

**GOVERNMENT OF GRENADA**  
**(Ministry of Education and Labour)**

**GRENADA TRAINING AND EMPLOYMENT PROJECT**  
**(GTEP) – PHASE 1**

**Summary**

*The Grenada Training and Employment Project (GTEP) is designed to upgrade and enhance the competitiveness of Grenada's workforce with a view towards ensuring that the country is able to seize the employment opportunities that are being generated by a rapidly developing economic climate in the country, the region and the world at large.*

In particular, GTEP will be focused on providing the unemployed youth of the country with the skills and competencies required to become competitive in the local and regional labour market and to be successful in life in general. In this regard, the project provides for the design and delivery of a programme of training in occupational and life skills targeted specifically at unemployed youth who because of a lack of the occupational and life skills demanded by industry are at a profound disadvantage in the job market.

*The immediate focus will be on meeting the short term needs of the local industries with the greatest potential to absorb persons with low-skill basic training in the short term.*

To facilitate the achievement of the overall objective of increasing youth employment, particular emphasis will be placed on the skills and competencies demanded by industry. In this regard, *the private sector and other key stakeholders were invited to play a pivotal role in the identification of areas of training*, and in the design and delivery of courses and training modules. This will help to reduce the gap between the training provided by training providers and the competencies and skills required by industry. In short, this approach will help to reduce the significant wastage which occurs when scarce resources are used to provide training and the trained persons remain unemployed simply because the training provided is not in accordance with the requirements of industry. As opposed to earlier

failed initiatives, this project is designed to be demand-driven with the active participation and support of industry.

To further improve the chances of short term and long term success, ***the training will be certified and will be based on approved national and regional standards.*** Training modules/courses will be geared towards meeting national requirements while simultaneously providing certification for portability across the region.

***The GTEP Phase 1 programme proposes to train two thousand seven hundred and fifty (2750) young Grenadian nationals*** in relevant technical and vocational skills for employability in a number of economic sectors. Training will also focus on improving basic literacy and engendering personal development, through the provision of life skills.

***The duration of the programme will be between 13-16 weeks***, during which participants will be provided with an average of one hundred and ninety hours of training with ***the equivalent of 10 to 12 credits.*** A competency-based modular approach will be employed with a view to ensuring the provision of the basic skills-set required to operate effectively in particular trades and at particular levels. ***Upon completion, a Level 1 certificate will be awarded to the successful trainees.***

***GTEP Phase 1 will be delivered at the T A Marryshow Community College, secondary schools and other technical and vocational education facilities which possess facilities with the required standards. Courses will be led*** by competent teachers/facilitators with the support of industry professionals. They will include a significant occupational training component.

The programme will be managed by the Grenada Citizen Advice and Small Business Agency (GRENCASE) under the general direction of the Ministry of Education and the Grenada Council of Technical and Vocational Education and Training (GCTVET).

***The cost of the programme is estimated at EC\$ 4 864 230.***

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# **PROJECT: GRENADA TRAINING AND EMPLOYMENT PROGRAMME (GTEP) – Phase 1**

## **Project Background**

As the demand for skilled labour increases in Grenada and its dependencies, so too, has been the call for relevance, standards and quality.

In recent years, Grenada has looked to its Caribbean neighbours in order to address the gap between the demand for, and the supply of, highly skilled labour, especially in the construction, Information and Communication Technology (ICT), tourism and manufacturing sectors. This occurs, however, at a time in which the Government has expressed growing concern over the persistently high rate of youth unemployment and is in the process of devising general strategies and specific interventions to remedy the situation. These strategies and interventions include measures aimed at providing training opportunities and improving external efficiency through the effecting of a strong working relationship with employers, in particularly the private sector.

The Government's expectation is that the implementation of a training programme in vocational and life skills with strong participation and involvement of relevant stakeholders including the private sector will significantly increase the probability of achieving the objective of increasing youth employment. In general, this participatory approach is intended to avoid the pitfalls of earlier approaches/interventions which failed to secure the expected employment benefits mainly due to the fact that were designed and delivered without the involvement and participation of the private sector and other key stakeholders. Moreover, the previous initiatives failed at equipping the intended beneficiaries with the

vocational and life skills which were demanded by the private sector. As a result they remained unemployed in spite of the training.

The Government hopes that this new initiative would support and promote sustainable growth and development as it would result in human capital formation and will serve to bridge the gap between education, training and the world of work. Grenada has never been able through its educational system to respond in a satisfactory manner to the national demand for training and the acquisition of quality technical and vocational skills. This is compounded by the fact that Technical and Vocational Education is a rather costly undertaking, which requires significant investment in plant, equipment and machinery. Resource constraints have limited the Government's ability to make required investments.

In light of the rapid changes in the global marketplace including the emergence of new industries and the shift towards new comparative advantages, it is crucial to ensure that quantity, quality and diversity of skills are available in the right proportion. The Government of Grenada is therefore proposing an ambitious but responsive move to address the skills-shortage situation through the implementation of a comprehensive national training programme that will provide the labour market with a significant proportion of its skills requirements (quantitatively and qualitatively), while at the same time, enable the relevant sections of the population to enhance their qualification in order to satisfy basic job entry requirements.

