



OECS Education Legislation

A Framework for a Coordinated National TVET System

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Executive Summary

The Organisation of Eastern Caribbean States (OECS) is a nine-member grouping of small-island States, which like the rest of the world, is seeking to secure itself against the threats and respond to the challenges of the ever-expanding global economy. At the same time, in the face of these external forces that are exerted on its fragile economies, the OECS seeks to ensure that the benefits of the new global market are extended to its 600,000 citizens. The sub-regional governments have therefore been forced to critically examine and restructure its mechanisms for training and qualifying its workforce to be competitively productive.

This Paper presents some steps that the OECS has taken to address the new challenges that have been brought to bear on its economy, and more specifically, the development of a framework for economic development through new approach to the management and coordination of Technical and Vocational Education and Training (TVET) at the national level as a significant part of its Education Reform Strategy. TVET is now being perceived in the OECS as the means of providing the sub-region with a competitive edge, a trained and productive workforce of global standards. Thus, plans for OECS TVET to be structured and organized to respond to the human resource development needs of member States in the new global environment have been proposed.

The Paper therefore, provides the background to the development of this OECS legal framework for TVET coordination by briefly tracing the evolution of the sub-regional concept, from its embryonic existence entwined in the "Treaty" of collaboration that gave birth to the ***Organisation of Eastern Caribbean States***, through the various organs that have evolved within the region to support TVET, to the National TVET Council that is being established in Member States of the OECS as a national coordinating mechanism for TVET. The Paper will provide details of the structure and the functions and responsibilities of the National TVET Council. It will outline the significance of specific elements of the structure and the functions to the management and coordination of TVET in today's socio-economic environment. The Status of the legal framework to establish the National TVET Council will be discussed as well as the current status of the council in Member States. Encumbrances to establishing the national training mechanism in Member States will be considered and proposals for overcoming them will also be highlighted.

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The paper concludes by outlining current developments in the region that is focusing on regional certification of occupational competencies, and the significance of these initiatives to the evolving national coordinating mechanism for TVET.

Introduction and Overview

As I begin the presentation of this paper I would like to preface it with a transliteration of a verse of Scripture which I would want to think expresses my sentiments on presenting this paper as titled above.

'Nobody lights a lamp and covers it over, but he elevates it to a position where it not only illuminates the surrounding area but is also visible to those in the surrounding darkness.'

The OECS Model Education Legislation is such a light that has been lit in the OECS and I am glad for the opportunity to make it visible to the participants of this 2001 IVETA Conference.

The OECS

The Organisation of Eastern Caribbean States (OECS) was established on June 18, 1981, in Basseterre, St. Kitts. It was on that date that Antigua and Barbuda, the Commonwealth of Dominica, Grenada, Montserrat, St. Kitts and Nevis, St. Lucia and St. Vincent and the Grenadines, became the seven original signatories to what came to be known as **"The Treaty of Basseterre"**. That Treaty formed the basis for an agreement for these OECS Member States to co-operate on economic and social matters and to promote unity and solidarity among Member States. Anguilla and the British Virgin Islands later became Associate Members of the OECS. Altogether, a population of just fewer than 600,000 occupies a total landmass of about 1,200 square miles. It must be noted here that seven OECS Member States are also members of the wider Caribbean regional 15-member grouping, the Caribbean Community and Common Market (CARICOM). Details on both organisations are available at the following Web sites; www.oecs.org & www.caricom.org.

Table of OECS Member States ¹			
Country	Population (1995)	Landmass Km ²	Main Economic Sectors
Anguilla	10,500	91	Tourism, Agriculture (fish, lobster), International Finance
Antigua & Barbuda	66,500	66,500	Tourism, Agriculture (cotton), Manufacture (rum, light assembly)

¹ Eastern Caribbean Central Bank; National Accounts Statistics, 1999 and Caribbean Development Bank, Social and Economic Indicators Volume XI.

