



Ministry of Education, Youth, Sports & Culture

NATIONAL TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) POLICY



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Ministry of Education, Youth, Sports & Culture

Ministry of Education Building
Sir Eric M. Gairy Botanical Gardens
Tanteen, St. George's
(473) 440-2737/3162

National Technical And Vocational Education And Training (TVET) Policy

Photo contributions:

*Grenada National Training Agency
Ministry of Education, Youth, Sports & Culture
Ministry of Climate Resilience, the Environment and
Renewable Energy
Presentation Brothers College
Conception Dance Theatre*

*Creative Design and Building Construction Company Limited
Siversands Grenada
Sandals Grenada
Grenada Electricity Services Limited
Rubis Grenada
SMART Hydroponics
Clarkes Court Boatyard and Marina*

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List of Abbreviations

AI	Artificial Intelligence
CANTA	Caribbean Association of National Training Authorities
CAPE	Caribbean Advanced Proficiency Examination
CARICOM	Caribbean Community
CBET	Competency-based Education and Training
CCSLC	Caribbean Certificate of Secondary Level Competence
CDB	Caribbean Development Bank
CPEA	Caribbean Primary Exit Examination
CQF	CARICOM Qualifications Framework
CSEC	Caribbean Secondary Education Certificate
CSO	Central Statistical Office
CVQ	Caribbean Vocational Qualification
CXC	Caribbean Examinations Council
FBO	Faith-based Organisation
FLY	Fostering Level-Headed Youth
GCE	General Certificate of Education
GDP	Gross Domestic Product
GEPAP	Gender Equality Policy and Action Plan
GNAB	Grenada National Accreditation Board
GNTA	Grenada National Training Agency
GCTVET	Grenada Council for Technical and Vocational Education and Training
ICT	Information Communication Technology
ILO	International Labour Organisation
IMF	International Monetary Fund
JIT	Just-in-time
LMI	Labour Market Information

M&E	Monitoring & Evaluation
MOA	Memorandum of Agreement
MOE	Ministry of Education, Youth, Sports and Culture
MPower	Empowering Men
NGO	Non-governmental organisation
NPS	National Plan Secretariat
NQF	National Qualifications Framework
NSDP	National Sustainable Development Plan
NVQ	National Vocational Qualification
OAS	Organization of American States
ODL	Open and Distance Learning
OECS	Organisation of Eastern Caribbean States
OER	Open Education Resources
OESS	Education Sector Strategy
PAYS	Pay-as-you-Save
QE	Quality Enhancement
SDG	Sustainable Development Goal
SGU	St George's University
SMEs	Small and Medium Enterprises
SPEED	Strategic Plan for Educational Enhancement and Development
STEAM	Science, Technology, Engineering, Arts, and Mathematics
STEM	Science, Technology, Engineering, and Mathematics
TAMCC	T.A. Marryshow Community College
TVET	Technical and Vocational Education and Training
USA	United States of America
XCD	Eastern Caribbean Dollars



Minister's Message

Hon. David Andrew, Minister of Education, Youth, Sports, and Culture

The Government of Grenada is delighted to endorse this National TVET Policy which is expected to guide the nation in its drive to attain sustainable development. The Policy is the first of its kind for Grenada. The government is committed to investing in the development of skills relevant to its transformative agenda and reflective of the fast-changing global economy.

Our vision is one of a sustainable, equitable and prosperous Grenada for all which is driven through the creation of a globally competitive national workforce enabled by a market responsive education and training system.

The Government recognizes the key role Technical Vocational Education and Training (TVET) plays in the international education agenda and in positioning Grenada for greater social and economic resilience. It is well known that three of the seven targets outlined under SDG Goal 4 of the 2030 Agenda for Sustainable Development specifically relate to TVET.

Grenada's greatest asset is its human resource and as a result we need to equip our population with the knowledge, skills, and attitudes necessary for economic development while fostering individual talent. The National TVET Policy is the engine for providing opportunities to empower our population

with critical skills that will enable them to function in a technology propelled environment that is demand driven. Among the transformative changes expected is the reform of youth skills training programmes to provide more industry-ready training opportunities that lead to sustainable employment.

The Policy has an ambitious agenda targeting several policy areas such as sustained financing, the digitization of TVET and the harmonization of TVET structures nationally. The hope is that all TVET stakeholders will see skills development as a strategic national priority requiring focused attention and greater investment.

The Ministry of Education, Youth, Sports and Culture is fully committed to the implementation of the Policy which outlines a governing framework designed to enhance human capacity, respond to demand, and empower individuals to learn and earn.

The policy will require the introduction of new structures and activities, the adoption of new techniques, and greater collaboration and partnerships with stakeholders for the provision of physical, technical, human, and financial resources to achieve success.

The Ministry is also committed to working closely with the Grenada Council for Technical and Vocational Education and Training (GCTVET), the Grenada National Training Agency and other agencies to oversee the successful fulfillment of the action plan of the Policy. A key component of the Policy is access to and participation in TVET for all. This involves harmonizing the system and creating the regulatory framework outlining roles, rights, obligations and accountabilities for effective governance and quality TVET provision. A major feature of the transformation

process will be improving the image of TVET so that it becomes attractive to learners as an alternative education pathway and not a secondary option. TVET must be seen as a mechanism for mastering skills through lifelong learning.

I would like to place on record my appreciation for the hard work which went into the preparation of this TVET policy by the National Training Agency. Special thanks to technical support leader, Mr. Edward Williams (Monitoring and Evaluation Officer at the NTA) and other NTA staff; Consultant, Pauline Whiteman; staff of the Ministry of Education, and all stakeholders who participated in the TVET Policy consultations. We are also grateful for the technical and financial support provided by the United Nations Educational, Scientific, and Cultural Organisation (UNESCO) for conducting the TVET Policy Review and the National TVET Policy.

The Government of Grenada through the Ministry of Education will do all in its authority to fulfill its obligations to ensure achievement of the goals of the National TVET Policy.

Hon. David Andrew

Minister of Education, Youth, Sports, and Culture



GCTVET Chairman's Message

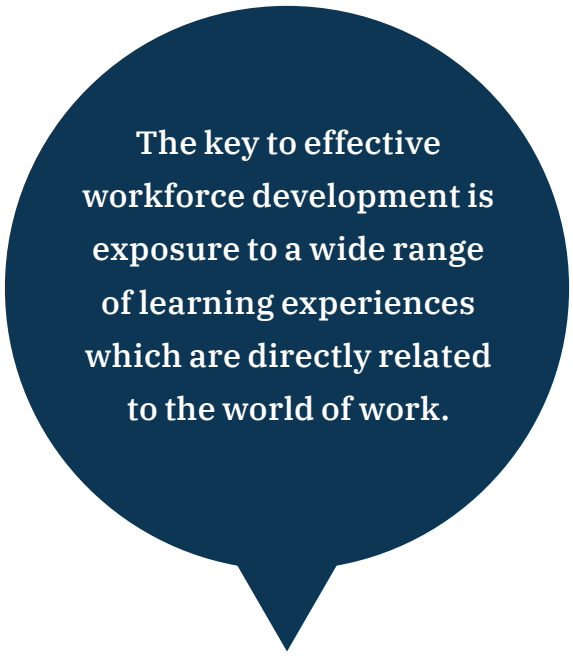
Mr. Stephen Jerome, Chair, Grenada Council for Technical Vocational Education and Training (GCTVET)

The GCTVET, with the NTA as its implementing arm has contributed to the improvement of the quality of the Grenadian workforce. The National TVET Policy will position the organisation to lead the transformation of the TVET system in Grenada. The effective implementation of this policy will foster sustainable growth and enhanced human and social development.

We recognize the importance of creating a more adaptable TVET sector to be able to effectively and adequately respond to environmental shocks and global demands. The recent COVID-19 pandemic has

shown us how significant the impact has been on education and training. This required paradigm shifts for training, working and learning to include the adoption of blended instructional methodologies, the reorganization of work and training, and retraining in new and emerging skill areas.

The key to effective workforce development is exposure to a wide range of learning experiences which are directly related to the world of work. This means education and training that is in greater alignment to the needs and demands of industry. For success, a sustainable financing mechanism



The key to effective workforce development is exposure to a wide range of learning experiences which are directly related to the world of work.

is needed to ensure growth and development. This is embedded in the Policy as a major action.

The National TVET Policy sets out a ‘road map’ for change which mandates establishing quality lifelong training throughout the state via the creation of new opportunities for workers and young people. This Policy signals a new approach to skills development, harmonization, and integration which puts people first.

The GCTVET, along with the NTA, pledge to give full support to the implementation of the National TVET Policy and encourage the participation and support of other sectors and stakeholders who are direct beneficiaries of a well-trained and certified workforce.

The GCTVET expresses its sincere gratitude to the CEO and staff of the National Training Agency for their hard work and commitment over the past four years in leading the way to first conduct the TVET Policy Review and then to develop the National TVET policy.

We wish to thank the Ministry of Education, Youth, Sports and Culture for its technical and financial support in this process, as well as the United Nations Educational, Scientific, and Cultural Organisation (UNESCO), for its technical and financial support and guidance throughout the process. We also commend the consultant, Ms. Pauline Whiteman for facilitating the process, and stakeholders for their participation and valuable contribution in the development of this TVET Policy.

The GCTVET assures the people of Grenada that as the body offering national TVET leadership, it will make every effort to effectively coordinate the successful implementation of the National TVET Policy.

Stephen Jerome
Chair, Grenada Council for Technical Vocational Education and Training (GCTVET)

Endorsement Statements by TVET Stakeholders

Grenada Chamber of Industry & Commerce

The Grenada Chamber of Industry and Commerce supports the implementation of the Technical and Vocational Education and Training program (TVET) at secondary, post-secondary, and tertiary levels including work-based learning and continuing training and professional development.

Given the increasing need for skilled labour in Grenada's workforce and the reported high level of brain drain in the country, the TVET program will support the existing infrastructure to supply skilled labour. This program will comprise of education, training and skills development, relating to a wide range of occupational fields, services, production, and livelihoods. The program will offer standardized national and local skills development opportunities, aimed at providing technical and vocational education and training

that will raise the quality of skills needed to meet the labour market demands. This training is geared towards filling the gaps of skills needed and those available, while strengthening the productivity of the workforce and raising the quality of skills available.

The Chamber welcomes the implementation of the Technical and Vocational Education and Training program (TVET) and encourages the development of technical and vocational skills for increased capacity, skilled human resource for sustainable business development and a more robust private sector.

Training Providers

We believe that Technical and Vocational Education and Training (TVET) provides certification that validates the knowledge, skills, attitudes and expertise of professionals in several traditional and non-traditional professions.

TVET is also considered as a critical educational vehicle for achieving social equity, inclusion and sustainable development and livelihood.

As training providers, we can identify several individuals in various sectors who have utilized the opportunities provided through TVET, to enhance their professional and personal development. Our goal is to provide quality technical and vocational education to our clients.

It is against this background that we place on record our endorsement of the five priority areas presented in the draft National TVET Policy. We believe that the priority areas support our advocacy for a holistic approach to TVET. This can be achieved through the development and enhancement of the skills of training providers to deliver training encompassing a range of knowledge and skills, plus the



attitudes that will enable them to gain meaningful employment and participate in all aspects of national development.

Grenada Trades Union Council

The Grenada Trades Union Council wishes the National Training Agency every success in its development and implementation of the Grenada National Technical Vocational and Education and Training TVET policy.

The demands of today's job market are noticeably different from that of yesteryear, where as a society our emphasis was on the academic development of our population. However, current realities have revealed that based

on the improvements in science and technology, it is now necessary to also focus on technical and vocational education and training.

Moreover, employment opportunities in non-traditional areas of yachting, underwater welding, robotics, culinary arts, construction and construction value chain are increasingly available to our youth who in many cases are not qualified to take advantage of these opportunities. TVET training provides our youth with the opportunity to learn and develop work related skills and to master these skills under scientific principles.

Council notes that the driving force behind the development of some of the technological advanced economies such as Germany, Austria, China and other developed states is their focus on TVET. Therefore, it is our hope that this policy will assist in creating a paradigm shift within our population opening the door to the training, retraining and retooling of our labour force as we press into the future.