Another underlining factor for this initiative is the fact that Grenada, being a signatory to the Caricom Single Market and Economy, will have to provide for its profile the kind of opportunities that render the population more skillful, competent and more competitive in an open market. It is hoped that this National

Training Project will be one of the initial moves towards a locally competent workforce with the basic requirements to compete at the regional level.

While the Ministry of Education continues to focus on Technical and Vocational Education and Training (TVET) within the formal sector, the training needs of out-of-school youth and others seeking to upgrade their marketability has not been met through the programmes being offered. Further, feedback from the employers and entrepreneurs in several sectors highlights the need to broaden as well as deepen the level of training accessible to nationals. This means the provision of more training programmes that are easily accessible to interested persons as well as a focus on employability skills to improve the external efficiency of training programmes. In short, employers demand competently trained individuals in both the technical skills and the relevant attitudes needed for employees to function effectively in the workplace for increased productivity and wealth generation. It is in this context that the Grenada Training and Employment Project (GTEP) is proposed.

## **Project Description**

GTEP is a national training initiative that seeks to build the capacity for employment generation and national competitiveness, with the principal beneficiaries being a wide cross-section of youth and adults throughout Grenada, Carriacou and Petite Martinique. The GTEP Project makes provision for the training in market-driven vocational skills, using a competency-based modular approach. The focus in Phase 1 will be on a limited number of areas in five (5) sectors – construction, business, marine, tourism and complementary fields such as agriculture and the ICT and technical industries. These sectors all have significant potential both as a first-time employer of young people and as a provider of life-long employment. The principal areas of focus will be entry-level skills (level 1) with some level 2 skill development addressed in a few programme areas. Therefore, there graduates of the programme will be semi-skilled in a vocational area or skilled and competent to function as an independent, unsupervised worker. At the end of each module successful participants will be certified.

The programme is designed along four (4) main principles:

### **1. Decentralized training**

In order to meet the training needs of a wide cross-section of nationals in cost-effective manner, the recommended method is that skills centres be established throughout the state to minimize transportation costs and, in the process, maximize the number of participants. In that regard, training facilities already existing in schools and other institutions be utilized to deliver the required training. Training will therefore be available in all parishes as thus accessible to members of the respective communities. In Phase 1, the areas to be focused on will be limited to those for which there is existing infrastructure in terms of basic equipment to

provide the training. Since the centers already deliver Level 1 training in the areas selected, it therefore means that the basic standards in term of the quality of training facilities would be met. This will further facilitate the award of Caribbean Vocational Qualification (CVQs) when that process is activated.

## **2. Demand-driven and industry supported:**

The areas of training to be focused on must be based on the prevailing industry needs linked to provide a cadre of trained national to meet immediate and medium term needs of the various economic sectors. Although some data already exist indicating that there is a dearth of skilled persons in some sectors, the identification of the areas of focus was informed by input and feedback from industry actors and professionals who indicated the areas of need for industries - both existing and emerging. The development of the project was also informed by initial needs-assessment developed programmes by the T A Marryshow College.

Further, there is the need to meet ongoing employment demands emanating from the reconstruction needs in the aftermath of Hurricanes Ivan and Emily. In addition, there is need for the development of specialized technical skills in some sector areas for which external labour has been provided through the issuance of job permits where the need exists.

Trainees in the project will benefit from direct input from industry actors in terms of monitoring, evaluation and practical job-training in the programmes offered. Not only will industry actors be invited to deliver the courses where possible, but trainees will participate in on-the-job attachments to provide a definitive link between the conceptual and theoretical aspects of the programmes and the application of skills and attitudes in simulated and actual job contexts.

### **3. Standardized programme**

The training project to be offered will be based on the qualifications framework which has been adopted within the region for job certification, (See Table 1). This means that the training will be based on approved curricula and programmes which have national and/or regional recognition. In that regard, the programmes to be offered will use courses and curricula of already approved programmes. Therefore, the training will be based on programmes already developed by the Ministry of Education, T A Marrayshow Community College or those recognized regionally such as the Heart Trust certified programmes. Further, the project will engage certified instructors and trainers utilizing those involved in formal training or industry professional with the qualification and work experience to deliver quality training.

### **4. Recognized certification**

The certification given at the end of the project will have both national and regional acceptance. This is because the training programme will be standardized, based on standards that have national and regional acceptance. Some already have regional recognition and the recently established Grenada Council for Technical and Vocational Education and Training (GCTVET) will approve the programmes offered. Further, the GCTVET will facilitate the assessment of the training leading to the award of CVQs for those completing the various programmes.

## ***Purpose***

The purpose of this project to increase the competitiveness and capacity of Grenada's Labour force, through targeted education, skills training and workforce development.

## ***Rationale***

This project is designed to upgrade and enhance the competitiveness of Grenada's workforce to ensure that Grenada is able to seize the employment opportunities that are being generated by a rapidly changing economic climate in the country and the region. In particular, this project will be focused on developing workforce standards: While increasing accessibility to training throughout Grenada both in terms of geography and student intake. In this respect, the project will be offered to persons with a broad range of core capacity; aiming to developing standardized skills that would be incorporated into the technical and vocational training. This project will also provide a training foundation for persons who have not successfully completed their education and require literacy upgrades and basic training to effectively meet the standards that will soon become minimum employment requirements in the Caribbean Regional workforce.