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Country	Population (1995)	Landmass Km ²	Main Economic Sectors
British Virgin Islands	18,300	153	Tourism, International Banking & Finance
Commonwealth of Dominica	73,500	751	Agriculture (bananas, citrus, coconut), Tourism, Manufacture (Soap)
Grenada	98,000	344	Agriculture (bananas, nutmeg cocoa, mace), Tourism, Light Manufacture
Montserrat	10,500	102	Tourism, Agriculture (cotton), Light Manufacture
St. Kitts & Nevis	45,500	269	Agriculture (sugar, cotton coconut) Tourism, Light Manufacture
Saint Lucia	150,000	616	Agriculture (bananas), Tourism, Light Manufacture
St. Vincent & the Grenadines	110,700	388	Agriculture (bananas, arrowroot, coconut) Light Manufacture, Tourism
Totals nine 9 Member States	581,505	2994 (1156 sq mi)	

Cooperation on social issues included the need to address the empirical evidence, that our education and training system was outdated and failing in its mandate to produce educated and productive citizens for the 21st Century. The significance of this recognition meant that addressing this problem with some measure of haste, might **signal** the survival of OECS member states in this expanding and competitive global market. At the same time, in the face of these external forces being increasingly exerted on its fragile economies, the OECS had to devise a strategy to ensure that the benefits of the new global market would be extended to its 600,000 citizens. A decisive step was taken by the sub-regional governments to address the issues of training and qualifying its workforce to be competitively productive through the reform of its education and training system.

OECS Education Reform Strategy

The Development of the **OECS Education Reform Strategy** was triggered by that decision taken by the then eight OECS Ministers of Education at their Fourth Annual Meeting in 1990 in Tortola, BVI, to facilitate its renewed human resource development thrust. These Ministers accepted the conclusions that the deficiencies of the education and training system was limiting the ability of OECS Member States to diversify and expand their economies in response to the impending of the new global economy. To operationalize this decision, assistance from the Canadian International Development

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Agency (CIDA), financed the establishment of an Education Reform Working Group² in March 1991 and supported its subsequent six months of extensive work. This Working Group had several tasks, which included:

- “Develop a conceptual strategy for an educational reform strategy for the sub-region, identifying all the elements of the educational system that should be addressed.
- Take into consideration in pursuance of its mandate the exercise being executed by the Caricom Advisory Task Force on Education in an effort to arrive at the most effective strategy for education reform in the OECS sub-region.”³

At the end of the exercise, the Group was able to bring some synthesis to its activities and produce a Draft Report and a final document, **FOUNDATIONS FOR THE FUTURE: OECS Education Reform Strategy**, by the end of 1991. That document presented sixty-five strategies that was the basis of OECS Education reform activities for the past 10 years. The strategies were presented in **nine** categories, the first of which addressed the issue of a harmonized sub-regional educational system. The next four focused on four levels of education, Early Childhood, Primary, Secondary and Tertiary including Adult and Continuing Education. The remaining four spoke to the issues involving the teachers, the management of education, financing of education and the reform process itself. Among the activities resulting in implementing the strategies addressing the “harmonized education system”, was that of developing a ‘Model’ OECS Education Legislation, which enabled Member States to revise the legal framework of the education and training system by adopting or/and adapting relevant elements of the Model Bill, thus ensuring the required ‘harmony’.

OECS TVET Policy

Prior to this education reform initiative, OECS Member States were already focusing their collective efforts on improving the Technical and Vocational Education and Training (TVET) in response to their economic developmental imperatives. The Technical and Vocational Education and Training (TVET) Unit was set up at the OECS Secretariat to support OECS TVET programmes. However, the OECS, in an attempt to formulate a sub-regional policy for

² The Education Reform Working Group consisted of seven OECS Education Officials and was chaired by Professor Errol Miller of the University of the West Indies.

³ OECS Secretariat: **FOUNDATIONS FOR THE FUTURE:OECS Education Reform Strategy**, by the Education Reform Working Group, 1991 p. 2.

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Technical and Vocational Education and Training (TVET), was guided by an earlier CARICOM initiative, which had produced an earlier document entitled, ***Regional Strategy for Technical and Vocational Education and Training***.⁴ This CARICOM document recommended the establishment of a national training mechanism but left implementation up to the countries. The OECS TVET Policy Document⁵ was later synthesized into a smaller document: *The Way Forward for TVET: OECS TVET Policy* outlining the current TVET policy issues for the OECS. It also provided strategies for the development, effective management and coordination of a sustainable TVET system for the OECS. It was this TVET Policy document that informed the section of the new Model Education Legislation that dealt with the management and coordination of TVET at the national level.

OECS Model Education Legislation

For the first time, a new element was introduced into OECS education legislation.⁶ Traditionally, education legislation had focused on the usual areas of management and administration of the school and its various institutions, the student, the teacher and other related procedural aspects of the system. Now a framework for the management and coordination of Technical and Vocational Education and Training (TVET) became a prominent feature of the new education legislation. The details of this new piece of legislation not only provides a comprehensive legal framework for the coordination of TVET, but makes provision for almost every possible aspect of a coordinated and sustainable national training mechanism.