The GTUC fully endorses this move as part of the strategy that can assist in reducing the levels of unemployment in our country while offering workers the opportunity to upgrade themselves to be more effective and to promote sustainable development.



Executive Summary

The Ministry of Education, Youth, Sports and Culture through the Grenada National Training Agency (GNTA), developed a national TVET policy to ensure a skilled, adaptable workforce for Grenada in alignment with the National Sustainable Development Plan (2020 – 2035).

The policy was informed by a TVET Policy review conducted by GNTA with technical support from with UNESCO after a thorough assessment of the TVET sub-sector in Grenada. The TVET policy was developed against the socio-economic, sectoral, institutional and legal contexts in which the TVET systems operate in Grenada and identifies issues that need to be addressed to strengthen governance, widen access and to progressively enhance labour market relevance and quality of technical and vocational education in Grenada.

Sectors such as Agriculture and Fisheries, Tourism, Construction, Education, Arts, Entertainment and Recreation were identified as leading contributors to GDP. As the country continues its trajectory towards a competitive workforce, the TVET focus will also be aligned to the emerging sectors such as Manufacturing, Renewable Energy and Information and Communication Technology. There are recognisable deficits in skills in these sectors and as such there is a need to address the existing gaps through an enhanced education and training system.

Education and training in Grenada are reflected across the pre-primary, primary, secondary and tertiary levels. The intent is to ensure that TVET is represented at all levels, hence the need for policy development. The relevant legislation and policies that govern and support the education system in Grenada, primarily the Education Act No 21 of 2002 and the Grenada Council for TVET Act No 9 of 2009, were referenced as a key part of framing the TVET policy.

The COVID-19 pandemic has generated shifts in economies, social activities and working practices. In order to evaluate the impact of the pandemic on Grenada Labour Market virtual focus groups sessions were held with relevant stakeholders. While the extent is still not fully known, participants highlighted some discernible effects on the creative, hospitality, education and the informal sectors such as job losses and supply chain issues. Participants proposed solutions including the continuous professional development for TVET staff to up-skill and retool individuals to support the needs of industry changes. Participants also articulated that



several post-pandemic opportunities were created such as boosting training in agriculture to ensure food security, and reskilling the workforce in new technologies to support social and economic activities. Furthermore, suggestions were made regarding the capacity of the TVET system to support Grenada's economic transformation, prosperity and growth agenda inter alia, expanding the role of the GNTA, incorporating ICT and developing non-traditional areas such as boat building and the cottage industry.

Focus group sessions were conducted with stakeholders in the education and training sector to assess the impact of the pandemic on Grenada's TVET system. Participants noted that the closure of TVET institutions led to the disruption of training. To minimize these negative effects, TVET institutions and providers altered their formats and delivery methods. Blended approaches were used to deliver sessions utilising video conferencing tools like Zoom. Programme durations were increased and there was more reliance on portfolio assessment. Instructors were therefore exposed to just-in-time (JIT) training to deliver

online programmes. In some instances, devices were provided to learners to support access to training where resources were limited. Participants indicated that the pandemic has reaffirmed the need for upskilling of TVET staff to use ICT/digital learning tools and learning management systems.

The feedback from the focus group reaffirmed that the priority lines of action as identified in the TVET policy are well positioned to address the present challenges from the pandemic as well as those pre-existing weaknesses within the TVET system.

The existing context of the Education and Training sector in Grenada was reviewed and analysed to identify the strengths, weaknesses, opportunities, and threats. A review of the SWOT analysis highlighted the following factors inter alia:

Following the review and analysis of the TVET context in Grenada, the articulation of vision and mission statements and the identification of guiding principles, five priority lines of action are established namely:

1. Strengthen TVET governance

More effective governance and management of TVET will require enhancing the coordinating role of the GNTA to harmonise and centralise all TVET. This will also involve establishing systems of accountability to manage and maintain quality in TVET and the development of a comprehensive National Human Resource Development Strategy based on sectoral and national development plans.

2. Access to and participation in TVET

The need for expanding engagement opportunities is critical and calls for providing quality TVET programmes at all levels. New vocational pathways will be created with subjects introduced from the primary levels in alignment with and preparation for TVET at higher levels. Programme choices in curricula across all levels will be increased with the introduction of mandatory components such as entrepreneurship programmes included in the curriculum. Seamless integration depends on the introduction of a credit system for prevocational certification and the implementation of a NQF to facilitate articulation across all levels and disciplines.

3. Quality Assurance in TVET

Quality Assurance mechanisms will be implemented to maintain and evaluate compliance regarding resources, standards and curricula development, training delivery, assessment, certification and recognition, and management. Moreover, opportunities for continuous improvement will be fostered among training providers and TVET practitioners to ensure capacity building and professional development. The TVET system will be responsive and relevant to the needs of the Grenadian people, the society and the labour market. Skills gaps and mismatches will be identified and minimum standards for human resource development will be established to ensure a ready, skilled and qualified workforce.

4. Digital Transformation

In order to guide the TVET System through digital transformation, an enabling digital environment for TVET will be fostered for learners and instructors to innovate, create and collaborate.

5. Financing for Sustainable TVET

Strengthening and securing sustainable financing for the TVET sector will require the continued efforts to source funding from various development partners, as well as the establishment of an Enterprise Training Fund.

A Monitoring and Evaluation (M&E) strategy will ensure the achievement of the TVET Policy which aims to create a governing framework that includes stakeholders, enhance human resource capacity, response to societal demands and empower individuals to thrive, earn and learn.



There are some key themes that span the priority areas identified in the policy. These integrated areas namely gender, equity and inclusiveness; partnerships and collaboration; advocacy, promotion and marketing, and climate and environment action will impact all aspects of TVET development and transformation in Grenada. These cross-cutting topics support cohesion across the policy areas, to ensure sustainable development and quality education and training are accessible for all.

The MOE is primarily responsible for the implementation of this TVET policy framework, planning,

coordinating and providing support to and supervision of TVET institutions nationwide. The MOE through the GNTA, the body responsible for quality assurance of TVET will work in tandem with multiple stakeholders for the implementation of various policy actions, whose roles and responsibilities are outlined.

A Monitoring and Evaluation (M&E) strategy will ensure the achievement of the TVET Policy which aims to create a governing framework that includes stakeholders, enhance human resource capacity, response to societal demands and empower individuals to thrive, earn and learn.

The Ministry of Education will be responsible for the implementation of the M&E strategy and will involve the active participation of relevant stakeholders to ensure mutual accountability.

The financing mechanisms are intended to create sustainable financing with less reliance on government funding. The establishment of the Enterprise Training Fund and secured grants from development partners will serve as the primary mechanisms for financing the TVET sector. GNTA will administrate over the funds as part of the Framework for the Harmonization of National Skills Development Programme.

The rebranding and repositioning of the TVET sector will be central to the communication strategy, with a narrative to promote the importance and acceptance of TVET certification for employment and for further education and training. Acceptance from stakeholders inclusive of employers, training providers, civil society, TVET learners and parents, is required to ensure effective communication and consistent messaging.



To further position Grenada towards global competitiveness and social resilience, there must be improvements in the productivity of its labour market through the development of market-driven skills.

1.0 Introduction

To further position Grenada towards global competitiveness and social resilience, there must be improvements in the productivity of its labour market through the development of market-driven skills. The government is therefore continuing its efforts to advance the Technical and Vocational Education and Training (TVET) sector, as a strategic national priority and as part of the overall educational system upgrade in Grenada. This commitment to TVET is aligned to the OECS Education Sector Strategy which supports the widely accepted view that achieving better quality education will contribute to improved productivity and competitiveness.

The Ministry of Education has been focusing on areas for effective education delivery through a series of policy initiatives. One such initiative is the development of a national Technical and Vocational Education and Training (TVET) Policy to ensure quality TVET provision throughout Grenada for meeting local and international skills demands. The TVET Policy aims to create a governing framework that includes all stakeholders, enhance human resource capacity, respond to societal demands and empower individuals to thrive, earn and learn.

The TVET policy was developed in collaboration with the Ministry of Education, Youth, Sports and Culture, GNTA, GCTVET, with technical assistance from UNESCO and input from other local stakeholders. Primary local stakeholders included government, institutions, private sector, faith-based organisations and community groups.

Following the publication of a TVET policy review in March 2021, the Ministry sought support through UNESCO, for technical assistance to develop a TVET Policy for Grenada to ensure quality TVET provision throughout Grenada to meet local and international skills demands. The Policy development process involved a series of meetings with the GCTVET, NTA, policymakers, and other key TVET stakeholders. Several reports including the TVET policy review, NSDP, national development plans and sectoral policies, among others were referenced to inform the policy. In drafting the policy, consideration was also given to the context of the COVID-19 pandemic and impact on

Grenada's labour market and the TVET system. The document was compiled and revised based on continual feedback at selected stages from GNTA, GCTVET, and UNESCO.

The Ministry of Education, Youth, Sports and Culture shall adopt a coordinated approach to the implementation of the TVET policy and facilitate the integration of TVET across the various levels of the educational system. The implementation therefore requires full collaboration of groups inclusive of Government, institutions/TVET providers, private sector, non-governmental organisations, faith-based organisations, regional and international agencies and development partners.

2.0 Context Analysis

2.1 Geographical Context

Grenada, an English-speaking territory, is the most southerly of the Windward islands. The state consists of three islands: Grenada, Carriacou and Petite Martinique. The capital St. George's is located on the island of Grenada. The islands together have a land mass of about 340 square kilometres. The tri-island state became independent in 1974 but remains within the British Commonwealth and inherited an educational system from the British. Grenada is a member of the Caribbean Community (CARICOM), the Organization of Eastern Caribbean States (OECS), and the Organization of American States (OAS).

2.2 Socioeconomic Context

Historically, the main economic activity was sugar production, followed by nutmeg and other spices and it is from the wealth of spices that Grenada earned the name ‘Spice Island’. Additionally, cocoa and banana production were also main economic activities. Today, Grenada’s economy is largely dependent on tourism and agriculture. The vagaries of the world market, competition from other tourist destinations and the devastating hurricanes have contributed to the short supply of foreign exchange required to manage the economy, as a result Grenada has had to borrow from international agencies leading to a high level of indebtedness.

Referencing the Caribbean context, Grenada is amongst the CARICOM member states with the highest proportion of services. Twenty-five percent (25%) of Grenada’s total exports are traded within CARICOM. Grenada has a median GDP per capita amongst CARICOM members which is growing extremely fast. The GDP per capita for Grenada was 9,680 USD in 2020¹.

Grenada has a population of approximately 112,519 (World Bank, 2020)², with the largest group (40.4%) between the ages of 25-54 years. Males account for just over 22,000 and females just over 21,000³. Many of the impoverished (two-thirds) are young (24 years of age or less) and a significant number of those living below the poverty line (also two-thirds) are what might be termed working poor (NPS,2019). Recent estimates in 2020 indicated that the 15-24 years age group comprised 14.14% (male 8,034/female 7,959) of the population⁴.

TRADE WITHIN CARICOM

25%

Grenada is amongst the CARICOM member states with the highest proportion of services. Twenty-five percent (25%) of Grenada’s total exports are traded within CARICOM.

9,680 USD

Grenada has a median GDP per capita amongst CARICOM members which is growing extremely fast.

The GDP per capita for Grenada was 9,680 USD in 2020.

112,519

**GRENADA’S POPULATION
ACCORDING TO THE WORLD
BANK IN 2020**

¹ IMF (2022, February 25). Grenada: Staff concluding statement of the 2022 article iv mission. <https://www.imf.org/en/News/Articles/2022/02/25/grenada-staff-concluding-statement-of-the-2022-article-iv-mission>

² World Bank (2020).

³ National Plan Secretariat (NPS, 2019).

⁴ The World Factbook. Retrieved March 2022 from <https://www.cia.gov/the-world-factbook/countries/grenada/#people-and-society>

COVID-19 PANDEMIC IMPACT

-11.2%

Decline in Tourism-driven Economy in 2020

28.4%

Unemployment rate in the second quarter of 2020,

14,000+

Jobs lost from a labour force of approximately 50,000

About 60% of the population lives outside the urban areas and 40% lives below the poverty line (European Commission Report, 2014). The unemployment data suggest that the economic progress is unevenly distributed between males and females, noting that 47% of households in Grenada were female-headed and 20% of those in the rural areas were reported as being poor.