To meet both the immediate and mid-term labour market demands, this project will be structured along concurrent processes. These will include:

1. Meeting Grenada's immediate workforce standards and training needs through a Level One and Level Two continuing education programme offered in Parish's throughout Grenada.
2. Adopting and/or designing an effective long term standards framework and training delivery programme that will result in the development of regionally accredited training programmes for professional certificates.

## **Goals**

1. To develop a domestic cadre of regionally competitive skilled workers
2. Expanding access to skills upgrades that would be required to ensure all willing and interested Grenadians can meet and/or obtain regional technical and vocational workforce standards regardless of educational background or geographical location.
3. Ready Grenada's workforce for regional integration by ensuring access to training that would bring their professional performance capacity to a level that is competitive in the domestic market, as well as opening opportunities for regional employment.

## **General Objectives:**

1. To develop a domestic cadre of regionally competitive skilled workers.
2. To ensure that every willing and interested Grenadian desiring a skill is afforded the opportunity to realize their potential, so as to make a meaningful contribution towards the development of their community and country in general.
3. To ensure standardization and quality in the implementation of training initiatives at various levels throughout the state of Grenada.
4. To respond to demands for technical and skilled labour in the productive sectors and for new and emerging markets

5. To act as a catalyst for the preparation of the Grenadian workforce in readiness for the implementation of the Caricom Single Market and Economy (CSME), with respect to the provision of skilled labour

### ***Output***

1. Two thousand, seven hundred fifty (2750) trained Grenadians with entry level and advanced level employment skills for viable sectors and sub-sectors within the Grenadian Economy;
2. Employment needs of various economic sectors met through the availability of higher skilled and employable workers;
3. Increased participation, competency and proficiency of the population in respect to technical education and training.
4. Increased ability of entry level employees to perform at acceptable/professional levels.
5. Increased national potential to respond to the skills-training needs of the local and regional markets

## ***Outcomes:***

1. Greater economic independence of individuals in communities;
2. Increased self-esteem among the recipients of the training in the various communities;
3. The availability of a diversity of skilled personnel to satisfy the demands of various industries for skilled labour;
4. A responsive education system to the technical skills and vocational needs of the Grenadian Society;
5. More informed, skilled, and educated communities;
6. Increased regional competitiveness of Grenadian workers in a wide range of skill areas to meet local and extra-local needs.

## ***Social and Economic Impact***

It is anticipated that the courses should impact favourably on the national work ethic and reduce wastage both in human and material terms. Hence, with the increased knowledge and training gained, the trainees will be in a better position to offer a better quality product or service to the consumer. Similarly, since the trainers come from a certain cross section of groups, organizations and business, it is expected that the economic benefits will spread through a wide cross section of groups, organizations and business. It is expected that the economic benefits will

spread through a wide cross section of the community filtering down from middle managements to grassroots and ascending to upper management as well.

This project will provide a sense of hope and accomplishment to those who are, at present, perceiving their economic and social circumstances as debilitating and hopeless. The involvement in a programme that provides skill development in areas for which there is a reasonable and real possibility of absorption into the labour market upon completion, will only serve to provide a sense of optimism of the future. This will translate in more constructive participation in the project and in community living. This programme will provide for the possibility to articulate into higher level training leading to more economically rewarding employment and the realization of the typical Grenadian ideal of becoming a contributor to development and attaining satisfactory livelihood as a person and a professional.

### ***Programme level***

The project to be implemented will be done at 2 levels in accordance with the Regional Qualifications Framework which guides the delivery of both academic and vocational training in the region.

The focus will be mainly on Level 1 and some Level 2 courses as described in Table 1 below:

- Level 1 courses are for persons requiring entry level qualifications in particular area resulting in the occupational competence of a semi-skilled, entry level, supervised worker;
- Level 2 courses are for persons desiring an occupational competence as a skilled unsupervised worker. These courses are for persons who may have initial training at Level 1 and wish to upgrade their competence leading improved professional status with complementary increases in income.

Trainees successfully completing the programme will be awarded certificates by the TVET Council and will enjoy two principal benefits:

1. Their programmes will be assessed to be designated as Caribbean Vocational Qualifications (CVQs) by the National TVET Council (GCTVET) and;
2. They will articulate seamlessly into Level 2 and Level 3 programmes at the T A Marryshow College or any other Tertiary level institution in the region, should they desire to pursue advanced training in the particular area.

**Table 1: Nature of Level 1 and Level 2 Programmes based on the Regional Qualifications Framework**

<b>Type/Level of Programme</b>	<b>Orientation and Purpose</b>	<b>Credits</b>	<b>Entry requirements</b>	<b>Occupational Competence</b>	<b>Academic Competence</b>
Level 1 Certificate	Completion of a preparatory programme leading to a further study in a given academic or vocational area or entry qualification for a particular occupation	Minimum 10 credits	To be determined by the local training institution	Semi-skilled, entry level, supervised worker	Grade 10
Level 2 Certificate	To prepare a skilled independent worker who is capable of study at the next level (post-secondary)	Minimum 20 credits	Grade 11 or equivalent	Skilled worker, Unsupervised worker	Grade 11

Source: The Regional Qualifications Framework, Caricom Secretariat, TLIU Unit, UWI, Cave Hill

## ***Areas of Focus***

It is envisaged that this project will be piloted over a 4 month period, with wider implementation up to 2 years in order to ascertain its effectiveness for continuity.

