase in TVET instructor training, seeking out private sector equipment and materials contributions).

For APL and EBT programmes this will involve the use of the system of formal approval of N/CVQs; formal approval of training Centres, assessment by local assessors subject to internal verification and external verification of the assessment. Also, the QA Unit will place emphasis on helping rural-based institutions such as NEWLO and the S t. Patrick’s branch of TAMCC to develop a more structured approach to delivering technical education to rural communities.

For the assurance of the TVET educational system, the NTA will participate on the TVET Unit of the MOE’s Curriculum Department established to institutionalize TVET in the primary and secondary schools. This will include facility audits to ensure that the teaching facilities meet CANTA requirements, the MOE’s use of assessors trained by the NTA, and the Agency’s use of External Verifiers (which then allows the CXC to certify the secondary school’s programmes). Through this process, remedial plans will be invoked by the MOE and monitored by the NTA.

The NTA will work with additional training providers to become approved training centres in accordance with centre approval policy. This will be based on the CANTA-prescribed criteria including management of information, staff resources, and physical resources, learning resources, statutory compliance, internal verification procedures and assessors.

It should be noted that the NTA is subject to three-year CANTA reviews of NTA Self Assessments plus assessment by an external evaluation panel. In this regard, the appropriate checks and balances have been put in place via CANTA’s role as an external QA “assessor” of the NTA’s adherence to minimum quality standards – equivalent to that of the role assumed by the Caribbean Accreditation Authority for Education in Medicine and other Health Professionals (CAAM –HP) for those learning institutions.

Objective 7: TVET coordination is streamlined and improved

One of the NTA’s strategic challenges is that it is relatively new to the starting block of the Grenada educational system. Therefore it has entered a diverse system consisting of formal

educational institutions as well as third-party organizations that periodically proffer short, part-time or distance learning training courses to the population. These entities include the Grenada Industrial Development Corporation (GIDC), the Chamber of Industry and Commerce, the Grenada Hotel and Tourism Association, New Life Organization (NEWLO), GRENCODA, the BNTF and a variety of private training providers.

As the Agency has evolved into the leading organization overseeing and guiding occupational standards and certification in Grenada, many of these third-party trainers have continued to host courses without referencing the NTA standards and certification system. Such an approach can lead to significant inconsistencies in the quality and content of programmes offered. Also they can leave graduates with certifications of unrecognized and therefore of little value, which may effectively “contaminate” the workforce environment into which they are placed.

In order to streamline TVET coordination, the NTA strategy is to engage in a national drive to appraise all existing and potential training institutions of the prerequisite of having most, if not all of the designs of their training programmes vetted/approved by the Agency. To this end, the NTA will send out letters to these institutions requesting that they engage the Agency in early discussions about the objectives, content and expected results of their planned programmes. Group and one-on-one meetings will also be held to clarify each party’s position. However, the Agency is aware that some programmes may be institution-specific or may be of such a nature not to require pre-approval. Such programmes will be exempted on a case-by-case basis.

A strategy is also required to effectively streamline the TVET supply system into the private sector. Currently, there are multiple training institutions that are sending trainees into the job market on various apprenticeship and on-the-job assignments. This process is proving quite chaotic for employers to manage since some employers can receive 4 – 6 different sets of requests for temporary applicant attachments. The NTA’s proposed strategy is that the training institutions provide brief profiles of the types of training programmes they are offering to the Agency and that the NTA act as a clearinghouse for informing both the institutions and employers about the availability of temporary job applicants that they can access/utilize.

Finally, a third strategy is needed to address the current open-ended tendency of foreign investors, to secure work permits and skilled personnel from overseas for their investment projects *without* 1) first determining if the skills are available locally and 2) engaging with institutions like the NTA to determine whether such skills can be developed and/or sourced locally. To address this deficiency or “procurement gap” in the TVET system, the NTA will establish a collaborative policy whereby both the Ministry of Finance and the Grenada Industrial Development Cooperation are required to 1) inform potential investors of the need to provide them with a list of all key personnel needed for their prospective projects along with the relevant technical skills profiles/levels associated with those positions and 2) establish direct contact between the investors and the NTA to facilitate agreement on possible options for securing those skills via NTA-supported training to the investors’ projects.