Part 6 of the Model Education Bill for the OECS, which is entitled, "Technical and Vocational Education and Training," consists of the following chapters:

- 124. Establishment of Technical and Vocational Education and Training Council.
- 125. Functions of Council.
- 126. Directions (from Minister).
- 127. Appointment of committees and functions thereof.
- 128. Additional functions of a committee.
- 129. Training Schemes.
- 130. System of monitoring.

⁴ *Regional Strategy for Technical and Vocational Education and Training*, CARICOM, 1990.

⁵ *OECS TVET Policy Document For TVET* was a collection of papers presenting current TVET policy issue and was produced in Draft only in 1992 but not published.

⁶ See Annex I, Part 6 of Model Education Bill for the OECS

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131. Regulations by Council.
 132. Annual report.
 133. National policy
 134. Plans for technical and vocational education and training.
 135. Regulations by Minister.

This comprehensive legal framework for the management and coordination of TVET was informed by the OECS TVET Policy document and the CARICOM TVET Strategy document.

National TVET Council

Composition/Membership

Chapter 124 (1)⁷ of the Model Bill states: “The Minister may establish a Technical and Vocational Education and Training Council whose membership shall be as follows:

- (a) the Permanent Secretary of the Ministry of Labour who shall be an *ex officio* member
 - (b) the Chief Education Officer who shall be an *ex officio* member
 - (c) the Principal of the Community College or his nominee
 - (d) the following persons appointed by the Minister by instrument in writing:
 - (i) two members appointed on recommendations of the associations which represent employers
 - (i) three members with expertise in technical and vocational education and training
 - (i) two members appointed on recommendations of the trade unions.
- (2) The Minister shall, by instrument in writing, appoint one member as chairperson and one member as deputy chairperson.”

This composition ensures that all possible TVET stakeholders are able to contribute to the coordination and management of the national TVET system.

⁷ OECS Model Education Bill, 1995, chapter 124 p. 83.

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Roles and Responsibility

The comprehensive function of the National TVET Council was outlined in chapter 128⁸ of the Model Educational Bill. The detailed functions are outlined below to demonstrate how comprehensive this legislation is. They are as follows:

- ◆ To advise the Minister on policy relating to TVET
 - ◆ To prepare plans for TVET in accordance with **national policies** and **economic needs**
 - ◆ To ensure that agreed plans for TVET are implemented
 - ◆ To co-ordinate TVET at **all levels** of the educational system
 - ◆ To establish **standards** for TVET
 - ◆ To establish training **priorities, qualifications** and **accreditation**
 - ◆ To advise the Minister on the **scheme of examinations** that may be adopted to test students
 - ◆ To determine the **facilities** and **resources** required to ensure satisfactory **standards** of TVET and the welfare of students, trainees and staff of training institutions
 - ◆ To advise the Minister on the allocation of **resources** for TVET
 - ◆ To make **grants and loans** for the support and provision of TVET
 - ◆ To carry out such functions relating to TVET as the Minister may require
- And with the approval of the Minister
- ◆ To formulate **schemes for regulating training** in any occupation
 - ◆ Prescribe the form and terms of any contract of training

The scope of the regulations for such a training scheme in respect of any specified occupation, was further enumerated as follows:

- the qualifications, including educational standards required for trainees;
- the practical training that employers are required to provide for their trainees;
- the theoretical training that is required to be provided by, or at the expense of employers for their trainees, or that the trainees are required to undergo, and the manner in which the training is to be provided or undergone;
- the proficiency tests or examinations that trainees are required to take;
- the maximum number of ordinary working hours including overtime, trainees may be required or permitted to work during any day, week or other specified

⁸ Ibid p 86.

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period;

- the days on which, the hours in any day before or after which, and the intervals during which, no trainee can be required or permitted to work;
- the minimum wages and other conditions that apply to trainees;
- the minimum remuneration and other conditions that apply in respect of any period during which a trainee is unable, by reason of any condition of training, or other circumstances, to render service to his employer during working hours; and
- any other matter that, in the opinion of the Technical and Vocational Education and Training Council, with the approval of the Minister, is necessary for the effective operation of the scheme

Additional duties of the National TVET Council are outlined in chapters 130 -134⁹ of the Model Bill and relate to the following activities:

- ◆ Establishing a system for monitoring the implementation of the TVET strategy and plan;
- ◆ Make regulations approved by the Minister to address the following:
 - the form and terms of any contract of training;
 - the procedure for the registration and transfer of contracts of training, and for the notification of the expiration or termination of such contracts;
 - relating to the manner of proof of educational qualifications;
 - the nature of returns that employers are required to furnish to the Council and the period during which the returns are to be furnished;
 - the holding of all occupational competency tests and for granting of all certificate of proficiency to any person who enters for, and passes any such test, notwithstanding that such person is not a trainee;
- ◆ Submit an annual report to the both the Minister and Parliament which provides:

⁹ OECS Model Education Bill, 1995, chapters 130 - 134 pp 87-89.