In this regards, training will be organized in a structured form as follows: -

### **COMPONENT I:**

#### **EMPLOYABILITY AND JOB READINESS SKILL**

This will be a structured Module designed for participants to learn how to prepare for seeking, gaining and sustaining employment. This was identified as part of a common core which all trainees at the entry level programmes should undertake. These will be included as units to be delivered during training in each of the skills areas outlined below. Skills to be learned will include:

- Professional/Work ethics
- Entrepreneurship
- Labour laws and conventions – labour code etc

An occupational training programme will enhance this component of the project.

### **COMPONENT II**

#### **COMMUNICATIVE AND LITERACY COMPETENCE**

This will seek to address the deficiencies of participants in the following areas but will be delivered on a needs basis:

- Remedial and related computation
  - Numeracy
- Interactive communication
  - Literacy

These courses are already developed through Heart Trust Programmes.

### **COMPONENT III:**

#### **SKILLS TRAINING FOR EMPLOYMENT AND SELF SUFFICIENCY**

The basic objective here is to facilitate '*LEARNING FOR EARNING*'. This component seeks to address the unemployment needs of the unskilled youth and adult alike through the provision of a cluster of practical skills. In addition, already employed individuals desiring either an upgrade in their area of specialization or change in skill-set would be able to access training.

In Phase 1 the project will focus on a limited number of areas as identified by industry professionals and members of the national TVET Council. These areas are detailed in Table 2 below. In each area, the course to be delivered already exists and there are competent and qualified individuals to deliver the programmes.

In Phase 1, GTEP will target training for 2750 nationals in five sector clusters at an estimated overall cost of EC\$4 864 230.

1. 790 persons for the construction sector;
2. 820 persons for the Information Technology and Technical sectors
3. 840 persons for the Tourism/Hospitality and Agricultural sectors
4. 160 persons for the Business sector and;
5. 140 for the Marine sector

Table 2: Programmes to be delivered in Phase 1 of GTEP

<b>Business and General</b>	<b>Construction</b>	<b>Marine</b>	<b>Tourism and Agriculture</b>	<b>ICT and Technical</b>
Professional ethics	Metal fabrication	Marine electrical systems	Tour guides	Microsoft Office Professional
Bidding and contracts	Plumbing		Bartending	Web design and maintenance
Costing and estimating	Painting		Waitering	Network design and installation - wireless
Entrepreneurship	Interior decorating		Housekeeping	Refrigeration and air conditioning
Labour laws and conventions	Basic land surveying		Meal preparation	Auto-transmission
Remedial and related computation	Quantity surveying		Vegetable crop production - papaya, pumpkin and ginger production	
Interactive communication	Blue print reading		Small machinery operation and maintenance	
	Site supervision			
	Construction technology			
	Landscaping			

The proposed area of training, the number of direct beneficiaries and related costs are presented in Tables 3 to Table 8.

## Project Outline and Costs

Table 3: Summary of general training areas, beneficiaries and costs of Phase 1

Programme Sector	No. of Students <sub>1</sub>	No. of Tutors	Cost EC\$			
			Trainees' Stipend <sup>2</sup>	Tutor's Fees <sup>3</sup>	Consumables <sup>4</sup>	Total
<b>Construction</b>	790	42	948,000	134,400	365,000	1,447,400
<b>ICT and Technical</b>	820	36	984,000	115,200	160,000	1,259,200
<b>Tourism/Hospitality and Agriculture</b>	840	42	1,008,000	134,400	255,000	1,397,400
<b>Business</b>	160	8	192,000	15,600	8,000	215,600
<b>Marine</b>	140	9	168,000	28,800	55,000	251,800
	2750	133	3,204,000	415,600	773,000	<b>4,392,600</b>
<b>Project Management<sup>5</sup></b>						<b>240,000</b>
<b>SUBTOTAL</b>						<b>4,632,600</b>
<b>Contingencies<sup>6</sup></b>						<b>231,630</b>
<b>TOTAL</b>						<b>4,864,230</b>

<sup>1</sup> Generally, there are 20 trainees per tutor

<sup>2</sup> Proposed at \$300 per month, per trainee, to assist with expenditure such as transportation, materials etc

<sup>3</sup> Proposed at \$50 per hour

<sup>4</sup> May include the costs of utilities, minor equipment and tools such as trainee kits in the auto-transmission and vegetable production courses

<sup>5</sup> Includes funds for center administrators (12/\$2000 per month/5 months) as well as resources for support services to be provided by the T A Marryshow Community College