This does not negate the investor’s option to request work permits to secure the appropriate skilled personnel. Instead, it will serve to increase the attractiveness of FDI to Grenada – given that the NTA would be playing a positive and supportive role in skills acquisition and development with a typical investor.

These three strategies would effectively streamline the organization of both training and the interaction between employers and potential job applicants who are engaged in various kinds of technical and vocational training. They are also likely to require that supporting regulations be developed and amendments made to the NCTVET Act.

4 Strategic Implementation Plan

Table 3 below summarized the TVET objectives, strategies and expected outcomes over the time frame 2014 – 2016. The outcomes serve as thematic “performance targets” in the context of a logical framework for the NTA and its Action Plan (see sections 4.1 and 4.2 below).

Objective	Proposed Strategy	Expected Outcome(s)
1. The NTA's core funding is assured	Seek funds from multiple sources: 1) Government of Grenada to assure coverage of all core operating expenses; 2) Fee-based income associated with N/CVQ standards and certifications provided by the NTA (EBT and APLs) 3) Project funding provided by Ministry of Youth for IMANI programme; CARCIP for ICT training programme	Sustainability of the TVET operational standards and certification system is achieved
2. Awareness of workforce development is increased	Change the perceptions of employers and employees about the value of workforce development through effective communication strategy	Increased private sector desire for EBT to improve workforce productivity and the resulting contribution to their businesses
3. Financial sustainability of workforce training is achieved	Introduce an Enterprise Training Fund/levy aimed at addressing employers' primary concern about training i.e. the perceived high, and therefore unaffordable costs	Increased productivity, improved competitiveness and expanded supply of experienced/skilled labour in Grenada's economy.
4. Public perception of the value of TVET enhanced	Introduce a multi-dimensional communication strategy aimed at modifying the perceptions of four main target groups: students, parents, teachers, and employers	TVET is seen as a “first choice” option by students, by parents, teachers, and employers resulting in increased demand for OS and C/NVQ certification
5. Occupational standards and certification capacity expanded	Establish targets 1) 500 persons in Year 1 (2014); 2) 800 persons in Year 2 (2015); and 3) 1,200 persons in Year 3 (2016). Increase Master Assessors from 3 to 15. Increase Approved Training Centres (ATCs) from two to at least 10. Increase staffing in various NTA departments.	Efficient delivery of an increased number of qualified persons through the TVET occupational standards and N/CVQ system. Ensure an adequate supply of skilled labour to employers in Grenada
6. Adequate maintenance of Quality Assurance is ensured	Adherence to CANTA Quality Assurance Criteria and Guidelines for CVQs of 03/2009 and the NVQ Design Criteria of 09/2007	The NTA TVET system is respected as a leading point of reference for TVET in Grenada
7. TVET coordination streamlined and improved	Appraise all training institutions of the prerequisite of having most, if not all of the designs of their training programmes vetted/ approved by the Agency	The training industry evolves into a supplier of top-class graduates relevant to market- and employer-led needs for technical skills

4.1 Logical Framework, including performance indicators

Intervention Logic	Performance Indicators	Means of Verification	Assumptions
<p>National Vision (From National Strategic Development Plan, Grenada. Review and Update 2012 – 2017):</p> <p><i>The Spice Isle of the Caribbean, embracing a rich heritage that nurtures community and family values, with a united, educated, spiritual and hospitable people, thriving in a peaceful democratic environment, transformed by innovation, creativity, enterprise and equal opportunity for a better quality of life”.</i></p> <p>NTA Vision "A highly productive workforce [that is] improving Grenada’s competitiveness”</p>	<p>Indicators relevant to economic growth and workforce development:</p> <ol style="list-style-type: none"> 1: Decrease in unemployment rates. 2: Increase in foreign investment. 3: Increase in employment in priority sectors (e.g. tourism, ICT) 4: Transition to knowledge economy. <ol style="list-style-type: none"> 1. Increased proportion of trained workforce 2. Increased job creation 3. Improved productivity 	<ol style="list-style-type: none"> 1. CSO data 2. CSO data 3. CSO data 4. Note: this indicator needs further definition <ol style="list-style-type: none"> 1. LMIS data and Employer Survey Information 2. CSO data 3. Note: needs agreement with CSO on data collection system for measuring productivity 	<p>Global economic downturn will stabilize/recede</p> <p>Macroeconomic framework stabilized with progressive reductions in Debt to GDP ratios and increasing fiscal liquidity.</p> <p>Legislative and policy environment made more conducive to encourage investment.</p> <p>Increased productivity will stimulate more investment in Grenada</p>