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- an account of the activities of the Technical and Vocational Education and Training Council throughout the preceding financial year in such detail as the Minister directs; and
 - a statement of the accounts of the Technical and Vocational Education and Training Council for that financial year audited in accordance with regulations enacted for that purpose.
- ◆ Develop a national TVET policy “to meet the needs of society and the economy”.
 - ◆ Develop a comprehensive plans for TVET and annual updates reflecting national priorities, resource inputs and identified outputs, and which is to be implemented with the “written direction” of the Minister of Education.

Committees of the National TVET Councils

The Model Bill also made provision for the National TVET Council to appoint committees and to delegate to them in writing some of its TVET functions and those as specified below:

- ◆ ‘To undertake research or assist persons in undertaking research into matters relating to TVET
- ◆ To advise the TVET Council on specified aspects of TVET
- ◆ To advise the TVET Council on the training facilities to be provided at institutions for persons employed or seeking training in TVET
- ◆ To advise on and make arrangement for giving selection criteria in respect of persons wishing to obtain TVET
- ◆ To apply or make arrangements for tests and other methods of ascertaining the standards of efficiency to be recommended by the committee for persons seeking TVET and
- ◆ To recommend the terms applicable to persons wishing TVET.’¹⁰

¹⁰ OECS Model Education Bill, 1995, chapters 127-128, pp 85,86.

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Role of Minister of Education

The Bill assigns the task of making regulations for the effective and sustained functioning of the TVET Council to the Minister of Education. These regulations would however, have been informed by the recommendations of the TVET Council and its Committees so as to address the following assignment:¹¹

- (a) enabling the National TVET Council to appoint an Executive Director and other members of staff to manage its affairs;
- (b) establishing an employment and training fund for the purpose of promoting and supporting training and the upgrading of skills for the labour force;
- (c) establishing and regulating the accounting and auditing of any funds received by the Technical and Vocational Education and Training Council;
- (d) respecting the criteria and eligibility for receiving grants or loans;
- (e) respecting the procedures for the evaluation of proposals for grants or loans;
- (f) establishing procedures for monitoring the performance and outcome of training required to satisfy the conditions for award of grants or loans;
- (g) respecting the procedures regarding training schemes; and
- (h) respecting the supervision of trainees by employers.

Clearly some serious commitment to TVET would be required on the part of the Minister of Education, to fit the important role outlined in the Bill.

Status of the National TVET Councils in the OECS

Status of OECS Education Legislation

The OECS Ministers of Education accepted the Model Education Bill in 1996/1997 and agreed to bring their existing education legislation in line with this Model Bill. One would anticipate that given the importance of this legislation to human resource development and the urgency with

¹¹ OECS Model Education Bill, 1995, chapters 135 p. 89

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which OECS Member States needed to address their HRD efforts, that the harmonization of their education legislation would have been undertaken with due haste as a matter of national and regional priority. Unfortunately, this has not been the case. A recent review of the progress of OECS Education Reform by three of our leading Caribbean intellectuals came to the following conclusion on the present status of the harmonization process:

Strategy 2: Creation of legal framework for education in the sub-region

Strategy 2 proposed the creation of a common legal framework for education in the sub-region. A great deal of effort was put into preparatory work for this strategy involving the drafting of a harmonized bill followed by several rounds of consultation/refinement with Ministers of Education and Teachers' Unions.

Dominica and St. Lucia are the only territories that have passed the Harmonized Act as wholly new pieces of legislation. Grenada used the bill to modify existing legislation while Antigua, Montserrat, St. Kitts-Nevis and St. Vincent reported that plans were in place for addressing this issue. Anguilla indicated that the passage of this legislation was not within its national priorities.¹²

Status of TVET Councils in States without Model Bill

Seven of the nine OECS member States have not yet enacted the new education bill with the provision for the establishment of a National TVET Council. Thus there is no national training mechanism in the OECS with the legal framework to coordinate and manage national TVET initiatives. However, five of these seven States do have a focal point for the national coordination of TVET. Support for this initial step in the process towards setting up a national training mechanism has come from the OECS Educational Reform Unit.