<sup>6</sup> 5% of project costs

**Table 4: Training programmes to be delivered for the Construction sector**

Skill Area	Duration	No. of Centers	No. of Trainees	No. of Tutors	Cost EC\$			
					Trainees' Stipend	Tutor's Fees	Consumables	Total
<b>Quantity surveying</b>	16 weeks-190 hours	5	100	5	120,000	16,000	25,000	161,000
<b>Metal Fabrication</b>	16 weeks-190 hours	3	60	3	72,000	9,600	60,000	141,000
<b>Painting</b>	16 weeks-190 hours	3	60	3	72,000	9,600	20,000	101,600
<b>Interior decorating</b>	16 weeks-190 hours	5	100	5	120,000	16,000	60,000	141,600
<b>Plumbing</b>	16 weeks-190 hours	7	140	7	168,000	22,400	100,000	270,400
<b>Landscaping</b>	16 weeks-190 hours	4	80	4	96,000	12,800	35,000	143,800
<b>Site Supervision</b>	16 weeks-190 hours	2	50	5	60,000	16,000	10,000	86,000
<b>Construction technology</b>	16 weeks-190 hours	5	100	5	120,000	16,000	50,000	186,000
<b>Blue Print Reading</b>	16 weeks-190 hours	5	100	5	120,000	16,000	5,000	141,000
			790	42	948,000	134,400	365,000	<b>1,447,400</b>

**Table 5: Training programmes to be delivered for the ICT and Technical sectors**

Skill Area	Duration	No. of Centers	No. of Trainees	No. of Tutors	Cost EC\$			
					Trainees' Stipend	Tutor's Fees	Consumables	Total
<b>Microsoft Office Professional</b>	16 weeks-190 hours	20	500	20	320,000	64,000	60,000	724,000
<b>Web design</b>	16 weeks-190 hours	5	100	5	64,000	16,000	5,000	141,000
<b>Networking</b>	16 weeks-190 hours	5	100	5	64,000	16,000	10,000	161,000
<b>Refrigeration and air-conditioning</b>	16 weeks-190 hours	3	60	3	38,400	9,600	25,000	91,600
<b>Auto-transmission</b>	16 weeks-190 hours	3	60	3	38,000	9,600	60,000	141,600
			820	36	984,000	115,200	160,000	<b>1,259,200</b>

**Table 6: Training programmes to be delivered for the Tourism/Hospitality and Agricultural sectors**

Skill Area	Duration	No. of Centers	No. of Trainees	No. of Tutors	Cost EC\$			
					Trainees' Stipend	Tutor's Fees	Consumables	Total
<b>Bartending</b>	16 weeks-190 hours	6	120	6	76,800	19,200	30,000	193,200
<b>Waitering</b>	16 weeks-190 hours	6	120	6	76,800	19,200	5,000	168,200
<b>Housekeeping</b>	16 weeks-190 hours	3	120	6	76,800	19,200	20,000	183,200
<b>Meal preparation</b>	16 weeks-190 hours	6	120	6	76,800	19,200	50,000	213,200
<b>Vegetable crop production</b>	16 weeks-190 hours	6	120	6	76,800	19,200	25,000	188,200
<b>Small machinery operation and maintenance</b>	16 weeks-190 hours	6	120	6	76,800	19,200	40,000	203,200
<b>Beekeeping</b>	16 weeks-190 hours	2	40	2	25,600	6,400	25,000	79,400
<b>Tour guides<sup>7</sup></b>	16 weeks-190 hours	4	80	4	51,200	12,800	40,000	148,800
			840	42	1,008,000	134,400.	235,000	<b>1,377,400</b>

**Table 7: Training programmes to be delivered for the Business sector**

<sup>7</sup> This is based on a request for training by the Board of Tourism to be delivered by the T A Marryshow Community College.

Skill Area	Duration	No. of Centers	No. of Trainees	No. of Tutors	Cost EC\$			
					Trainees' Stipend	Tutor's Fees	Consumables	Total
<b>Costing and Estimating</b>	13 weeks-150 hours	3	60	3	72,200	5,850	3,000	80,850
<b>Bidding and Contracts</b>	13 weeks-150 hours	5	100	5	120,000	9,750	5,000	134,750
			160	8	192,200	15,600	8,000	<b>215,600</b>

**Table 8: Training programmes to be delivered for the Marine sector**

Skill Area	Duration	No. of Centers	No. of Trainees	No. of Tutors	Cost EC\$			
					Trainees' Stipend	Tutor's Fees	Consumables	Total
<b>Marine Electrical systems</b>	16 weeks-190 hours	4	40	4	48,600	12,800	15,000	75,800
<b>Fibreglass/composite</b>	16 weeks-190 hours	5	100	5	120,000	16,000	40,000	176,000
			140	9	168,000	28,800	55,000	<b>251,800</b>

In Phase 2 of GTEP, the following programmes (Table 9) will be addressed:

Table 9: Programmes to be delivered in Phase 2 of GTEP

<b>Business and General</b>	<b>Construction</b>	<b>Marine</b>	<b>Tourism and support industries</b>	<b>ICT and Technical</b>
Public relations	Technical drawing	Sail/canvas	Events planning & Management	Electronic repairs
Motivation	Carpentry	Marine mechanical systems	Harvest and post-harvest handling	Engines – fuel injection/hybrid systems
Teamwork	Electrical	Metal work	Agro processing and food preservation	Computer maintenance and repair
Conflict Resolution Skills	Masonry	Fibreglass/composite	Agri-business and value added agriculture	Database programming
	Tile Laying	Painting	Hospitality	Graphics design
	Compost systems	Rigging	Culinary arts	Computer aided designs (architectural drawing)
	General welding	Woodwork		Sustainable technologies (Wind/solar technicians)
	Recycling	Mariner training - (Charter shipping, captain certification)		<b>Recycling technicians</b>
	Ornamental horticulture	Diving		
	Furniture making			

## ***Training Providers***

The principal training provider will be the T A Marryshow Community College, through the School of Continuing Education (SCE) utilizing its main facilities in St. George, St. Patrick and Carriacou and the facilities in the primary and secondary schools as provided by the Ministry of Education. The secondary provider will be the New Life Organization (NEWLO). The National Science and Technology Council (NSTC) will function as a training center.