The decline in unemployment between 2014 and 2015, from 24.5% to 22.9% respectively, signals that Grenada was on a development path, economically and socially. This direction includes measures to diversify the economy, reform the public sector, reform education and training systems and foster sustainable development.

The tourism-driven economy was threatened by the advent of the COVID-19 pandemic in 2020 which has seen the average 4% growth experienced from 2013 to 2019, decline to negative 11.2% in 2020. The unemployment rate was doubled to 28.4% in the second quarter of 2020, due to the loss of more than 14,000 jobs from a labour force of approximately 50,000⁵.

A comprehensive policy and plan for TVET reform and transformation is crucial for Grenada to realise its sustainable development goals as referenced in the National Sustainable Development Plan (2020 – 2035) as well as cushion the impact of the COVID-19 setback.

2.3 Sectoral Context

Traditional sectors such as Agriculture and Tourism continue to be areas of priority, with other notable sectors such as construction, transport and private education being the leading contributors to GDP. In 2018, Agriculture & Fishing contributed to 6.31% of the GDP, Education 17%, Industry 16.2% and Services 77.5%⁶. There are recognisable deficits in skills in these sectors and as such there is a need to address the existing gaps. As the country continues its trajectory towards a competitive workforce, the TVET focus will be aligned to the emerging sectors such as Manufacturing, Renewable Energy and Information and Communication Technology. Within these sectors, advancements are being made and as such skills requirements are continually redefined. To address the skills gaps that exist, government, private sector and other stakeholders must forge strategic alliances to enable the credentialing of skills acquired via training schemes.

⁵ Taken from the 2021 Grenada Budget speech

⁶ Eastern Caribbean Central Bank (2019)



With closer examination of the sectors and sub-sectors, reference will be made to the colour economies classifications as seen below.

COLOUR ECONOMIES

Green Economy	- Sustainable and environment-friendly economic activities, such as agriculture, clean technology, and renewable energy.
Blue Economy	- Activities related to water resources, like marine biotechnology, fisheries, and aquaculture
Brown Economy	- Activities are solely based on fossil fuel resources.
Purple Economy	- Care activities and services, such as education, healthcare, women empowerment, supporting the disabled and the elderly, communication, and others.
Orange Economy	- Cultural and creative industries, which include activities such as audio-visual arts, digital services, fashion, graphic and industrial design, handcrafts, music, and software
The Silver Economy	- Socioeconomic activities generated from hydrocarbon (oil and gas)



2.3.1 Agriculture and Fisheries

The Grenada National Agricultural Plan 2015-2030 has provided sound context for the agriculture sector to facilitate the development of national agriculture policies, action plans and incentive regimes⁷. Grenada has been moving towards modern agriculture to increase efficiency and productivity while decreasing environmental impact. The use of new technology, digital tools, and data as well as the up-skilling of persons will be needed to guide this initiative. The Blue Economy is also a key component of the agriculture sector with numerous ecosystem services such as diving, yachting, aquaculture and marina services.

Grenada's modern agricultural sector must include value-added production, male and female youth involvement, technology, increased agricultural extension services, capacity building, research and development and adaptation to climate change.

Increasing value-added agriculture production would require skilled workers at all points of the value chain to enhance existing agriculture produce and fish processing for local consumption and export. In addition, a viable market exists for local quality extracts, oils and other beauty care inputs to meet the demands of the local Health and Wellness Industry as well as local, regional and global consumers. In this regard, a structured and systematic programme for capacity building and training for agriculture will be necessary. The Agricultural sector must also adapt to climate change which will require, inter alia, the application of climate smart practices throughout the sector.

Grenada's modern agricultural sector must include value-added production, male and female youth involvement, technology, increased agricultural extension services, capacity building, research and development and adaptation to climate change

2.3.2 Manufacturing

The overarching manufacturing sector has been mostly represented by small scale craft production, furniture making, furnishings and jewelry production (Policy Review -UNESCO, 2021). Manufacturing sub-sectors include chocolate production, beverages, grain mill and bakery products, animal feed, and chemicals and paints. The increase in economic activity in the construction sector sustained the chemical and paints market. Additionally, beverage production is demand driven, and therefore this sub-sector was boosted by overall sectoral growth (NPS, 2019).

Construction was the main driver of the industrial sector's recent expansion and growth

⁷ [https://gov.gd/sites/maal/files/docs/Documents/COUNTRIES_GRENADA_National_Agriculture_Plan_Final_Aug25_2015_Final_Edit_\(002\).pdf](https://gov.gd/sites/maal/files/docs/Documents/COUNTRIES_GRENADA_National_Agriculture_Plan_Final_Aug25_2015_Final_Edit_(002).pdf)

17%

Education has grown from representing 11% of GDP in 2001, to 17% in 2018

13.6%

Private education is the biggest sub-sector of Grenada's services, constituting the largest share (13.6%) of GDP in 2018

Community-based tourism will provide income earning opportunities such as home tours that provide home-cooked meals, cultural exchanges, walkthroughs of village gardens and fishing excursions with local fisherfolk.

2.3.3 Construction

Construction was the main driver of the industrial sector's recent expansion and growth in this sector has been projected⁸. Opportunities for growth have been identified through numerous planned infrastructural development activities including the:

- ✓ Airport expansion and resurfacing project
- ✓ Phase Two of the Parliament Building
- ✓ Modern state-of-the-art centre for culture
- ✓ Modern state-of-the-art fish processing facility
- ✓ Planned public investment to build climate resilience

A cadre of skilled persons in the construction sector is required for ongoing and future initiatives as well as to adequately respond to disasters, such as hurricanes.

2.3.4 Education

Education has grown from representing 11% of GDP in 2001, to 17% in 2018⁹. Concomitant with the expansion of the education sector to satisfy the demands for skilled personnel, would be opportunities for careers in TVET. Private education is the biggest sub-sector of Grenada's services, constituting the largest share (13.6%) of GDP in 2018. Private education institutions include a dozen primary and secondary schools, but the main player is the private tertiary medical institution, St George's University (SGU). The institution attracts many international students, especially from the United States of America (USA) and has recently expanded its physical facilities which may allow for future growth. However, hurricane risks and competition from other offshore universities threaten enrollment rates.

⁸ IMF. (2019). Article iv consultation—press release; staff report; and statement by the executive director for Grenada. IMF Staff Country, (192). <https://doi.org/10.5089/9781498323000.002>

⁹ Eastern Caribbean Central Bank (2019)



Education was significantly impacted by the COVID-19 pandemic. Considerable efforts of the SGU in partnership with government have been undertaken to mitigate against the fallout of COVID-19.

2.3.5 Tourism

Tourism is anticipated to continue as a source of economic growth for Grenada. The numbers of stay-over visitors, cruise ship passengers, international and regional tourists are steadily increasing. Marketing efforts, in combination with added airlift, targeted at other Caribbean nations and Canada, have resulted in increased travels from these regions. Grenada continues to host regional and international events such as Dive Fest and Pure Grenada Music Festival, which allows for further growth.

There is increased advocacy for mainstreaming of nature-based tourism, eco-tourism and cultural tourism (NSDP, 2019). Grenada is poised to capitalise on the expansion of the Global Health and Wellness industry which offers a high-end niche market, with its natural herbs, spices, medicinal crops, lush beauty and serenity. This will require the development of occupational standards as well as training and certification of personnel to support the sub-sector.

Community-based tourism will provide income earning opportunities such as home tours that provide home-cooked meals, cultural exchanges, walkthroughs of village gardens and fishing excursions with local fisherfolk. Cultural tourism must also be supported and encouraged, in particular,

the wooden boat-building tradition. There is a need to train the youth involved in this craft, as well as support the development of other coastal community traditions.

Yachting in Grenada has many competitive advantages that support eco and nature tourism, such as sheltered anchorages, high quality marinas and boatyards, a good range of yachting and marine service facilities, international air links, proximity to the Grenadines idyllic cruising waters, complementary sporting activities, and on-land tourist attractions. The full potential of the yachting sub-sector must be harnessed for socio economic development and transformation. Further growth and development must be supported by a cadre of skilled and trained Grenadians to service the industry.

Grenada's hospitality training centre can be upgraded to a tourism centre of excellence to cater to the training and certification needs of the tourism industry (NSDP, 2019). Activities directed at encouraging tourist traffic will allow the tourism sector to remain a source of growth for Grenada's economy.

2.3.6 Arts, Entertainment and Recreation (Orange Economy)

Grenada's rich cultural background and heritage must be leveraged to generate decent and sustainable jobs. An enabling environment must be provided to adequately support the creative arts industry. The areas that will be promoted include:

- ✓ Performing arts curriculum in schools (starting at the primary level), which encapsulates all areas of the creative arts (dance, drama, music, visual arts and fashion)¹⁰
- ✓ Teaching of mass production, wire bending, steel pan and other aspects of Grenada's carnival and culture in education and training institutions
- ✓ Structuring the approach for passing down traditional skills to preserve and protect Grenada's cultural and heritage assets.

A modern, state-of-the-art centre of excellence for culture (for performing arts, visual arts, poetry, music, dance and fashion) can be established to position Grenada's culture, carnival, and other festivals in the global marketplace. Additionally, highly trained, skilled and industry professionals should be involved in the teaching of creative arts in schools and communities.

2.3.7 Renewable Energy Industry (Green Economy)

Governance and institutional arrangements, as well as infrastructure to promote the widespread use of some form of renewable technologies must be bolstered. Priority areas for greening could comprise all buildings (public and private), electricity generation, and transportation. Investments in clean and renewable sources of energy such as wind, hydro, and solar power for domestic and industrial use must be scaled up to include:

¹⁰ Retrieved from National Sustainable Development Plan (NSDP) 2020-2035.



- ✓ Developing incentive packages to clean energy services to reduce demand for fossil-fuel-generated electricity from the grid
- ✓ Launching Pay-as-you-Save (PAYS) and Lease Financing initiatives to support financing of energy efficiency activities
- ✓ Mainstreaming clean energy activities into climate change adaptation strategies so that the focus of the Green Economy is on building resilience¹¹

Minimum performance standards for renewable energy and geothermal development must be introduced, concomitant with relevant training.

2.3.8 Information and Communications Technology

Grenada has accepted digital transformation to stay abreast of the changing landscape with the incorporation of ICT as an enabling tool to guide TVET into the future. The Covid-19 pandemic has highlighted the digital divide and has accelerated the country's need for digital transformation.

At the launch of the CARICOM Digital Skills Task Force, it was revealed that Grenada was fast-tracking its digital transformation agenda to create a more citizen-centric public service capable of delivering more online services. Also noted, was the need to improve the digital literacy of the citizens and the roll out of a digital skills programme. One of the key elements of the digital strategy was ICT infrastructure to facilitate increased access to regional broadband networks as well as the development of IT and IT-enabled services in Grenada and the Caribbean region.

Digital transformation is expected to impact all aspects of life. Technology changes the way businesses operate, consumers interact, students learn, and communities socialise. These changes will have implications for the content and delivery of apprenticeships, vocational qualifications, technical and vocational training, and other qualifications, which are needed to deliver both general and specialised digital skills. The rapid advancement of technology has highlighted the need for continual lifelong learning and up-skilling to maintain an adaptable workforce.

2.3.9 Oil and Gas

The discovery of oil and gas in 2018 is expected to contribute to Grenada's economic diversification and structural transformation. The creation of a viable and sustainable oil and gas industry would require strategic actions to be taken such as training, research and development and strategic partnerships with neighbouring CARICOM Oil and Gas economies. The subsequent development of this sector will create jobs and lead to investment, economic growth, and development of the country.

2.4 Institutional Context

The Ministry of Education, Youth, Sports and Culture and Information is responsible for the education sector in Grenada. Education is a basic human right and need, as well as the means of meeting other basic needs, promoting at the same time, social and economic development (Ministry of Legal Affairs, 2002). Education policy in Grenada is based on the premise that every individual has the right to access education for lifelong learning.