The TVET Section of this Unit undertook a review of the status National Training Mechanisms in OECS Member States in 1997.¹³ At the same time, it undertook a consultative examination of the encumbrances to the establishment of these mechanisms in Member States, and then made recommendations peculiar to each State, that would facilitate the establishment of their national training mechanism. The key recommendation being implemented by Member States spoke to

¹² *Assessing Progress in the Implementation of Foundations for the Future*; Errol Miller, Leton Thomas, & Didacus Jules, Prepared for the OECS Education Reform Unit, June 14, 2000, p. 6.

¹³ *Establishment of National Training Mechanism for TVET in the OECS*: National Consultations General Report; Quince Francis, Cedric McCulloch, & Paul Payne, April 1998.

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the establishment of a national focal point for TVET by having an officer in the Ministry of Education with responsibility for the coordination of TVET at the national level. Thus while two States (Anguilla and Montserrat) have a person who can be identified as being responsible for TVET, the remaining seven States now have an officer with the exclusive responsibility for the national coordination of TVET. These countries have at the least, started the process that will allow them to establish their national TVET Council. In due time Antigua and St. Vincent have written proposal that will finance the establishment of the TVET Council, but St. Vincent's proposal has been approved and implementation through the EDF STABEX¹⁴ Project for economic diversification.

Status of TVET Councils in States with Model Bill

Dominica and St. Lucia are the two OECS countries that have enacted the new education legislation and now have the legal framework to set up their National TVET Council. However, only St. Lucia is presently active in moving towards setting up this entity. A National Training Board has been established in St. Lucia since 1999 and the National TVET Council will be one of the three committees of this national body. Again, the programme for setting up the national TVET Council is being supported by the St. Lucia's TVET Project, funded through the EDF STABEX Project for economic diversification.

Under the leadership of the TVET Coordinator of St. Lucia (Education Officer, TVET), study tours have already been completed by a group of TVET Stakeholders to, HEART Trust NTA, Jamaica; the TVET Council of Barbados and to similar organisations in Germany, Scotland and England. This experience will now enlighten this group of TVET stakeholders, who undoubtedly could be recommended as the nucleus of St. Lucia's National TVET Council. This group would also be in a position to provide informed recommendations to the Minister of Education for establishing the TVET Council.

The other OECS Member States are expected to learn from and share in St. Lucia's experiences in establishing the National TVET Council. However, not all Member States can expect to be able to directly emulate the process being followed by St. Lucia for reasons, which will be discussed further.

¹⁴ European Development Fund, for the Stabilization of Exports.

Lessons Learned and the Way Forward

Key Issues in Implementing the Framework

There is absolutely no doubt that a National TVET Council established and functioning according to the legal framework outlined in the OECS Model Education Bill would provide the OECS Member States with an effective, efficient and sustainable national coordinating mechanism for TVET, and which would allow the sub-region to create a competitively productive workforce. So then, why is it that after some five years since the OECS Ministers of Education endorsed the Model Education Bill, that no Member State has set up this essential national mechanism and only one member State is pursuing this mechanism in a positive way?

The answer to that question lies in the realization that a combination of factors linked to the socio-economic and political realities of the sub-region all contribute to the answer. For example, the simple response that the Member States have lacked the political will to move on this initiative is entwined in the following issues, which unfortunately, I would barely be able to touch on. However, this brief examination of these issues will not only identify some possible hurdles but also point to the way forward in creating a TVET system under the proposed legal framework.

- ***The Social Realities:***

The very uneven distribution of the population of just over half a million between the nine OECS countries produces an uneven population range from under 10,000 to over 150,000. This results in a similarly uneven distribution in the human resources available to individual countries to support the national training mechanism. This is so obvious when one examines the sizes of the public and private sectors in OECS Member States.

The OECS is yet to undergo the cultural shift from a society of consumers to a society of producers. This will require a change in the culture which promotes education as a social imperative driven by examinations and certification meaningless to the world of work, to one in which education and training becomes an economic imperative, that focuses on the productive sector of our society. The social issues have clearly not been exhausted.

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- ***The Economic Realities:***

The significant economic issues are linked not only to the small sizes of economies of the OECS Member States, but on the more mundane issue of financing the human and capital resource costs of the mechanism and balancing or justifying them against immediate and visible payoffs.