## ***Training Centres***

Training will be carried out at the centers listed below. The list is indicative and there may be changes as deemed necessary.

### **T.A.M.C.C. St. George's<sup>8</sup>**

- Bartending
- Waitering
- Meal preparation
- Tour Guides
- Costs and estimating
- Bidding and contracts
- Microsoft Office Professional
- Housekeeping
- Small machinery operation & maintenance
- Bee-keeping
- Refrigeration and air-conditioning
- Quantity Surveying
- Interior decorating

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<sup>8</sup> The GBSS campus will provide alternate teaching facilities where necessary.

- Metal fabrication
- Plumbing
- Site supervision
- Landscaping
- Blue print reading

### **Bishop's College**

- Networking
- Housekeeping

### **Boca Secondary**

- Microsoft Office  
Professional
- Networking
- Auto transmission
- Vegetable crop production
- Small machinery operation  
& maintenance
- Metal fabrication
- Plumbing

### **GBSS**

- Web design

### **Grenville Secondary**

- Bartending
- Waitering
- Costs and estimating
- Bidding and contracts
- Microsoft Office Professional
- Web design
- Bee-keeping
- Quantity Surveying
- Interior decorating
- Plumbing
- Site supervision
- Landscaping
- Blue print reading

### **Happy Hill Secondary**

- Microsoft Office Professional
- Housekeeping
- Auto transmission
- Vegetable crop production
- Refrigeration and air-conditioning
- Interior decorating
- Painting

- Plumbing
- Site supervision
- Blue print reading

### **Hillsborough Government**

- Vegetable crop production
- Hillsborough Secondary
- Bartending
- Waitering
- Marine electrical systems
- Networking
- Small machinery operation & maintenance
- Quantity Surveying
- Interior decorating
- Painting
- Plumbing
- Site supervision
- Landscaping

### **McDonald College**

- Costs and estimating
- Web design
- Site supervision

### **Grenada SDA Comprehensive**

- Networking

## **NEWLO**

- Waitering
- Housekeeping
- Painting

## **NSTC, Simon**

- Microsoft Office  
Professional

## **St Mark's Secondary**

- Bartending
- Web design
- Vegetable crop production
- Small machinery operation  
and maintenance
- Quantity Surveying

## **St. Andrew's Anglican Secondary**

- Tour Guides
- Painting

## **St. John's Christian Secondary**

- Networking
- Plumbing

## **S.J.C Convent Grenville**

- Meal Preparation

## **St.David's Secondary School**

- Web design
- Tour Guide
- Landscaping

## **St.Rose Modern Secondary**

- Bee Keeping
- Microsoft Office  
Professional
- Tour Guide

## **T.A.M.C.C Carriacou**

- Blue Print Reading
- Microsoft Office  
Professional

**T.A.M.C.C, Mirabeau**

- Small machinery operation & maintenance
- Vegetable crop production

**TAMCC, St. Patrick's**

- Bartending
- Waitering
- Meal preparation
- Costs and estimating
- Bidding and contracts
- Microsoft Office Professional
- Auto transmission
- Refrigeration and air-conditioning
- Quantity Surveying

- Metal fabrication
- Plumbing
- Blue print reading

**Westerhall Secondary**

- Bartending
- Waitering
- Meal preparation
- Microsoft Office Professional
- Housekeeping
- Vegetable crop production
- Interior decorating
- Landscaping
- Small machinery operation & maintenance
- Tour Guide

**Main Project Activities**

<b>TRAINING ACTIVITIES</b>	<b>RESPONSIBLE</b>	<b>START DATE</b>	<b>END DATE</b>	<b>PERFORMANCE INDICATOR</b>	
Development of Project	Ministry of Education (MOE)	Sept 3	Sept. 25	Project proposal presented for adoption by Cabinet	
Recruitment of Project Management Staff	MOE	Oct 1	Oct 15	Project management staff in place	
Production of media advertisements	MOE/Project Coordinator	Sept 18	Oct 31	Advertisements aired on local electronic and print media and Government websites	

<b>Securing and contracting facilitators</b>	<b>Project Coordinator/ TAMCC School of Continuing Studies/ TVET Council</b>	<b>Oct 1</b>	<b>Oct 24</b>	<b>Facilitators identified and contracted</b>	
<b>Organization and conduct of orientation workshops/seminars for trainers</b>	<b>Project Coordinator/TAMCC</b>	<b>Oct 12</b>	<b>Oct 31</b>	<b>Orientation seminars conducted; Trainers oriented for course delivery</b>	
<b>Mobilization of training resources</b>	<b>MOE/Project Coordinator</b>	<b>Oct 1</b>	<b>Ongoing</b>	<b>Resources for delivery of programmes in place</b>	
<b>Formal launch of project</b>	<b>MOE/ Project Coordinator</b>	<b>Nov 15</b>		<b>Project launched</b>	