It is imperative that the TVET policy is aligned with the overarching Ministry of Education's vision of a well-managed educational system that promotes the principles of morality, equity, relevancy, accountability and lifelong learning opportunities that will produce an educated and skilled citizenry capable of making a meaningful contribution to society.

2.4.1 Pre-Primary and Primary Level

Formal education starts at the pre-primary level (pre-school) which provides non-compulsory early childhood education. Compulsory, free education is made available for children aged

5 to 16. The national curriculum for primary education comprises inter alia, Language Arts and Mathematics, Arts and Craft, Health Sciences and Health and Family Life. TVET subjects such as Woodworking and Food and Nutrition are offered at grades 5 and 6 in some schools.

2.4.2 Secondary Level

Secondary education is selective, and students usually attend a school based on their performance on the Caribbean Primary Exit Assessment (CPEA). At the lower level, students pursue the Caribbean Certificate of Secondary Level Competence (CCSLC) awarded by the Caribbean Examinations Council (CXC) to allow for progression to further studies or the world of work. The CCSLC programme is very flexible and makes provision for a wide range of abilities. The subjects pursued for the CCSLC are Integrated Science, Modern Languages, Social Studies and Digital Literacy - an online programme introduced in 2021. Students can pursue the programmes for the CCSLC up to the 5th year of secondary school. At the lower secondary level, students also pursue skill areas such as Woodworking, Home Management, Electronics and Electronic Technology.

Students who have reached the age of 16 and are unable to meet the minimum requirements to be able to attend lower secondary schools, have the option of entering the workforce or may pursue other educational options, such as programmes offered at Skill Training Centres. Further opportunities should be created for these students to re-enter the formal education and training system via bridging programmes.



Efforts are made towards inclusive education by creating support systems for students with special educational needs at various levels to access mainstream institutions. Provisions are made at a number of schools to support students with special educational needs.

At the upper secondary level, most students pursue the Caribbean Secondary Education Certificate (CSEC) awarded by CXC or the General Certificate of Education (GCE) awarded by UK-based examination bodies. A wide range of subjects including some of TVET are offered at this level. A limited number of secondary schools offered the CVQ awarded by CXC via a pilot programme with reasonable success. An evaluation of the pilot programme and a national policy will provide guidance on the implementation of the CVQ in secondary schools.

2.4.3 Post-Secondary Non-Tertiary Level

Post-secondary non-tertiary education builds on secondary education and prepares for tertiary education as well as labour market entry. This post-secondary level is not compulsory in Grenada and is offered by private institutions and approved training centres. Funding for programmes at this level is obtained from tuition fees and subsidies from the government. Students who have attained 5 CSEC subjects can be enrolled to pursue GCE

Advanced Level Certificate or the Caribbean Advanced Proficiency Examination (CAPE). Post-secondary education also includes a range of certificate and diploma programmes offered at T. A. Marryshow Community College (TAMCC). Within the post-secondary context, there are opportunities to access TVET courses which are offered by ministries and non-governmental organisations (NGOs) as part of specialised skills development and employability projects targeting selected populations.

2.4.4 Tertiary Level

At the tertiary level, TAMCC offers a range of certificate, diploma and associate degree programmes. Grenadian students also enroll in the St George's University and UWI Open Campus to pursue short term courses as well as degree programmes. Students can also access other tertiary level institutions outside of Grenada.

2.4.5 Inclusive/Special Education

Efforts are made towards inclusive education by creating support systems for students with special educational needs at various levels to access mainstream institutions. Provisions are made at a number of schools to support students with special educational needs. Some of these include the Saint Andrew's School for Special Education, the Victoria School for Special Education, the Resource Centre for the Blind, the School for the Deaf and the Grenada School for Special Education¹².



Due to the limited scope of institutions within the TVET landscape, there is an opportunity for the GNTA to work with TAMCC to offer higher level technical and vocational programmes. The GNTA can partner with the Grenada National Accreditation Board (GNAB) to quality assure these higher-level programmes.

The Ministry of Education, Youth, Sports and Culture is mandated to provide opportunities for advancement, empowerment and development of human resources in sports and to equip youth for life and nation building. The ministry is responsible for developing and facilitating entrepreneurship and life skills training.

The Grenada National Accreditation Board (GNAB) was established by Act No 31 of 2014,

¹² UNICEF (2017). *Situation Analysis of Children in Grenada*. <https://www.unicef.org/easterncaribbean/media/1341/file/ECA-GRENADA-SitAn-Web-2017.pdf>

and is mandated to ensure that all tertiary institutions comply with the minimum requirements to be registered and accredited. The TVET system is managed by the GCTVET and GNTA established by Act No 9 of 2009. The GNTA works with governmental and non-governmental organisations and other relevant stakeholders to ensure that there is an adequate framework for delivery of TVET in Grenada. The GNTA through the Framework for the Harmonization of National Skills Development Programme is poised for transformative TVET governance in Grenada. The GNTA is a member of the Caribbean Association of National Training Authorities (CANTA) and has been approved to award the CVQ. Instructors and Assessors are trained and certified by the GNTA.



2.5 Legal context

The following are key legislation and policies that govern and support the education and training system in Grenada. These contain guidelines that are important to the implementation of this policy.

- ✓ Education Act No. 21 of 2002
- ✓ Grenada Council for TVET Act No 9 of 2009
- ✓ Grenada National Accreditation Board (GNAB) Act No 31 of 2014
- ✓ National Sustainable Development Plan (2020 -2035)
- ✓ Grenada TVET and Gender Policy 2018
- ✓ Strategic Plan for Educational Enhancement and Development 2006 - 2015 (SPEED II)
- ✓ OECS and CARICOM Documents
- ✓ OECS Education Sector Strategy (OESS), 2012–2026
- ✓ CARICOM Regional TVET Strategy for Workforce Development and Economic Competitiveness 2015
- ✓ CARICOM Human Resource Development Strategy 2030

2.6 SWOT Analysis

STRENGTHS

- Regional & International Partnerships (OECS, ILO, CARICOM, UNESCO, CANTA)
- Legislative instruments to support TVET (GCTVET)
- Existence of numerous public and private TVET institutions
- Existing partnerships with private sector
- TVET is recognized by the Government as a pillar of social and economic development
- Occupational standards designed to guide the development of demand driven training programmes
- Attractive tourist destinations
- Industry acceptance of CVQ locally and regionally
- Expertise within the GNTA to help build capacity



WEAKNESSES

- Large pool of low-skilled workers and limited pool of highly skilled technical workers
- Weak Human Resource Planning & Management, Work Ethics/ Attitudes, and Low Productivity
- Gender disparities in TVET
- Limited gender-sensitive career education and guidance
- Limited opportunities for students to develop competencies
- Lower-level skills training offered in schools and by existing providers
- Limited/inadequate physical facilities and resources to accommodate delivery of TVET skills in demand
- Lack of adequate ICT resources in TVET centres
- Uneven access to ICT across country for TVET teaching and learning
- TVET providers are inadequately equipped to deliver technical training suitable to the industry needs
- Insufficient supply of qualified instructors to fill the demand within TVET institutions
- Limited access to TVET leadership training (instructors/ administrators)
- LMI not easily accessible in timely manner to TVET providers
- Limited number of certified workers
- Absence of an approved national qualification framework
- Inadequate articulation of Levels 1 and 2 programmes to support higher levels of skills training
- Absence of curriculum and measurement and evaluation professionals to support the TVET sector
- Insufficient allocation of financial resources to support TVET agencies
- Lack of sustainable funding to implement skills training
- Insufficient funding dedicated to research and development
- Absence of a formalised apprenticeship system
- Lack of adequate facilities to deliver training especially at the higher levels
- Low male participation in TVET
- Lack of a centralised TVET database system
- Limited capacity for TVET teacher preparation
- Funding initiatives primarily geared towards training/ certifying the unemployed and under privileged youths rather than training and upscaling the workforce
- The negative perception of TVET still exists
- TVET qualifications not recognised extensively by employers in public and private sectors
- Lack of a definite policy for TVET in schools

<p>OPPORTUNITIES</p>	<ul style="list-style-type: none"> • Political, Social & Macroeconomic stability • Regional policy making bodies to facilitate TVET development • Rapid technological advancement with implications for culture, the future of work, and the way we live and relate to each other • Natural resources to exploit renewable energy • Untapped potential to monetise our cultural assets • Increase in demand for skills training and recognised TVET qualification • Expansion of online teaching/learning efforts made during the pandemic • Establishment of Centres of Excellence from among the existing TVET centres • Existence of a CARICOM approved model to guide the development of the TVET system 	<ul style="list-style-type: none"> • Young Population (24 percent between 0-15 years, 80 percent between 0-54 years) • Expanding linkages with other NTAs and TVET institutions in the region • Events such as the World Skills Competition that facilitate networking and best practice • Partnerships with higher level training institutions and industry to facilitate bridging programmes • Availability of an approved CARICOM qualification Framework as a benchmark for NQF development • More teachers/instructors trained in use of ICT for TVET teaching/learning • Networking to learn from best practices in use of technologies in TVET
<p>THREATS</p>	<ul style="list-style-type: none"> • Narrow Production Base and Low Value-added Production & Exports • High susceptibility to international economic shocks • High vulnerability to climate change and natural hazards • Covid-19 Pandemic and other potential infectious diseases • Culture & history at risk of dilution 	<ul style="list-style-type: none"> • Waning of community spirit and societal values • Demand for specific skill exceeds supply. Skills are misaligned to labour market needs • Widening of gaps in society due to unequal access to education and skills training • Reduced revenue generating activities • High unemployment/under employment

3.0 Scope and target groups of the TVET policy

The Ministry of Education, Youth, Sports and Culture shall adopt a coordinated approach to the implementation of the TVET policy. In this vein, the GNTA and its governing body GCTVET will guide and advise the Ministry of Education on policy implementation. This approach will facilitate the integration of TVET across the various levels of the educational system. The implementation therefore requires full collaboration of groups inclusive of those listed below:

Government	<ul style="list-style-type: none"> • Education and Curriculum Officers • Education Officials • Education and Training Institutions 	<ul style="list-style-type: none"> • Government agencies • Government ministries • ICT Personnel • Policy makers
Institutions/TVET Providers	<ul style="list-style-type: none"> • Principal/Director/Head of Training Institutions • Students/Learners/Trainees • Teachers/Instructors/Trainers/Assessors/ Verifiers 	<ul style="list-style-type: none"> • Training providers in formal, non-formal and work-based training • TVET Administrators
Private sector	<ul style="list-style-type: none"> • Business and industry personnel • Employers and employees • Entrepreneurs 	<ul style="list-style-type: none"> • Chamber of Commerce • Grenada Employers Federation • Sector Associations
Non-Governmental Organisations	<ul style="list-style-type: none"> • Community Groups and Associations • Informal training providers • Organisations representing adults • Organisations representing youth • Organisations representing vulnerable groups 	<ul style="list-style-type: none"> • Parent Teacher Associations • Student Associations • Professional Bodies • Staff Associations • Trade Unions • Faith Based Organisations
Regional and International Agencies and Development Partners	<ul style="list-style-type: none"> • Caribbean Association of National Training Authorities (CANTA) • Caribbean Community (CARICOM) • CARICOM Development Fund (CDF) • Caribbean Development Bank (CDB) • Colleges and Institutes Canada (CICan) • Caribbean Examinations Council (CXC) • Commonwealth of Learning Department of Foreign Affairs, Trade and Development (DFATD) –Canada • European Union (EU) • Foreign, Commonwealth & Development Office (FCDO)- United Kingdom 	<ul style="list-style-type: none"> • International Labour Organisation (ILO) • Organisation of Eastern Caribbean States (OECS) • United Nations, Scientific, Education and Cultural Organisation (UNESCO) • World Bank (WB) • United States Agency for International Development (USAID) • Other relevant agencies