Intervention Logic	Performance Indicators	Means of Verification	Assumptions
<p>NTA Mission</p> <p><i>“To enhance the employability of Grenada’s workforce”</i></p>	<p>1. At least xxx% of the employed workforce have received N/CVQ certifications in the following periods: xxx% in 2014; xxx% in 2015; xxx% in 2016</p> <p>Note: targets to be based on NTA projections in annual work plans</p>	<p>Institutionalized LMIS system and NTA data</p>	<p>Private sector is prepared to increase workforce training</p>
	<p>2. At least xxx% of annual graduates placed in jobs by end of 2014; xxx% by end of 2015; and xxx% by end of 2016.</p> <p>Note: targets to be based on baseline information to be provided by the Ministry of Youth</p>	<p>LMIS information or NTA new M&E National Qualifications Register</p> <p>Tracer study prepared by Ministry of Youth</p>	<p>Sufficient job creation opportunities exist in the domestic market</p>
	<p>3. At least xxx% of learners designated as “at risk youth” attain at least Level 1 training by end of 2014, xxx% by end of 2015, and xxx% by end of 2016.</p> <p>Note: the definition of “at risk youth” would have to be agreed on with the Ministry of Youth</p>	<p>Ministry of Youth IMANI data</p> <p>National Qualifications Framework data</p>	
	<p>4. Employer satisfaction with TVET certified graduates achieves better than a satisfactory level (satisfied) by end of 2016.</p> <p>Note: No baseline in place; needs to be developed.</p>	<p>Enterprise survey, post placement, carried out at the end of 2016</p>	
	<p>5. Graduates certified with at least Level 2 certification receive higher pay compared to those without same level of certification.</p> <p>Note: No baseline in place; needs to be developed.</p>	<p>Enterprise survey, post placement, carried out at the end of 2016</p>	<p>Enterprises change attitude and behavior of hiring and paying for certified vs. uncertified workers.</p>

Intervention Logic	Performance Indicators	Means of Verification	Assumptions
<p>NTA Goal</p> <p><i>To increase the competence of Grenada's workforce through [their] adoption of occupational standards and N/CVQ certification.</i></p> <p>(by maintaining a comprehensive and integrated Training system with emphasis on the relevance, quality and standards of the curriculum, form/mode of training, assessment, qualifications, public and private training institutions, tertiary institutions, NGOs and the workplace)</p>	<p>1. At least xxx% of the employed workforce have received N/CVQ certifications at Level 3 in the following periods: xxx% in 2014; xxx% in 2015; xxx% in 2016</p> <p>Note: targets to be based on NTA projections in annual work plans</p>	<p>Institutionalized LMIS system and NTA data</p>	<p>Private sector is prepared to institutionalize its career advancement process in line with employee certifications</p>
	<p>2. The number of occupational standards used in CBET increases from xxx at the end of 2013 at Level 1; xxx at Level 2, and xxx at level 3, to xxx at level 1, xxx at Level 2 and xxx at Level 3 at the end of 2016</p>	<p>NTA data</p>	<p>Adequate levels of training diversity in private and public sector training institution (exists)</p>
	<p>3. The nation's training capacity increases from xxx public and xxx private training institutions at the end of 2013 to xxx public and xxx private institutions at the end of 2016</p>	<p>NTA data on Grenada's training capacity</p>	<p>Demand for training increases because of the perceived benefits in provision of technical services and career development</p>
	<p>4. The range of technical and TVET courses offered by TAMCC increases from xxx at the end of 2013 to xxx by the end of 2016</p>	<p>TAMCC Curriculum information</p>	<p>Adequate levels of financing resources are made available by Government of Grenada to expand TAMCC's TVET-related portfolio of programmes and courses</p>