<b>Commencement of training programme</b>	<b>Project Coordinator</b>	<b>Nov 5</b>		<b>Programme implemented in centers</b>	
<b>Conduct evaluation of the training and assessment of training centers</b>	<b>Project Coordinator/ TVET Council/ T A M C</b>	<b>Nov 2</b>	<b>Ongoing</b>	<b>Programme quality determined and assured</b>	
<b>Conduct ongoing monitoring of project implementation</b>	<b>Project Coordinator</b>	<b>Ongoing</b>	<b>Ongoing</b>	<b>Project activities monitored; project on schedule</b>	
<b>Completion of Phase 1 training</b>	<b>Project Coordinator/MOE/TVET Council</b>	<b>June 2008</b>		<b>At least 80 percent of trainees successfully complete programme</b>	

### ***Duration of Training Project***

The GTEP programme schedule is intended to provide adequate time for the coverage of prescribed curriculum to meet the requirements for Level 1 and partial Level 2 certification. In addition, the schedule anticipates the need for some flexibility in the time available daily for the conduct of classes in the various training centers across the country. The training schedule will therefore be as follows:

- Thirteen (13) to sixteen (16) weeks
- Three (3) to four (4) days weekly
- Three hours daily for tuition, between 3 pm to 7pm;
- 150 to 190 hours
- 10 -12 credits

The occupational training component of the project is included in the number of weeks allocated for the delivery of the training and is detailed below.

## ***Occupational Training component of GTEP***

Although training under this project will be competency-based, the delivery will be characterized by an Occupational training modality. In this component, there will be three broad dimensions:

- Apprenticeship
- Simulation
- Projects

### **Apprenticeship**

The apprenticeship scheme will take the form of real work/real time activities, including direct observation. This means that there will be practical training and instruction at an approved workplace by the manager or his designee / occupational instructor. As such, trainees/apprentices must apply the relevant competencies, taking into account the demands, interruptions, problems and pressures of the workplace. Employers will be challenged to provide a small occupational training stipend to ensure that the initiative is taken seriously and trainees maximize the occupational training opportunities provided.

Moreover, 2 days release or the equivalent per week would be provided for trainees/apprentices, while on attachment, to attend class room training at an approved training institution / training provider. The reverse may be just good enough for some skills, for example the computer related ones.

The trainees/apprentices will be required to work (exposed to training and instruction) in the normal manner eight hours per day/forty hours per week with the usual one hour each day interval for lunch.

The agreed upon stipend may at such time be matched to reflect forty percent (40%) of the minimum rate of wages for the particular trade or occupation.

An assessment instrument will be developed to evaluate trainee's progress and mastery of competencies.

### **Simulation**

Structured activities including simulation and demonstrations is another dimension that will enable trainees to apply their knowledge and skills to successfully complete work activities in a range of situations and environments, in accordance with the standard of performance expected in the workplace. The emphasis here is on outcomes in as near a real life situation as possible. It will incorporate the ability to transfer and apply skills and knowledge in to new situations and environments.

In this way attempts at acquiring a particular competency can be rehearsed to ensure mastery. The trainee stands to benefit from on the spot feed back from trainer and or colleagues.

## **Projects**

In some instances, building a project will be more effective and relevant to achieve the desired outcome. This mode will involve successful work performance that comprises a number of behaviours. Trainees will display their ability to undertake a specific workplace task, manage a number of different tasks to complete a whole work activity, respond to problems and irregularities when undertaking a work activity and deal with the responsibilities and expectations of the work environment when undertaking such work activity.

These of course will be conducted under supervision and direction of the trainer as well as the team effort of colleagues.

## ***Project Management***

The management of the GTEP is premised on the following:

- The project management needs are mainly associated with the coordination of the project activities and managing the finances associated with the project;
- The project management function will be supported by the administration services residing in the T A Marryshow Community College, specifically the School of Continuing Education. The SCE has ready expertise to advise in terms of the recruitment of competent tutors and the finalization of the training centers to be utilized for each programme;
- Project implementation will be supported through the effective functioning of a Project Steering Committee;
- The project management function will be the responsibility of Grenada Citizen Advice and Small Business Agency (GRENCASE).
- The coordination of project activities at the training site, that is, the various secondary schools, will be managed by a center administrator functioning under the direction of the project team at GRENCASE.