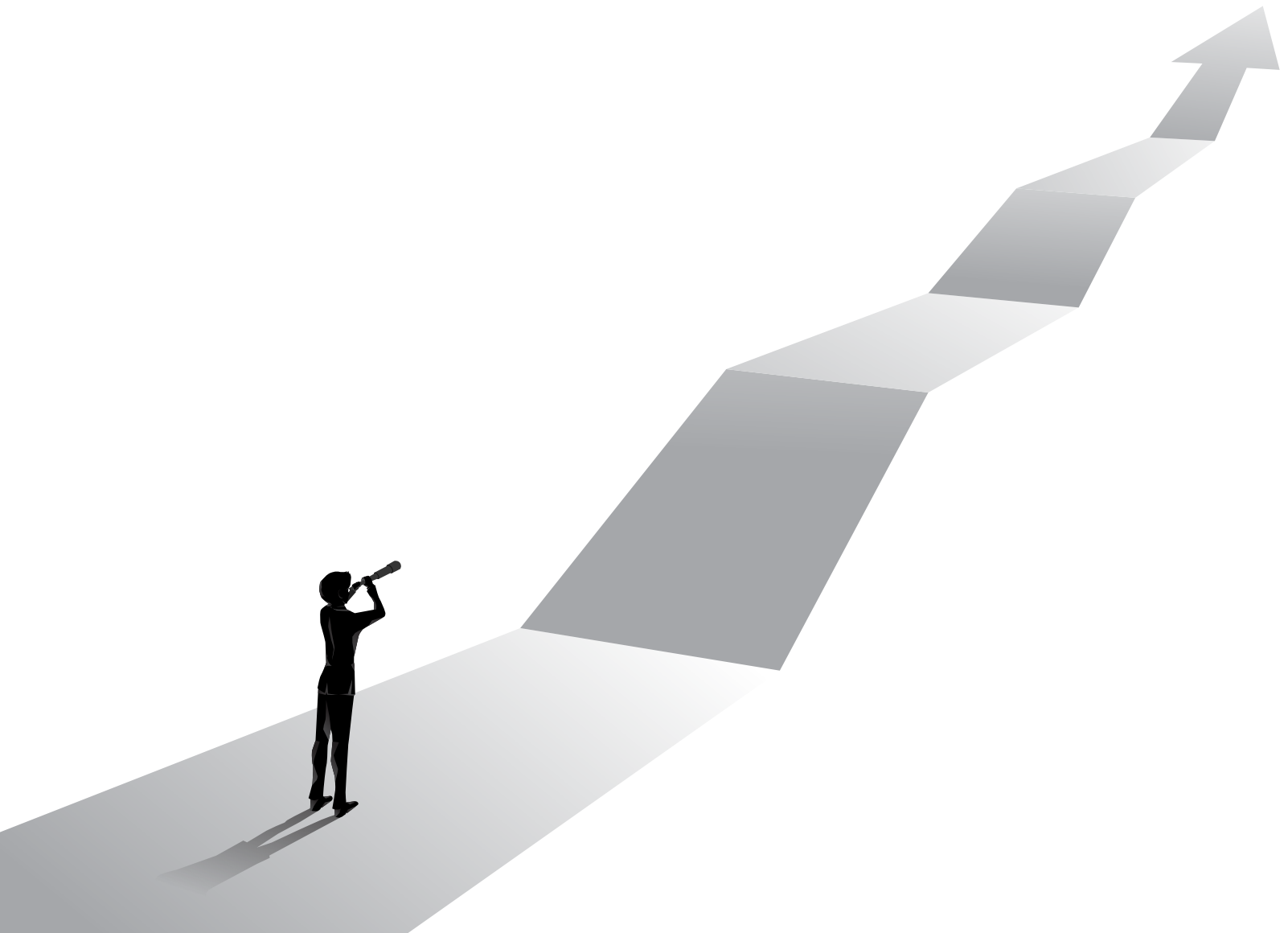
4.0 Vision and Mission

4.1 Vision

The TVET system in Grenada generates a competent, innovative and resilient workforce equipped with knowledge, skills, attitudes and values for employment, decent work, entrepreneurship, lifelong learning, self-empowerment and civic mindedness, thus contributing to the nation's sustainable development and global competitiveness.

4.2 Mission

To provide quality and equitable technical and vocational education and training that is sustainable, transformative, inclusive and responsive to the requirements of Grenadian citizens, the society, the labour market and the national, regional and global economy.



5.0 Guiding Principles

The guiding principles are reflective of the Strategic Plan for Educational Enhancement and Development 2006 - 2015 (SPEED II), the OECS Education Sector Strategy (OESS), 2012–2026, CARICOM Human Resource Development 2030 Strategy and the National Sustainable Development Plan (NSDP) 2035.

Access, Equity, and Inclusiveness	Increased opportunities and support for the equitable participation of everyone in TVET is ensured. Strategies implemented to ensure gender equity in all areas of TVET. Ensure that TVET is inclusive of the needs of all learners, including persons who are vulnerable or marginalised and persons with disabilities.
Efficiency	Optimal deployment and use of human, material and other resources used effectively within and among institutions responsive to changing demands
Good Governance	A model for policy-making management based on coordinated actions to effectively involve TVET public and private stakeholders at all levels (international, national, sectoral, regional/local, provider) in objective setting, implementation, monitoring and review. Good multilevel governance in TVET aims to reinforce the interaction and participation of such stakeholders, while improving the relevance, accountability, transparency, coherence, efficiency and effectiveness of VET policies.
Quality	Emphasis placed on setting national and regional high quality standards for TVET programming and delivery, that are aligned to national priorities.
Sustainability	Meeting the needs of the present without compromising the ability of future generations to meet their own needs

6.0 Overall TVET Policy Goal

The overarching goal of the policy is to provide a national framework for the development and sustainability of TVET to respond to the needs of the Grenada citizens, the society and the economy. The policy will also position the TVET sector to achieve the targets set by the National Sustainable Development Plan 2020-2035, the OECS Education Sector Strategy 2012–2026, the CARICOM Regional TVET Strategy for Workforce Development and Economic Competitiveness 2015 and the Sustainable Development Goals (SDGs) 2030.

7.0 Priority Lines of Action

This section of the policy document provides the priority lines of action, strategic objectives, and related key policy actions.

Summary of Priority Lines of Action

1. Strengthen TVET governance
2. Access to and participation in TVET
3. Quality assurance in TVET
4. Digital transformation
5. Financing for sustainable TVET

Cross-cutting Policy Areas

- ✓ Gender, equity and inclusiveness
- ✓ Partnerships and collaboration
- ✓ Advocacy, promotion and marketing
- ✓ Climate and environment action



7.1 Strengthen TVET Governance

Good governance is needed for a well-coordinated and managed TVET system. The structures for good governance will include arrangements for making binding decisions that engage TVET public and private stakeholders at all possible levels (international, national, sectoral, regional/local, provider) in objective setting, implementation, monitoring and review. This will ensure that TVET policies and programmes developed benefit all persons through formal, non-formal and informal training programmes. With the GCTVET positioned as the advisory body for policy, strategic and programme development in TVET, there is further opportunity to strengthen its authority by including representation from the workplaces involved in non-formal and formal training, trade unions, private providers and the Ministry of Youth, Sports, Culture and the Arts. Under the portfolio of the Ministry of Education, Youth, Sports and Culture, the GNTA manages TVET as the quality assurance and awarding authority for National and Caribbean Vocational Qualifications. The GNTA's functionality will be strengthened by expanding its mandate to coordinate all TVET in Grenada including those beyond NVQ/CVQ. This will require bolstering the financial and human resources of GNTA.

The proposed Framework for the Harmonization of National Skills Development, aimed at reorganising and centralising TVET governance in Grenada will be implemented. Under this framework, the GNTA will manage and coordinate all skills development activities

in Grenada. The GNTA will support youth and adults pursuing skills certification by assessing the current skills development landscape, providing for the transition to the new framework, implementing a training portfolio based on demand from stakeholders and labour market needs and providing certified skills development training. Additionally, the agency will provide support to government and other agencies in the following four areas: Industry Requirement Analysis, Skill Training Programmes, Assessment and Certifications and Linkage to Employment opportunities. The framework will be implemented by the Ministry of Education, Youth, Sports and Culture. With effective governance and coordination, skills training through various modalities will also better contribute to national efforts for human resource development. The centrality of TVET within a Human Resource Development Strategy will reinforce the recognition of TVET as critical for self-development and national sustainable development.

The proposed framework is in alignment with the recommendation made in the CARICOM Regional TVET Strategy for Workforce Development and Economic Competitiveness which suggest that the NTAs serve as the national coordination and facilitating body for TVET. This would bring together disparate agencies and regimes delivering TVET and create functional linkages between the various industries and organisations with responsibility for TVET.

Strategic Objectives

- ✓ Enhance the coordinating role of the GNTA to enable harmonisation and centralisation of all TVET
- ✓ Ensure TVET policies and programmes are aligned to stakeholder needs for sustainable development
- ✓ Update the legal framework for TVET

Achievement of these objectives will result in the following:

- ✓ More effective governance and management of TVET
- ✓ Reduced fragmentation in the delivery of TVET through formal and non-formal programmes
- ✓ Optimal use of resources for TVET
- ✓ Positioning of TVET as central to sustainable development and economic competitiveness
- ✓ A comprehensive Human Resource Development Strategy
- ✓ Central coordination of all skills development programmes
- ✓ Accreditation of programmes and certification of participant

- ✓ High quality TVET at all levels to respond to the requirements of national development
- ✓ Smooth transition to the National Skills Development Policy

Key Policy Actions

- ✓ Review the Act 9 of 2009 to include representation from workplaces involved in non-formal and formal training, trade unions, private providers, the Ministry of Youth, Sports, Culture and the Arts, and any other areas that would improve the governance of TVET
- ✓ Streamline the Framework for the Harmonization of a National Skills Development Programme
- ✓ Establish a system for regular consultations with relevant ministries and bodies involved in the development of skills training programmes for various target groups
- ✓ Develop a National Human Resource Development Strategy in collaboration with relevant stakeholders
- ✓ Expand the scope of training providers approved by GNTA, to include all TVET institutions, various ministries and non-governmental organisations

7.2 Access to and Participation in TVET

7.2.1 Engagement Opportunities

TVET has been identified as an integral part of the educational process in Grenada, involving the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life.

The GNTA through the Ministry of Education must provide access to all learners to TVET programmes that lead to nationally, regionally and globally recognised certification for work and higher education. The education and training system will be improved if provisions are made for formal and non-formal training for out-of-school youths and adults to reduce poverty and unemployment. The creation of accessible high-level technical training is also imperative for improving the employability of the Grenadian workforce.

The development of TVET skills starts at very early stages of formal education and builds from primary to secondary school. TVET-related subjects exist at a basic and general level in some primary and lower secondary schools, at an intermediary level in the upper secondary schools and at an advanced level at the TAMCC and other institutions.

In primary education, subjects related to helping pupils understand the world of work shall be closely aligned to STEAM (Science, Technology, Engineering, Arts and Mathematics) education and create opportunities to introduce children to the concept of work, recognise different types of jobs, develop work culture and explore the variety of choices they have for a future career.

The development of TVET skills starts at very early stages of formal education and builds from primary to secondary school.

SEAMLESS INTEGRATION

The education and training system shall facilitate progression routes and seamless articulation between programmes.



This stage is appropriate for children to discover their own talents, develop specific motor skills and awaken potential interest in technical careers.

In lower secondary education, TVET-related subjects shall be introduced as a prevocational programme within general education. As part of the CCSLC programme, opportunities will be provided to explore a variety of technical fields and strengthen vocations towards specific occupations. At upper secondary level, TVET offerings such as the CVQ will be rolled out to provide specialised qualifications for the labour market. Provision at this level will be flexible in terms of content and location. Implementation of the credit system in secondary schools will support flexibility by granting credits to students attaining NVQs or CVQs at different TVET training institutions.

TVET provision both at the secondary and postsecondary levels will be further expanded in alignment with the skills needs of the labour market. Currently, there are no specialised TVET schools at the secondary education level, while some secondary schools emphasise the provision of technical and vocational subjects within the general secondary education curricula. Only a minority of secondary school graduates, continue their study at post-secondary levels¹³. Level 2 CVQ programmes shall be introduced at the secondary level in partnership with the private sector and industry to meet the needs of these learners. Addressing the demand for technical skills in Grenada requires new training programmes, particularly for mid- and high-level occupations following the NVQ and CVQ model, and will be established not only at TAMCC but also at other institutions, in partnership with the private sector and industry.