4.2 Objectives, Strategies, Required Activities and Responsible Entity

Objectives	Strategies	Activities required	Responsible Entity
Objective 1: The NTA's core funding is assured	1.1 Secure funding from Government to cover the NTA's operating expenses for the next three years (2014 – 2016) by 30 th September 2013	1.1.1 Prepare full budget, inclusive of the strategic implications of each of the strategies in this implementation plan, and submit budget to Ministry of Education for appraisal	1.1.1.1 NTA.
		1.1.2 Initiate the appropriate Agreement with Government to formally establish basis for continued funding support from the Ministry of Education or Ministry of Finance	1.1.2.1 GCTVET and NTA.
		1.1.3 Enter into a service contract with an accounting firm (or hire an accountant) to put in place the required accounting systems for the receipt of government funds	1.1.3.1 GCTVET and NTA
		1.1.4 Establish formal system of accounts to record and monitor expenditure for purposes of establishing and maintaining good financial governance of public sector resources	1.1.4.1 NTA
	1.2 For EBT and APL related certification, charge fees for the services offered by the NTA by 1 January 2014	1.2.1 Carry out an analysis of the unit cost of Occupational Standards and Certification activities to determine the fixed and variable costs of these services	1.2.1.1 NTA with support from accounting firm
		1.2.2 Formally incorporate the costs of the services into the NTA offerings to individuals, private enterprises and institutions	1.2.2.1 NTA
	1.3 Identify and seek out funding from donor-funded project to partially cover NTA operating costs in Grenada by 1 January 2014	1.3.1 Negotiate a funding agreement to train ICT applicants with CARCIP	1.3.1.1 NTA
		1.3.2 Negotiate a funding agreement to provide OS and Certification services to the Ministry of Youth's IMANI Programme	1.3.2.1 NTA
		1.3.3 Negotiate a funding agreement to provide OS, Certification and Training support to the Basic Needs Trust Fund Project	1.3.3.1 NTA
		1.3.4 Scan the donor support community for potential opportunities for project support (e.g. ILO, Global Environment Fund, EU, CARICOM).	1.3.4.1 NTA

Objectives	Strategies	Activities required	Responsible Entity
Objective 2: Awareness of workforce development is increased	2.1 Implement a communications campaign that promotes the benefits of workforce development to the country (by 30 June 2014)	2.1.1 Initiate discussions with GCIC and Employers' Federation to encourage employees to link remuneration to N/CVQ certification	2.1.1.1 NTA and selected communications firm.
		2.1.2 Hire a communication firm to a) carry out research and b) design an awareness campaign aimed at improving employer receptivity to OS and Certification that is "bottom line" driven (i.e. productivity gains, increased profits)	
		2.1.3 On a sector basis, co-op key stakeholder groups into discussions about the methodology/ approach/processes that they would have to undergo in order to benefit from OS & Certification of their workforce	2.1.2.1 NTA and communications firm to conduct consultation meetings with key stakeholders.
		2.1.4 Define the costs and roll out the communications strategy, after adjustments based on the findings from 2.1.2 above.	2.1.3.1 NTA, through agreed media channels
Objective 3: Financial sustainability of workforce training is achieved	3.1 Establish a National Enterprise Training Fund by 1 January 2016	3.1.1 Carry out research on the potential demand for a tax levy-based Enterprise Training Fund (ETF) in Grenada.	3.1.1.1 NTA with Govt. and/or donor funding to cover TA costs.
		3.1.2 Carry out research on the approach used and lessons learned from similar Funds in the Caribbean and in other small island economies (e.g. Singapore) to determine "best practice" in Fund design and implementation	3.1.2.1 As above
		3.1.3 Submit recommended design scheme, including proposed amendments to the GCTVET Act, details of the criteria, operating system/funding mechanism to GoG for review and approval.	3.1.3.1 NTA
		3.1.4 Host stakeholder discussions on the Fund and its key operating features.	3.1.4.1 NTA
		3.1.5 Facilitate legislation to govern the adoption of the ETF into practice and legally establish the Fund for subsequent adoption.	3.1.5.1 Ministry of Finance and Ministry of Justice
		3.1.6 Increase Grenada's training capacity to support ETF when launched, including an	3.1.6.1 NTA