Additionally, funding to support OECS TVET initiatives has now become quite scarce. Even bi-lateral support to national TVET initiatives has been limited to just a couple of OECS Member States. Thus Member Governments must now find creative and innovative ways to finance their human resource development efforts.

- ***The Political Realities:***

Experience has taught those of us of the older generation that what is politically expedient is not necessarily economically expedient. We therefore need to find a way to merge the five year electoral programme of our politicians with the medium to long term economic development plan of our governments so that there could be a measure of continuity in the development of our education and training system. Another political reality is that those circumstances which would force our OECS Governments to take proactive action and demonstrate the necessary political will in addressing workforce development and training, though close at hand, is not yet upon us. The issue is how do we in the OECS, the Education Ministers, or the Heads of Government or even the Parliaments exhibit the willingness and commitment to take up the mantle of responsibility as outlined in the Model Education Bell? That is one question that has been answered to a certain extent by Jamaica, Trinidad, Barbados and now being answered by St. Lucia.

In addition to the above issues, there are regional realities that are now impacting on our efforts in the OECS to respond to the global economic realities.

The New Imperative of Regional Initiatives

In recent times, and specifically since the National Training Agency of Trinidad and Tobago hosted the ***Skills 2000 and Beyond*** regional conference with the theme “Towards a Caribbean Technical/Vocational Education and Training System –Forming Regional Linkages,” the OECS

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began to collaborate on a special initiative with the Training Agencies of Jamaica, Trinidad & Tobago and Barbados. The objective of this initiative as articulated in an ensuing Association of Caribbean National Training Agencies (CANTA) and the development of the Caribbean Technical and Vocational Qualifications for the certification of regionally accepted occupational competencies.

CARICOM governments, having already agreed on establishing the **CARICOM Single market & Economy**,¹⁵ were now implementing the Protocols that would facilitate this plan. Thus it was inevitable that the recent intervention by CARICOM Heads of Government was to mandate that steps be taken to provide resources to the “National Training Agencies in collaboration with Caribbean Examinations Council (CXC) and other relevant agencies to establish common Caribbean Technical and Vocational Education Qualifications by December 2001¹⁶.” That decision by the CARICOM Heads of Government in supporting the establishment of National Training Agencies (NTA's), signals that regional governments, including those of the OECS, have come to recognize the implications of regional certification of occupational competencies and the role of the NTA's for the regional movement towards the single market and economy and facilitating the free movement of goods, services, finance and especially labour.

CARICOM with support from the German Agency for Technical Cooperation (GTZ) has planned a series of regional workshops in support of this regional thrust. These workshops are designed to strengthen the capacity of NTA's or provide the Focal Points of NTA's, as exists mainly in the OECS, with certain competencies that would facilitate in setting up national training mechanisms. The proposed series of workshops are outlined in the following table:

No.	Workshop Theme	Proposed Date	Proposed Venue
1	Building a Workforce Development Infrastructure – Introduction to PROTECH	August 3 (in connection with IVETA 2001 Conference)	Montego Bay/Jamaica
2	From Labour Market Survey to Training Needs Analysis	September 24 – 28,	Kingston/Jamaica
3	How to Develop a Curriculum – DACUM	October 22 – 26,	Port of Spain, Trinidad

¹⁵ **CARICOM Single Market & Economy**, CARICOM Website www.caricom.org/expframes2.htm

¹⁶ Report of the Second Special Consultation on the Caricom Single Market and Economy (ESME), Barbados, November 20-21, 2000: Recommendation 22 (ii), p. 26.

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No.	Workshop Theme	Proposed Date	Proposed Venue
4	Introduction to Log Frame (ZOPP) – the interactive and universal planning method	November 19 – 20,	Georgetown/Guyana
5	Change Management for TVET Instructors	November 21 – 23,	Georgetown/Guyana
6	A Reliable and Viable Approach to Programme Assessment	January 29-31, 2002,	St. Lucia
7	Log Frame (ZOPP) Training for Moderators	March 4-8, 2002,	Barbados

The next Steps & Conclusion

It is fair to conclude from the foregoing that the establishment of a national training mechanism, in some form or another, in each of the OECS Member States, is not only inevitable, but a prerequisite to the survival of the OECS as an economic entity. Member States are fortunate to have at their disposal a comprehensive legal framework, the Model Education Bill for the OECS, to facilitate the development of this important training mechanism. There are existing and impending external forces that points Member States in this direction. Though OECS Member States are encountering difficulties peculiar to them as small under-developed states, they must heed the sound advice to set up their national training mechanism that come to them via the old Nike commercial, “Just Do it!”