¹³ Referenced from the 2020 TVET Policy Review of Grenada.

The provision of training particularly for disadvantaged and vulnerable groups will be given further attention to develop their employability and help their participation in social and economic activities in Grenada. Measures will be taken to ensure equal access to and participation in quality TVET, eliminating all forms of discrimination, including gender-based discrimination.

Training and support for entrepreneurship and business start-ups will be provided to TVET learners. There are limited job opportunities in Grenada, resulting in the emigration of the educated and trained workforce to other Caribbean countries or to North America for employment. While promoting domestic and foreign investment is needed to create job opportunities in Grenada, the TVET system will provide training and support for youth and adults to start their own businesses, through incorporating courses in entrepreneurship into formal curricula and certification. Support will also be reflected in providing small businesses workplace training and stimulating the creation of incubators and cooperative projects with the private sector and communities.

7.2.2 Seamless Integration

The education and training system shall facilitate progression routes and seamless articulation between programmes. This will assure flexible pathways of learning and training from secondary school to postsecondary TVET and to further education and training at the tertiary education level to meet the skills demand in the labour market.

TVET shall be an integral component of general education which will give it the same status as other areas taught. Offerings shall be expanded to allow students to take a mix of general education and TVET programmes. Therefore, CBET methodologies must be employed to deliver these programmes and as such the training of all teachers/instructors will be required.

All learners shall be provided with opportunities for TVET that will equip them with the competencies needed to succeed in life and work. Students shall be able to identify a pathway for higher level skills training and qualifications. TVET skills training at formal levels comes to an end after secondary school for many, because of a lack of well-articulated programmes from secondary to post-secondary and tertiary levels. Clarity on how a person can progress with TVET qualifications within an integrated NQF will also help improve the articulation of TVET. In this regard, consideration will be given to the development of bridging programmes to address gaps in knowledge and skills needed for higher levels of education and training.

Learners attending skills training centres, will acquire skills certificates (such as CVQ and NVQ) which are applicable for employment but not for re-entry into the formal education system. Entry and re-entry pathways will be created throughout the education and training system in Grenada. A seamless education, training and certification system would accommodate the reciprocal acceptance of the vocational qualifications.

Facilities to offer experienced workers the opportunity to re-engage in upskilling and reskilling will be further expanded. Workers will be allowed to re-enter the education system to remain relevant in industry. The use of Assessment of Prior Learning (APL) to assess skilled but uncertified persons will also facilitate progression within the education and training system.

The continued development and adoption of a National Qualifications Framework (NQF) in Grenada, along with its supporting policies, is critical to facilitate the articulation between various bodies. A micro-credential system aligned with the NQF will allow for the upskilling and reskilling of employees across sectors. The NQF along with its supporting policies will improve the transparency, portability, currency, consistency and coherence of qualifications to the benefit of training providers, other educational institutions, learners, and employers. In addition, this framework will facilitate greater flexibility in modes of delivery and transferability between educational and occupational fields and between training providers. This will create new pathways for lifelong learning and career progression. The CARICOM Qualifications Framework (CQF) will be adopted to support the establishment of a national qualifications framework for Grenada.



Strategic Objectives

- ✓ Create vocational pathways and subjects from the primary levels in alignment and preparation for TVET at higher levels
- ✓ Expand TVET programme and subject choices in curricula across all levels
- ✓ Adopt NQF to guide the integration of TVET and general education system
- ✓ Develop a policy on CBET to support the implementation of the TVET policy
- ✓ Create opportunities for formal and non-formal TVET training for out-of-school youths and adults to reduce poverty and unemployment.



Achievement of these objectives will result in the following:

- ✓ Pursuance/ selection of wider range of occupational areas/ TVET subjects by learners
- ✓ Entrepreneurship included in curricula at all levels
- ✓ Pre-employment training opportunities
- ✓ Credit system for prevocational certification to allow articulation into NVQ/CVQ programmes
- ✓ Strategies for infusing TVET into curricula throughout the education system
- ✓ Strengthened interrelations between formal, non-formal and informal TVET

- ✓ CBET in formal and non-formal education and training programmes
- ✓ Support systems for the integration of TVET into general education, with special emphasis on secondary education

Key Policy Actions

- ✓ Rationalise programme offerings across TVET institutions/ all levels
- ✓ Establish bridging programmes to allow for entry/re-entry to the formal education and training system
- ✓ Develop a credit system for prevocational certification and NQF
- ✓ Review TVET system and develop CBET policy
- ✓ Work with relevant stakeholders to develop a framework to guide the integration of TVET and general education
- ✓ Support the systems for integration of TVET into general education with special emphasis on secondary education
- ✓ Develop a policy for implementation of TVET subjects/ CVQ in schools
- ✓ Develop an MOA for GNTA and the MOE for the coordination of the CVQ in Schools programme

7.3 Quality Assurance in TVET

7.3.1 Quality Assurance Mechanisms

Quality assurance mechanisms must be implemented to ensure that TVET providers are meeting the required standards in the development and delivery of programmes. TVET Providers include those that deliver training in formal, non-formal and work-based settings such as traineeships and apprenticeships inclusive of the CVQ programmes delivered in secondary schools. The GNTA, as a member of CANTA and a CVQ Awarding Body, has developed quality assurance criteria and guidelines for the national TVET landscape aligned to the CANTA Quality Assurance Framework (CQAF). The GNTA has existing quality standards that must be met by TVET providers for the delivery of TVET programmes. This ensures a standardised training and certification framework across the entire TVET system in Grenada. However, there is a need to formalise the collaborative approach currently employed by the Ministry of Education and the GNTA to ensure consistency in the delivery of the CVQ in secondary schools as with other TVET providers.

Continued support shall be given to TVET providers, assessors, verifiers and instructors/teachers to equip them with the necessary skills and resources to achieve and maintain quality in TVET. Deliberate steps will be taken to ensure that TVET providers are not only satisfactorily resourced but embody a culture of continuous improvement and implement robust quality management systems. As such GNTA must build capacity and be adequately resourced to monitor, maintain and sustain quality enhancement activities in ensuring quality TVET provision by all training providers.

Monitoring and Evaluation (M&E) would offer a measure of accountability as well as provide information on progress, effectiveness, opportunities for corrective action and improvement. The M&E system will be used to assess and determine the effectiveness and relevance

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PROGRAMMES**

The TVET quality assurance system must include clear, measurable objectives and standards, guidelines for implementation, feedback mechanisms and monitoring and evaluation results that will be easily accessible for use by relevant stakeholders.

of the implemented activities. Performance indicators defining the impact on outcomes for all learners will be established and the means of measuring them throughout the lifespan of the strategy will be put in place and be maintained.

The GNTA has facilities standards for occupational areas that the TVET providers are required to meet for approval. In instances where providers are unable to meet those standards, it is recommended that they be redirected to Centres of Excellence. Each centre will have the facilities for training and assessment for specified occupational standards. The GNTA will also be able to use the Centres of Excellence for APL in the particular occupational areas.

The TVET quality assurance system must include clear, measurable objectives and standards, guidelines for implementation, feedback mechanisms and monitoring and evaluation results that will be easily accessible for use by relevant stakeholders.

7.3.2 Capacity Building and Professional Development of TVET Practitioners

There is need for a cadre of qualified TVET staff as well as sufficient training facilities to implement and support new and ongoing TVET programmes in Grenada. A minimum set of roles required for staff in the TVET system will be identified to ensure quality TVET provision. Policies and frameworks will be developed to ensure qualified and high-quality TVET staff, including teachers/ instructors, trainers, tutors, managers, administrators, extension agents, guidance staff and others.





TVET staff require initial preparation, as well as continuing training and professional development, including experience working in enterprises, and support to enable them to reflect on their practices and to adapt to changes. TVET staff should have decent working conditions and adequate remuneration, as well as career and professional development opportunities.

Building the competencies of managers and administrators working in the TVET system is essential for improved service delivery. TVET providers must encourage a new management culture that emphasises strategic thinking, result-based methods and cost / benefit analysis. Professional development programmes will be offered on a regular basis to managers, administrators and other special staff members as well as instructors/teachers.

The CARICOM Regional TVET Strategy recognised the need for well-trained, qualified teachers/instructors. Teachers must be equipped with updated pedagogical skills and industrial experience as well as the knowledge of changes occurring in the workforce for effective delivery of TVET programmes. Training for TVET teacher/instructor will also include career guidance and gender equality. The development of a community of practice for continuous professional development, will improve teacher/instructor quality and retention. As such, an effective pre- and in-service training system will be established. The system will make provisions to recruit and retain talented people to become teachers/instructors.

TVET teachers/instructors in Grenada are trained and certified as assessors and verifiers for the delivery and assessment of the NVQ/ CVQ by the GNTA. Instructors are assessed against CVQ level 4 standards which involves

a rigorous process of internal and external verification. However, the GNTA needs to expand and strengthen training to ensure that all TVET teachers/instructors are also competent in CBET. TAMCC will further supplement delivery through professional TVET Instructor programmes.

The GNTA also needs to monitor the supply of instructors for various skill areas in order to ensure a cadre of trained personnel for the delivery of current and new programmes. The practice of engaging instructors to provide training at one level beneath their qualifications will allow skilled employed and unemployed persons who have been certified through APL to complement the capacity for the provision of skills training through formal and non-formal programmes.

Efforts will be made to ensure that TVET teachers' skills are aligned with employer requirements. The existing programmes at TAMCC will be upgraded to include an industry attachment module, and provisions will be

made to attract and retain more talented teachers and instructors. The dual role of TVET teachers as specialists in their fields and as trainers will be recognised to make TVET teaching a more attractive career. The concerns faced in the delivery of programmes during the pandemic, point to the need for the training of persons in modalities for Open and Distance Learning (ODL). Instructors will need to be able to identify opportunities for enhancing their technical competence for the provision of skills at higher levels. Depending on the specific technical areas, some of these skills will be achieved through attachments to businesses and industries.

New vocational didactics will be developed, involving innovative concepts, methods and models for training provision and assessment, taking advantage of the multiple technologies currently available, to combine sound theoretical foundation with experiential learning. TVET teachers/instructors will play a major role in this process, both in developing the new model and in proving its effectiveness.




GCTVET and the GNTA must continue to ensure the provision of quality assurance and quality control for teacher and instructor training across all TVET institutions in Grenada



The use of online and offline education will improve the quality of teacher education for the TVET sector in Grenada.



Occupational standards are developed in response to labour market information to ensure quality skills development, leading to the issuance of recognised vocational qualifications.



The key to effective workforce development is exposure to a wide range of learning experiences which are directly related to the world of work.

The use of online and offline education will improve the quality of teacher education for the TVET sector in Grenada. Blended learning solutions as well as digital learning content will be used to expand TVET teacher development programmes. The ubiquity of mobile solutions will also provide alternative, bottom-up ways to reach pre-service and in-service TVET instructors.

Additionally, there is a need to integrate career guidance services into the educational system. Emphasis will be placed on training a cadre of persons to provide career guidance and counselling for TVET institutions to facilitate learners' transition to the labour market.

GCTVET and the GNTA must continue to ensure the provision of quality assurance and quality control for teacher and instructor training across all TVET institutions in Grenada, among both public and private TVET providers.

7.3.3 Improve Responsiveness and Relevance

A sustainable TVET system should be relevant and responsive to the socio-economic development of the country. This requires quality assured training programmes that align to individual, societal and labour market needs and the certification of competencies acquired within the established vocational qualifications framework. The current scope and quality of TVET programmes and curriculum in the formal and informal settings focus on lower-level skills development and are restrictive in meeting the changing needs of the labour market.