Objectives	Strategies	Activities required	Responsible Entity
		increase in the number of approved training centers, assessors, and internal and external verifiers.	
Objective 4: Public perception of the value of TVET enhanced	4.1 Develop a series of communication strategies to rebrand TVET and to allay the fears of key influencers (students, parents, teachers and employers) about the benefits and scalability of TVET	4.1.1 Establish agreed time frames and expected results with MoE (for increasing Level 1 and 2 CBT in schools) and with TAMCC (for increasing Levels 3 and 4 training at TAMCC)	4.1.1.1 NTA and MoE and TAMCC
		4.1.2 Develop research approach to identifying/validating the primary reasons behind the "fears" or "pressing concerns" behind TVET's stereotypical image in the minds of the four groups of influencers	4.1.2.1 NTA with technical support from a communications firm
		4.1.3 Prepare a ToR for design and delivery of communication strategies aimed at modifying the "second chance" value of TVET in society	4.1.3.1 NTA (possible with advice from a media company)
		4.1.4 Implement the promotional communications strategy aimed at the four influencing groups, possible through the use of contracts with a selected media company.	4.1.4.1 NTA (with implementation support from the selected media company)
Objective 5: Occupational standards and certification capacity expanded	5.1 Establish the following targets for Occupational Standards adoption and Certification: <ul style="list-style-type: none"> • 500 persons in Year 1 (2014) • 800 persons in Year 2 (2015) • 1,200 persons in Year 3 (2016) 	5.1.1 Verification of the targets set on an institution-by-institution basis, and agreement in principle with each training provider/institution to pursue their agreed targets in collaboration with the NTA OS and Certification support system.	5.1.1 NTA in collaboration with key institutions and training providers
		5.2 Increase the number of Master Assessors from 3 to 15 via training support from the CIDA-funded CARICOM Trade and Competitiveness Project	5.2.1 Initiate a project support agreement with the CARICOM TCP to providing Master Assessor Training in Grenada.
		5.2.2 Identify personnel to be trained by the TCP, based on priority sector [employment] opportunities, and establish training schedules to facilitate increase in number of Master Assessors in Grenada	5.2.2.1 As above

Objectives	Strategies	Activities required	Responsible Entity
Objective 6: Quality Assurance of TVET ensured	5.3 Increase the number of trained assessors, and internal and external verifiers Note: to be done on a rolling design basis i.e. in line with market demand for new occupational standards.	5.3.1 Training levels, timing and frequency to be determined (on a "demand" or "as needed" basis).	5.3.1.1NTA
	6.1 Increase the number of Approved Training Centres (ATC) from two to at least 10 over the three-year strategy period.	6.1.1 Audit the 23 pre-approved training providers (under the SIGP) to identify at least 10 – 15 potential ATCs.	6.1.1.1 NTA
		6.1.2 Approve the eligible training centers based on CANTA approval criteria	6.1.2.1 GCTEVET and the NTA
	6.2 Increase the level of staffing at the NTA with a Quality Assurance assistance to support the work of the QA Coordinator; a Planning Officer to support the functions of the Standards and Planning Coordinator; and a Training Officer responsible for EBT	6.2.1 Prepare ToR for a QA Assistant, advertise, and hire the successful candidate	6.2.1.1 NTA
		6.2.2 Prepare ToR for a Planning Officer, advertise and hire the successful candidate	6.2.2.1 NTA
		6.2.3 Prepare ToR for a Training Officer, advertise and hire a the successful candidate	6.2.3.1 NTA
	6.3 Regularize and increase the level of detailed assessment of the challenges faced by the Ministry of Education's Curriculum Department TVET Unit	6.3.1 Carry out annual assessments of MOE TVET capacity in terms of its (rigorous) alignment of NTA/CANTA QA requirements (number and quality of instructors, assessors and internal verifiers, scope for CBET etc.)	6.3.1.1 NTA and NTA Quality Assurance Unit in collaboration with MOE TVET Unit
		6.3.2 Identify the main areas of weaknesses and layout a remedial plan for corrective action	6.3.2.1 As above
		6.3.3 Develop a tracking/reporting system to monitor MOE strengthening of the TVET System in line with agreed remedial plans/targets	6.3.3.1 As above
	6.4 Continue to invoke formal approval of training Centres, assessment by local assessors subject to internal verification, external verification of the assessment and a formal audit of system (by CANTA) to monitor TVET system effectiveness.	6.4.1 Review the QA policies and manuals to ensure that they are up-to-date in terms of modifications to the occupational standards	6.4.1.1 NTA Quality Assurance Unit
		6.4.2 Make appropriate adjustments to policies in line with any modifications required	6.4.2.1 NTA and ATCs
		6.4.3 Verify that approved training institutions are remaining in compliance with ATC NTA	6.4.3.1 NTA and ATCs