Thus the advise to OECS Member States is to do what you can with what you have. The Bill provides not a blueprint but a legal framework. Select the elements of the Bill that fits the circumstances of the individual country. Build on what exists. Learn from and utilize the regional experiences of our CARICOM counterparts. Expand the TVET focal Point to include at least representation from the key stakeholders, the private sector, the trade and labour unions and the NGO's who are involved in training. The existing TVET focal points in OECS countries will soon be required to respond to the regional initiative on the certification of occupational competencies and they ought to be ready to do so. Be aware that another advantage of the TVET Council is that it serves as the link to regional harmonization initiatives, facilitating sub-regional (OECS) collaboration and participation in regional TVET programmes.

Having presented to you my perspective of this important OECS scheme, it is my hope that you have been enlightened in some way by this shining initiative from the OECS sub-region.

Montego Bay, Jamaica W.I. July 31-August 2, 2001

Montego Bay, Jamaica W.I. July 31-August 2, 2001

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Montego Bay, Jamaica W.I. July 31-August 2, 2001

Annexes

Annex 1: MODEL EDUCATION BILL FOR THE OECS (pp 83 –89), Part 6, Technical and Vocational Education and Training

PART 6

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

Establishment of Technical and Vocational Education Council.

124.-(1) The Minister may establish a Technical and Vocational Education and Training Council whose membership shall be

- (a) the Permanent Secretary of the Ministry of Labour who shall be an *ex officio* member;
- (b) the Chief Education Officer who shall be an *ex officio* member;
- (c) the principal of the [] Community College or his nominee; and
- (d) the following persons appointed by the Minister by instrument in writing:
 - (i) two members appointed on the recommendations of the associations which represent employers;
 - (ii) three members with expertise in technical and vocational education and training; and
 - (iii) two members appointed on recommendations of the trade unions.

(2) The Minister shall, by instrument in writing, appoint one member as chairperson, and one member as deputy chairperson

(3) In the case of the inability of any member to act, the Minister may appoint a person to act temporarily in the place of that member.

(4) The Third Schedule has effect with respect to the procedure of the Technical and Vocational Education and Training Council and otherwise in relation thereto.

Functions of Council.

125. The functions of the Technical and Vocational Education and Training Council are:

- (a) to advise the Minister on policy relating to technical and vocational education and training;
- (b) to prepare plans for technical and vocational education and training in accordance with national policies and economic needs;
- (c) to ensure that agreed plans for technical and vocational education and training are implemented;
- (d) to co-ordinate technical and vocational education and training at all levels of the educational system;
- (e) to establish standards for technical and vocational education and training;
- (f) to establish training priorities, qualifications and accreditation;
- (g) to advise the Minister on the scheme of examinations which may be adopted to test students;
- (h) to determine the facilities and resources required to ensure satisfactory standards of technical and vocational education and training and the welfare of students, trainees and staff of training institutions;
- (i) to advise the Minister on the allocation of resources for technical and vocational education and training;
- (j) to make grants and loans for the support and provision of technical and vocational education and training; and
- (k) to carry out such other functions relating to technical and vocational education and training as the Minister may require.

Directions.

126. The Minister may give directions of a general or specific nature to the Technical and Vocational Education and Training Council and it shall comply with those directions.

Appointment of committees and functions thereof

127.(I) The Technical and Vocational Education and Training Council may appoint committees to perform, in relation to technical and vocational education and training -

- (a) such of its functions as it delegates in writing; and
- (b) such other functions as are specified in section 128.

Fourth Schedule.

(2) The provisions of the Second Schedule shall apply in respect of the procedure and function of committees and otherwise in relation thereto -

Additional functions of committee.

128. The additional functions of a committee appointed by the Technical and Vocational Education and Training Council are as follows:-

- (a) to undertake research or assist persons in undertaking research into matters relating to technical and vocational education and training;
- (b) to advise the Technical and Vocational Education and Training Council on specified aspects of technical and vocational education and training;
- (c) to advise the Technical and Vocational Education and Training Council on the training facilities to be provided at institutions for persons employed or seeking training in technical and vocational education and training;
- (d) to advise on or make arrangements for giving selection criteria in respect of persons wishing to obtain technical and vocational education and training;
- (e) to apply or make arrangements for tests and other methods of ascertaining the standards of efficiency to be recommended by the committee

for persons seeking technical and vocational education and training; and

- (f) to recommend the terms applicable to persons wishing technical and vocational education and training.