Inaccessibility of timely Labour Market Information (LMI) impedes the ability of TVET providers and agencies to forecast employment opportunities and analyse training needs and requirements. A structured LMI system will be established to prepare, analyse and share real-time supply and demand data to support informed decision making of the various TVET stakeholders. The proposed digital skills management system will be used to manage information on the current and future skills, projections and skills analysis. The relationships with the GNTA, Ministry of Labour, Ministry of Education, Youth, Sports and Culture and the Central Statistical Office (CSO) will be strengthened in an effort to create and implement these systems. As a further boost to labour market and TVET research initiatives, dedicated investments and funding will be allocated to execute modern, sustainable skills development strategies and related action plans.

Occupational standards are developed in response to labour market information to ensure quality skills development, leading to the issuance of recognised vocational qualifications. The development focus has been on levels 1-2, but will be expanded to include higher-level vocational qualifications, particularly in priority sectors like tourism, agriculture, construction, information and communication technology and education. This will allow those in the technical track to access employment opportunities at middle-skilled and higher levels. Given the emerging areas and expanding initiatives in various sectors of the economy, corresponding standards development will be undertaken to satisfy skills demands.

TVET institutions are expected to respond to the current and future needs of individuals, the economy and society, by ensuring the relevance and quality of trained output. In an effort to align and realign skills development to the labour market needs, transformation of the education and training curricula will be required. The curricula will equip learners with skills that constitute the foundation for sustainable development and place greater emphasis on courses that teach the fundamental skills required for the world of work, in addition to ICT, entrepreneurship, sustainability practices, global citizenship and resilience building. Furthermore, standards-based curricula will be developed with additional input from industry, and with more active employers involvement, training delivery will be strengthened.

Strategic Objectives

- ✓ Strengthen systems of accountability to manage and maintain quality in TVET
- ✓ Establish Centres of Excellence to support best practice in TVET
- ✓ Increase cadre of trained and certified instructors
- ✓ Promote the sharing of facilities to maximise the use of TVET resources across stakeholder groups
- ✓ Conduct and collaborate on labour market research on skill demands to address skills gaps and mismatches
- ✓ Strengthen knowledge creation and management on TVET to promote continuous improvement and support decision making
- ✓ Develop a robust TVET information system for systematic data collection, analysis and dissemination of information on TVET training programmes, institutions and impact.
- ✓ Expand occupational standards to include those at the higher level, new and emerging areas
- ✓ Develop relevant and effective curricula

Achievement of these objectives will result in the following:

- ✓ Clearly articulated quality assurance measures for all stakeholders
- ✓ Centres of Excellence
- ✓ TVET Providers and industry partnering to optimise resources
- ✓ TVET providers with a culture of continuous improvement
- ✓ Increase in the number of TVET instructors/teachers trained
- ✓ Minimum standards for human resources in TVET institutions
- ✓ Increase in the number of centres being used to deliver skills training
- ✓ Increased number of teachers/instructors trained in CBET
- ✓ Increased number of career guidance personnel
- ✓ Increase in the number of trained and certified assessors and verifiers
- ✓ Instructors trained in the use of methodologies for blended instruction
- ✓ Number of persons certified at the higher levels in the qualifications framework
- ✓ Alignment of TVET programmes and curricula to the national, regional and global labour market
- ✓ Skilled and qualified workforce

- ✓ Occupational standards at the higher levels and new and emerging areas

- ✓ Relevant and effective curricula

Key Policy Actions

- ✓ Facilitate the establishment of centres of excellence
- ✓ Develop a policy for optimising the use of TVET resources among stakeholders
- ✓ Introduce entrepreneurship and global citizenship programmes/content as mandatory components in curricula
- ✓ Monitor and evaluate TVET programmes at all levels
- ✓ Develop a policy for the quality enhancement framework
- ✓ Develop a Memorandum of Agreement (MOA) between the GNTA, Ministry of Education, Youth, Sports and Culture and other training providers to support the coordination and implementation of the NVQs/CVQs
- ✓ Develop TVET Teacher Education programmes
- ✓ Develop policies and frameworks for continuous professional development to ensure qualified and high-quality TVET staff
- ✓ Conduct rapid needs assessment and labour market research in collaboration with the Ministry of Labour and CSO
- ✓ Publish LMI reports



- ✓ Develop occupational standards in collaboration with industry
- ✓ Support TVET providers in the development of standards-based curricula
- ✓ Develop a plan to maintain compliance regarding resources, standards, and curricula development, training delivery, assessment, certification and recognition, and management

7.4 Digital Transformation

The rapid advancement of digital technology has had a profound effect on the labour market. To remain competitive, industries need to reshape business strategies to incorporate new information and communications technologies (ICTs). The digital transformation has impacted the current and future jobs, skills requirements and the organisation of work.

The TVET system has struggled to keep pace with the constant shifts in skills demand and adaptations in technology. A more responsive and demand-driven system is therefore needed to meet the needs of the learners, and provide more flexible learning pathways for upskilling and reskilling the workforce. TVET would also need to enable people to both innovate and adapt to innovations.

In response to these changes, the use of ICT in the management and delivery of TVET systems will be necessary to increase the effectiveness, efficiency and quality in teaching and learning. The digital transformation of TVET impacts the development of curriculum and learning materials, teaching and learning process, institutional culture, and teacher education. ICTs allow institutions to extend their delivery mechanisms to provide just-in-time learning and develop a lifelong learning culture in TVET.

Digital transformation in TVET will benefit from having a singular coherent strategy supported by government policies. Many of the digital transformations occur at the institutional level and are at varying stages in their digital journey. The strategy will address the following issues and create sustainable solutions:

- ✓ Availability of ICT Infrastructure, new technology, learning resources and instructional tools and other hardware to support ICT-enabled learning environments
- ✓ Training and support for teachers/trainers or other relevant staff in ICT competencies and distance and online learning engagement
- ✓ Learners equipped with technological skills at all levels
- ✓ Teaching and learning modalities adapted to include fully online, blended learning, flipped classrooms, distance learning and hybrid models
- ✓ Development of e-Assessment opportunities and credentialing
- ✓ Development of open educational resources and related digital products for use within an integrated curriculum
- ✓ Reviewed TVET curriculum to include the integration of core ICT competencies and the development of critical thinking and creative skills
- ✓ Development of standards for new skills to adapt to the changing needs of society and the labour market
- ✓ Flexibility of training programmes to adapt to shifting trends such as micro credentials

Training and support for teachers/trainers or other relevant staff in ICT competencies and distance and online learning engagement

The Covid-19 pandemic has accelerated the country's need for digital transformation with the physical closure of schools and the transition of teaching and learning to an online environment.

Technology can be a powerful ally in understanding and responding to new and emerging skills demands. A digital system that captures and analyses real-time supply and demand data can provide more timely understanding of the changing skills demand, guide the formation of policies and the proactive development of training programmes. This digital skills management system will enable rapid detection of changes in skills demands and encourage TVET institutions to adjust training programmes accordingly. It will provide and share information on current and future skills, projections, and trends analysis.

The Covid-19 pandemic has accelerated the country's need for digital transformation with the physical closure of schools and the transition of teaching and learning to an online environment. The new context highlighted the need to train instructors in the use of ICT enabled modalities to be able to provide instruction more effectively. The situation also emphasised the imperative to improve the ICT infrastructure ensuring people in all geographical areas can access the internet.

Strategic Objectives

- ✓ Enable and guide the digital transformation of the TVET System
- ✓ Create an enabling digital environment for TVET for learners and instructors to innovate, create, and collaborate
- ✓ Create a digital skills management system to capture and analyse real-time supply and demand data

Achievement of these objectives will result in the following:

- ✓ Professional development programmes on digital skills in place for all teachers/trainers or other relevant staff
- ✓ Widened access to digital learning opportunities and a vast array of digital learning resources
- ✓ Improved digital teaching and learning and increased modalities leading to improvement to learner outcomes and increased engagement of learners
- ✓ An inclusive and integrated curriculum, including the integration of digital technology and the development of critical thinking and creative skills
- ✓ Strengthened TVET Quality and Relevance that satisfy shifting digital skills demands
- ✓ Improved management of TVET institutions

Key Policy Actions

- ✓ Ensure sustainable provision of ICT infrastructure and equipment to TVET institutions
- ✓ Develop a strategy for digital transformation in TVET
- ✓ Adjust strategic documents to include innovation and digital transformation to ensure leadership in transformation and change in culture



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- ✓ Educate towards digital citizenship
- ✓ Expand ICT related thematic programmes to include Artificial intelligence (AI) or Open Education Resources (OER) and mobile learning
- ✓ Create platforms for TVET providers and employers to communicate, share information, resources and practices in ICT enabled teaching/training and learning contexts
- ✓ Craft a digital skills management system that captures and analyses real-time supply and demand data to improve the management of TVET institutions

7.5 Financing for Sustainable TVET

The Ministry of Education, Youth, Sports and Culture takes the lead role in financing TVET in Grenada. Although some funding is obtained through grants and loans from development partners whose activities involve the training of personnel for NVQ/CVQs and to enhance products and services provided by the GNTA, there is a need for the Ministry to move from total financing to allow for a sustainable financing mechanism.

Countries all over the world have used alternative financing schemes with tremendous success and sustainability, as compared to the traditional full financing by government which is unsustainable. Financing TVET in Grenada will be based on tripartite mechanisms where government, employers and workers' organisations agree and participate in a financing scheme. The GNTA conducted

a feasibility study which shows that it can generate additional funding through the introduction of an Enterprise Training Fund.

The framework proposed for the harmonisation of national skills development, aimed at reorganising and centralising TVET governance in Grenada, will assist in providing financial stability for the GNTA and by extension, TVET funding. Significant financial resources are used for skills training by various Government ministries and agencies. The centralisation of funding will allow more effective use of resources, avoid duplication of effort and ensure that the training provided leads to qualifications that are recognised for further training and employment. Implementation of the framework would allow the GNTA to effectively coordinate and manage all TVET programmes offered at the national level and be an active participant in determining how the funds are being used, coupled with the quality of training programmes and certification being provided.

Consideration will be given to securing a percentage of funds from select government projects that require skilled personnel. The funds will be used for continued training to ensure an adequate supply of skilled persons for various project activities. In addition, the GNTA will need to maintain close relationships with development partners in order to benefit from grants and other resources that may be available.

Alternative methods of financing will include tuition, fees, subsidies, levies and tax rebates for employers who contribute to training their workers. Training institutions can also use a

self-sufficient TVET school model to generate revenue through the sales of products and services to cover training provision costs. The investment may involve one or more of the financing arrangements agreed upon by the social partners. The funding scheme will be legislated with clear stipulations to avoid funds being diverted for any other purposes.

Strategic Objectives

- ✓ Secure funding from employers for training programmes
- ✓ Establish an Enterprise Training Fund to secure sustainable financing for the sector
- ✓ Enhance source/ grant funding opportunities for training from various development partners
- ✓ Develop alternative strategies to secure financing for the TVET coordinating agency
- ✓ Establish costs and investment needs for TVET

Achievement of these objectives will result in:

- ✓ Funding for training obtained from employers, development partners and other sources
- ✓ Centralisation of funding for TVET
- ✓ A percentage of funding for national projects allocated for training
- ✓ Additional funding for GNTA

Key Policy Actions

- ✓ Establish public-private partnerships to secure training funds
- ✓ Work with key personnel in other ministries to establish an Enterprise Training Fund
- ✓ Secure funding from development partners for TVET
- ✓ Identify sustainable financing options for GNTA
- ✓ Develop a formal procedure to estimate and continually update operational costs and investment needs of TVET.

8.0 Cross-cutting Policy Areas

There are some key themes that span the priority areas identified in the policy. These integrated areas namely gender, equity and inclusiveness; partnerships and collaboration; advocacy, promotion and marketing; and climate and environmental action are found to impact all aspects of TVET development and transformation in Grenada, therefore they should be integrated and mainstreamed throughout all stages of the policy cycle. These cross-cutting themes support cohesion across the policy areas, to ensure sustainable development and quality education and training accessible for all.



8.1 Gender, Equity and Inclusiveness

The Government of Grenada is committed to achieving gender equitable participation in TVET, aligned with Sustainable Development Goal Number 5, as evidenced by the development of a Grenada Gender Equality and Action Plan (GEPAP) 2014-2024. A review of gender trends in education suggests that considerable work is needed to achieve a gender balance in participation at the secondary level, as well to improve the rate at which young males advance to tertiary training. A TVET and Gender Policy has been developed by the GNTA and all TVET programmes are expected to adhere to the policy.