Objectives	Strategies	Activities required	Responsible Entity
		requirements (at least once annually)	
	6.5 Continue to adhere to relevant guidelines associated with OS: a) the Criteria for Evaluating the Overall Format and Content of Occupational Standards for CVQs of 10/08 2008 and b) the NVQ Design Criteria of 09/07	6.5.1 Establish/agree on quality planning results for the MOE and for private ATCs.	6.5.1.1 NTA and ATCs
		6.5.2 Monitor progress toward the results by MOE and ATCs to ensure adherence/correct action taken to address areas of weakness	6.5.2.1 As above
Objective 7: TVET coordination streamlined and improved	7.1 Engage in a national drive to appraise all existing and potential training institutions of the prerequisite of having most, if not all of the designs of their training programmes vetted/approved by the Agency	7.1.1 identify all existing and potential training intermediaries in Grenada	7.1.1.1 NTA Training Coordinator
		7.1.2 Develop criteria and rationale behind the NTA policy position to be informed about upcoming training	7.1.2.1 NTA Chief Executive Officer
		7.1.3 Communicate with all the training intermediaries seeking confirmation of their understanding/acceptance of the GTA policy position	7.1.3.1 NTA Chief Executive Officer
	7.2 Training institutions provide brief profiles of the types of training programmes they are offering to the Agency and the NTA act as a clearinghouse for informing both the institutions and employers about the availability of temporary job applicants that they can access/utilize	7.2.1 Based on list defined in 7.1.1 arrange for group meetings with training providers to discuss the pros and cons of the NTA's proposed clearing house solution	7.2.1.1 NTA Training Coordinator
		7.2.2 Communicate agreement(s) reached to training providers about streamlining requests to the private sector for apprenticeships and training secondment.	7.2.2.1 NTA
		7.2.3 Communicate agreed policy position to key private sector organizations, NGOs and civic society	7.2.3.1 NTA

Appendix 1: Persons Consulted

Lincoln Morgan	Chief Executive Officer, National Training Agency
C. Stroude	Her Majesty's Prison, Government of Grenada
Beverley Grey	Owner and ATC, Grey's Typing and Computer Services Ltd
John Telesford	Training Support Coordinator, the National Training Agency
Marlene Finlay	Dean, School of Applied Arts and Technology, TAMCC
S. G. Courtney	Ministry of Labour, Government of Grenada
Pamela Courtney	Ministry of Education, Government of Grenada
Kay Julien-Gutu	Communications Officer, National Training Agency
Aine Braithwaite	President, Grenada Chamber of Industry and Commerce
Shevon Licorish	Monitoring and Evaluation Officer, National Training Agency
Pauleen Finlay	Human Resource Development, Ministry of Education
Roderick Griffith	Standards and Panning Coordinator, National Training Agency
Julie Quinn	QuinnCo Ltd; and the Construction Association
Jason Fletcher	Grenada Marine Ltd and Chairman of the GCTVET
David Fleming	Dean, School of Continuing Education, TAMCC, Tanteen
Alfred Tannis	Master Assessor, T.A. Marryshow Community College
Glynne Thomas	Manager, Camper and Nicholson, Port Louis, St. Georges
Keisha Mitchell	Vice President, Business Development Services, GIDC
Garfield Hankey	Owner, Hankey's Computer Services Ltd, St. Georges
Nicolas Roelens	Manager, X Marine, Kirani James Boulevard, St. Georges
Jeffrey Britton	Principal, T.A. Marryshow Community College, Tanteen
Giselle Moses	IMANI Programme, Grenada Youth Centre, Grand Anse
Ian Blanchard	Owner/Manager, The Business Support Centre, St. Georges
R. Keens-Douglas	Board Member, Grenada Council for TVET (GCTVET)
Patricia Felix	Deputy Chief Education Officer, Ministry of Education
Jude Bernard	Consultant on the LMIS Study for the NTA, True Blue
Valerie Gordon	[Former National Coordinator] GEF Small Grants Programme
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Appendix 2: Documents Reviewed

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