To provide for the effective management of the Project, the Ministry of Education has decided to:

- (i) Establish a Project Steering Committee (PSC), to be comprised mainly of members of the National Council for Technical and Vocation Education, Ministry of Education, T A Marryshow Community College and GRENCASE

- (ii) To entrust the overall management of GTEP to GRENCASE. In this regard, the Government of Grenada will provide a subvention to GRENCASE. In accordance with relevant public accounting procedures, GRENCASE will provide financial reports to the Ministry. Further, GRENCASE will submit monthly reports to the Ministry of Education on the status of project implementation. These reports will form the basis for the monthly meetings of the Project Steering Committee.
- (iii) Appoint center administrators, who will be responsible for the day-to-day management of the various training centers under the general direction of the GRENCASE

GRENCASE will ensure the engagement of relevant implementation capacity to ensure that the following project management functions are effectively operationalized:

- Project Coordination
- Project Administration
- Project Financial Management
- Placement/Human Resource
- Clerical Assistance

The specific duties associated with each function are as follows, but not limited to:

- **Project Coordination**

- To provide implementation leadership
- Coordinate activities associated with the principal actors such as the SCE (T A M C C), GCTVET and Ministry of Education
- Ensure the timely and effective implementation of all project activities
- Prepare reports on the programme implementation
- Assist in the organization and conduct of monitoring and assessment activities
- Liaise with the principal stakeholder institutions - MOE, School principals, TAMCC, GCTVET, industry associations in relation to the implementation of the project.
- Supervise the performance of other project staff.

- **Project Administration**

- Assist in the coordination of the project
- Direct supervision of center administrators
- Ensure the recruitment of tutors
- Liaise with industry-based actors especially in relation to trainee placement for job attachment and apprenticeship;
- Monitor the delivery of the programme in the centers
- Assist in the procurement of materials and equipment for the various programmes
- Assist in the disbursement of stipend for trainees
- Prepare reports for ongoing monitoring and evaluation

- **Project Financial management**
  - Ensure the procurement of materials for programme delivery
  - Process payment of project staff, center administrators, tutors and disbursement of trainee stipend
  - Keep an up-to-date inventory of material and equipment made available and existing in the various centers
  - Prepare financial reports
  
- **Human Resource/Placement services**
  - Assist in the recruitment tutors in collaboration with the T A Marryshow Community College<sup>9</sup>;
  - Organize for the orientation of tutors and monitor performance
  - Keep up-to-date information on trainees and tutor attendance
  - Assist the Administrator in the management of the programme
  - Support the administration of the job-attachment component of the programme
  
- **Clerical Assistance**
  - Provide administrative support to the Administrator and Project Coordinator
  - Provide secretarial support for the management of the programme
  - Conduct recording services for meetings associated with the project

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<sup>9</sup> The T A Marryshow Community College will be directly responsible for the recruitment of tutors for the various programmes.

- Provide clerical support to the Finance Officer in relation to the processing of payment of salaries and stipends;
- Keep a standard record system related to project activities

### **Terms of Reference of the Project Steering Committee and Centre Administrators**

The Project Steering Committee, which shall be comprised of representatives of the National Council for Technical and Vocational Education and GRENCASE, shall be appointed by the Permanent Secretary of the Ministry of Education. Within the framework set by the Ministry of Education and the GCTVET, the PSC shall have overall responsibility for the management and supervision of the Project including:

- (i) Collaborating with the Ministry of Education in the identification, selection and entering into formal agreements (including terms and conditions) with centre administrators
  
- (ii) Establishing standards, operational guidelines and procedures for:
  - a. Quality assurance of the training being delivered in terms of infrastructure, course quality, trainer quality, instructional effectiveness and assessment quality among others;
  - b. The management of Training Centres including the performance and reporting requirements of management and support staff
  
- (iii) Monitoring the operations of the centres through;
  - (a) the review of reports submitted by centre administrators and;

- (b) periodic supervision visits
  
- (iv) Facilitating the smooth implementation of the project through the timely rectification of problems identified at the central level and at the training centres
  
- (v) Keeping relevant authorities, including the leadership of the Ministry of Education and the GCTVET informed on the progress of the project.

Center administrators shall be appointed by the Permanent Secretary of the Ministry of Education after consultation with GRENCASE and T A Marryshow Community College. Their specific duties and responsibilities will include the supervision of the day to day operations of the centres, ensuring observance of relevant standards, procedures and guidelines including;

- (a) scheduling of courses and ensuring adherence of tutors and trainees to set schedules;
- (b) management, including safekeeping, of the stock of equipment, materials and supplies provided for use during course delivery. This will include the carrying out and posting of inventories, the maintenance of equipment and ensuring an adequate stock of consumables;
- (c) collaborating with relevant authorities in ensuring the general security and safekeeping of the premises;

- (d) keeping accurate records on the operations of the centre including tutor and trainee attendance, adherence of time schedules, general conduct of training sessions etc.

The Centre Administrators will report directly to the Project Administrator of GRENCASE.

### **Beyond GTEP Phase 1**

Phase 1 of GTEP is intended to provide demand-driven, decentralized, quality training in a number of key areas that will renew nationals' faith in the possibilities of meaningful economic activity and situate them for regional competitiveness in their area of specialization. Albeit, this is done at Level 1 of the Regional Qualification Framework but provide entry level competence and certification that is the foundation for advanced training the related areas. Phase 2 of GTEP will extend the work done in Phase 1 and provide training in specific areas which could not be accommodated in Phase 1 as well as deliver advanced training in areas that were focused on in Phase 1. Notwithstanding, graduates of Phase 1 of GTEP, in addition to being able to be readily adsorbed in the work-force, will be able to pursue further training at the T A Marryshow Community College or other Tertiary Level Institutions in the region. This programme provides both work for today and hope for tomorrow.