Training schemes.

129.-(1) The Technical and Vocational Education and Training Council may, with the approval of the Minister and subject to section 125, formulate schemes for regulating training in any occupation.

(2) A term of any contract for training registered before the, date of the coming into force of the scheme may not be revoked or varied by means of a scheme.

(3) A scheme may contain, in respect of any occupation to which it relates

- (a) the qualifications, including the age and educational standards required for trainees;
- (b) the practical training that employers are required to provide for their trainees;
- (c) the theoretical training that is required to be provided by, or at the expense of, employers for their trainees, or that trainees are required to undergo, and the manner in which the training is to be provided or undergone;
- (d) the proficiency tests or examinations that trainees are required to take;
- (e) the maximum number of ordinary working hours including overtime, trainees may be required or permitted to work during any day, week or other specified period;
- (f) the days on which, the hours in any day before or after which, and the intervals during which, no trainee can be required or permitted to work;
- (g) the minimum wages and other conditions that apply to trainees;
- (h) the minimum remuneration and other conditions that apply in respect of any period during which a trainee is unable, by reason of any condition of

training, or other circumstances, to render service to his employer during working hours; and

- (i) any other matter that, in the opinion of the Technical and Vocational Education and Training Council, with the approval of the Minister, is necessary for the effective operation of the scheme.

(4) Different conditions of training may be specified in a scheme in respect of different classes of employers, trainees or occupations and the Technical and Vocational Education and Training Council may, in determining the different conditions for any scheme, apply any method of differentiation it thinks fit.

(5) A scheme may be amended by a subsequent scheme or by an order made by the Technical and Vocational Education and Training Council with the approval of the Minister

System for monitoring.

130. Subject to the approval of the Minister, the Technical and Vocational Education and Training Council shall establish an effective system for monitoring the implementation of the technical and vocational education and training strategy and plan.

Regulations by Council.

131.-(I) The Technical and Vocational Education and Training Council may, with the approval of the Minister, make regulations -

- (a) prescribing the form and terms of any contract of Training;
- (b) relating to the manner of proof of educational qualifications;
- (c) prescribing the nature of returns that employers are required to furnish to the Council, and the period during which the returns are to be furnished;
- (d) prescribing the procedure for the registration and transfer of contracts for training and for the notification of the expiration or termination of such contracts; and
- (e) for the holding of tests in respect of any specified occupation, and for the granting of a certificate of proficiency to any person who enters for, and passes, any such test, notwithstanding that that person is not a trainee.

Annual Report

132.-(I) The Technical and Vocational Education and Training Council shall, not Later than six months after the end of the school year, submit to the Minister a report containing -

- (a) an account of the activities of the Technical and Vocational Education and Training Council throughout the preceding financial year in such detail as the Minister directs; and
 - (b) a statement of the accounts of the Technical and Vocational Education and Training Council for that financial year audited in accordance with regulations enacted for that purpose.
- (2) A copy of the report of the Technical and Vocational Education and Training Council referred to in subsection (1) shall be printed and laid before Parliament.

National Policy

133. The Technical and Vocational Education and Training Council shall prepare a national policy for technical and vocational education and training to meet the needs of society and the economy.

Plan for technical and vocational education-

134.-(I) The Technical and Vocational Education and Training Council shall prepare a strategy and plan for technical and vocational education and shall update it each year.

(2) The strategy and plan referred to in subsection (1) above shall identify outputs and priorities and recommend allocation of resources to implement the plan in the most cost effective manner.

(3) The strategy and plan shall only be implemented in public and assisted private schools on the written direction of the Minister to the Chief Education Officer.

Regulations by Minister.

135. The Minister may make regulations -

- (a) enabling the Technical and Vocational Education and Training Council to appoint an Executive Director and other members of staff to manage its affairs;

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- (b) establishing an employment and training fund for the purposes of promoting and supporting training and the upgrading of *skills for the labour* force;
 - (c) establishing and regulating the accounting and auditing of any received by the Technical and Vocational Education and Training Council;
 - (d) respecting the criteria and eligibility for receiving grants or loans;
 - (e) respecting the procedures for the evaluation of proposals for *grants* or loans;
 - (f) establishing procedures for monitoring the performance and outcome of training required to satisfy the conditions for award of grants or loans;
 - (g) respecting the procedures regarding training schemes; and
 - (h) respecting the supervision of trainees by employers.