The unemployment data suggest that economic progress is unevenly distributed between males and females. The unemployment level of women is persistently high, men are more likely to be self-employed than women and are more predisposed to be employers.

THE UNEMPLOYMENT DATA SUGGEST THAT ECONOMIC PROGRESS IS UNEVENLY DISTRIBUTED BETWEEN MALES AND FEMALES. THE UNEMPLOYMENT LEVEL OF WOMEN IS PERSISTENTLY HIGH.

There are limited training and employment opportunities for females in particular occupations, while male learners have high dropout rates compared to female learners overall. Measures targeted at the specific challenges and needs of female and male students will be required to ensure gender equity of the TVET system in Grenada.

TVET will be made more accessible to disadvantaged and vulnerable groups to develop their employability and help with participation in social and economic activities. Such groups will include marginalised rural and remote populations, students with special educational needs, socially excluded groups, young and adult inmates, and youth at risk. The GNTA has been addressing the needs of the vulnerable by working with institutions such as the Division of Youth in the Ministry of Education, Youth, Sports and Culture to implement the New IMANI, FLY and M-Power programmes targeting youth, the Project Reach programme targeting prisoners, and the Ministry of Social Development to deliver training to at-risk youth, including juvenile offenders at the Grand Bacolet Juvenile Rehabilitation and Treatment Centre. The GNTA will continue supporting and expanding their skills training efforts for these vulnerable groups.

TVET institutions will be equipped with physical facilities to accommodate access for disabled or vulnerable groups. Additionally, efforts will be directed to designing and delivering flexible learning and inclusive TVET programmes leading to NVQ/CVQs for vulnerable groups. The GNTA will work closely with other ministries and agencies to provide skills training to these special groups.

8.2 Partnerships and Collaboration – Strengthen Role of Social Partners

The Ministry of Education, Youth, Sports and Culture and the GNTA lead the development of TVET, however the participation of stakeholders also plays a critical role. TVET policy delivery will be achieved through effective partnerships among international and regional stakeholders, government, employers, industry, professional associations, workers' organisations, employees, unions, the local community, non-governmental organisations (NGOs) and faith-based organisations. Partnership arrangements will promote TVET development through shared knowledge, experiences and best practices. These arrangements will also enhance the success of policy implementation by promoting synergies around a common TVET agenda and making funding available through grants and incentives. The local community, NGOs and faith-based organisations will facilitate the establishment of additional community-based programmes.

Employers' and workers' organisations help TVET provision to become more responsive to the labour market, improve flexibility and accessibility and the overall legitimacy of TVET. Equally significant is building the capacity of Small and Medium Enterprises (SMEs) and entrepreneurs. This collaborative approach to skills development is critical to changing the status quo and contributing to improvements in opportunities for youth employment, as well as the competitiveness and productivity of the Grenadian economy.

One of the GNTA's role is working with the private sector, public sector, education system and other stakeholders to ensure that the



nation has an adequate number of artisans with the skills and competencies required for sustainable development. The GNTA has been engaging and encouraging social partners to participate actively in TVET decisions as evidenced by their active role on various boards and committees, attending meetings and contributing ideas.

Workplaces are powerful learning spaces. Employers in both local and foreign enterprises, regardless of size, provide opportunities for workplace learning for TVET students to facilitate the school-to-work transition. Teachers/instructors can also benefit from these opportunities through internships or temporary work engagements to upgrade their professional skills and keep abreast of the new developments in the industry. The GNTA is collaborating with a private enterprise and other stakeholders to implement an

apprentice programme aimed at certifying persons with the CVQ in the construction sector. This programme will be used as a talent development strategy for recruiting, training and retaining talented persons within an organisation/company.

By creating the right mix of financial incentives and penalties, cultivating relations with local industries, the bulk of practical training will be gradually shifted to the workplace. TVET institutions will be able to scale down practical training activities and focus on those skills that are more effectively acquired in a training centre than at the workplace. Apart from lightening the burden on TVET providers and the Government, this strategy has the added advantage of making training more realistic and relevant and briefing young persons on organisational culture and the rules of the labour market.



Networking with local industry, agriculture, services and commerce will pay dividends to stakeholders. TVET providers will find a venue for hands-on training for their students and recruit experienced part-time trainers from industry, conversely, industry will utilise TVET providers to conduct tailor-made, in-service upgrading programmes for their employees.

In-service training, which is mostly non-formal, is cost effective and needs to be encouraged. Enterprises are the conduit of most technological innovation entering developing countries and enterprise training therefore adds to modernising skill and knowledge. Government-employer partnerships will be strengthened to promote in-service training and create a conducive environment for investment in sustaining this type of training. TVET providers will play an enhanced role in offering short and tailor-made courses and provide inputs in subjects such as technology, mathematics, science, management.

Private provision of training can be expanded by creating a favourable policy environment, reducing dependency on Government intervention and increasing the overall efficiency of TVET provision. This involves streamlining the regulations regarding the establishment, accreditation and administration of private training centres, and providing counselling services.

8.3 Advocacy, Promotion and Marketing

A longstanding issue for TVET is its negative image among youth and the general public in Grenada and by extension, the Caribbean. The perception of TVET needs to be elevated so that TVET can be seen as having the same value as academia. Reforming the curriculum and providing adequate resources and state-of-the-art equipment can create a positive image for TVET as it improves the relevance, quality and employability of training.

TVET providers will establish partnerships with industry, to enhance their curriculum through workplace learning and demonstrate to employers the competency of the students. TVET institutions must clearly exhibit that people with TVET qualifications have a positive contribution to make to the socio-economic development of Grenada. Institutions and TVET providers will market programmes to students, parents, businesses and industry, and the community as a whole. Other marketing strategies may include TVET student organisations, promotional materials, school and industry visits and institutional collaborations. The GNTA has successfully implemented its first Grenada WorldSkills competition modelled on WorldSkills International. This initiative will continue as it serves to attract students into TVET careers and can assist in raising the standard of skills in Grenada. Many other events and activities could be promoted in Grenada, such as Career Fairs, a Grenadian Youth Science Forum, Teen Cuisine Programmes, Career Days and Mentorship Programmes. Institutions such as TAMCC and other TVET providers could also initiate 'Career Samplers' as short summer programmes to attract students into TVET careers.

Information will be provided on the value of TVET in other areas of study and preparing individuals for the world of work. The decision by the Ministry of Education for all secondary level students to graduate with at least one TVET subject will therefore help motivate students to see value in taking a mix of academic and TVET subjects at secondary level. Career guidance and counselling in the choice of training programmes could further persuade students into considering the TVET path to employability.

Institutions and TVET providers will market programmes to students, parents, businesses and industry, and the community as a whole.

Climate and Environment Action

The National Sustainable Development Plan (NSDP) 2035 for Grenada has set out ambitious goals to realize the vision conceived for the year 2035 in the country.

TVET prepares a person for the world of work and needs to be demonstrated by the acceptance of TVET qualifications for specific jobs by employers in both the public and private sectors. Advertisements for jobs that require TVET qualifications and the recruitment of graduates from institutions are concrete ways to demonstrate the value of TVET. An enabling environment, which includes the provision of grants or loans for entrepreneurship after training, is also another way of encouraging more people to recognise the value of skills training.

The GNTA will therefore need to work closely with various bodies including employers to promote TVET. Leveraging social and other media campaigns to provide information on skills training programmes, along with frequent interactions with parents, employers, and students/trainees will be necessary for the continued promotion and marketing of TVET.

The continuous promotion and marketing of TVET will require the development of a comprehensive communication plan. While the implementation of the plan will rest mainly with the GNTA, other government and non-government bodies will need to facilitate promotion and marketing of TVET. Policy makers, for example, can be sensitised to the need to include TVET specifically in discussions and documents on human development.

8.4 Climate and Environment Action

The National Sustainable Development Plan (NSDP) 2035 for Grenada has set out ambitious

goals to realize the vision conceived for the year 2035 in the country. The strategic focus of this plan rests on three sustainable development pillars: the society, the economy and the environment, mapping into eight national outcomes that are directly related to the vision and mission for TVET and the strategic priorities established in this policy. Grenada is particularly vulnerable to climate hazards; however, human activities such as sand mining, deforestation, indiscriminate clearing of lands, Indiscriminate dumping of largely non-biodegradable products and inadequate patterns of land use are also causing damages to natural resources, affecting the biodiversity and the ecological system overall. TVET has a crucial role to play in the preparation of a new generation of Grenadian professionals that are well prepared to meet these challenges. TVET can promote the development of new skills leading to avoid the use of irreplaceable raw materials, recycling waste, minimizing energy use and avoiding pollution of the environment. Furthermore, TVET can develop entrepreneurial skills leading to the creation of sustainable enterprises¹⁴. Education for Sustainable Development (ESD) is a strategic way to respond from the TVET system to the multiple challenges facing the implementation of Grenada's NSDP in the post-pandemic world. ESD covers the study of every dimension of sustainable development, with environmental and climate action as core elements, and promotes cognitive, social-emotional and action skills that can set us on the path to a more just, inclusive, caring, and peaceful relationship with each other and with nature. Furthermore, ESD has the power to redesign our societies and

¹⁴ *Greening TVET: A practical guide for institutions. UNESCO 2017*

create new learning environments, where students can learn what they live and live what they learn¹⁵. Mainstreaming ESD in TVET will provide lifelong and life-wide learning opportunities to equip Grenadian youth and adults with the skills required to navigate the changing world of work and facilitate the transition to low-carbon economies and resilient societies. The term “greening TVET” is used to refer the sustainable development, although in a broader vision embracing social and economic as well as environmental sustainability. Advancing ESD in TVET will require actions in (at least) following areas: infrastructure, organization, curriculum development, training approaches, staff capacity building (including teachers/trainers and leaders), knowledge production, community engagement and institutional culture.

The role of the Ministry for Climate Resilience and Environment as an advisory body for the GCTVET and the GNTA will be essential to strengthen coordination, promote synergies and ensure that actions implemented within the context of this policy are in line with strategic priorities established in the climate change policy currently in force in Grenada. Coordination with the Caribbean Community Climate Change Center (CCCCC) will also be essential to capitalize on lessons learned in projects and use available tools to make climate resilient decisions, take appropriate actions in response to variable and changing climate and empower the Grenadian workforce to act on climate change.



As a member of the OECS, Grenada is committed to implementing the OECS Climate Change Programme, which aims to enhance the resilience of OECS member states to Climate Change impacts by creating an enabling environment and enhance the capacity of institutions and stakeholders to effectively manage natural resources and reduce the risks associated with climate change. The programme seeks to intervene in areas that are relevant to several qualifications awarded in Grenada: sustainable land management, coastal zone management, watershed management, disaster response and risk reduction, biodiversity management, and sustainable energy.

¹⁵ Berlin Declaration on Education for Sustainable Development UNESCO 2022

At the global level, specialized agencies such as UNESCO; the International Labour Organization (ILO), the United Nations Framework Convention on Climate Change (UNFCCC), the United Nations Environment Programme (UNEP), the Intergovernmental Panel on Climate Change (IPCC), the World Meteorological Organization (WMO) can provide guidelines, frameworks for action, technical support or funding for initiatives aiming to mainstream ESD in TVET in Grenada.

9.0 Implementation Arrangements | Stakeholder Roles and Responsibilities

The Ministry of Education, Youth, Sports and Culture (MOE) is primarily responsible for the implementation of this TVET policy framework, planning, coordinating, providing support to and supervision of TVET institutions nationwide. The MOE and multiple stakeholders must work in tandem for the implementation of various policy actions.

MOE

1. MOE and GNTA will cover a number of areas relative to governance including harmonising the National Skills Development Programme; working on the National Human Resource Development Strategy and the revision of existing TVET legislation. In areas of TVET access and participation, efforts would be directed to fostering the relationships for TVET implementation in schools and for the development of a competency-based policy. The MOE and the GNTA would continue to mobilise and secure sustainable financing for TVET.
2. Collaboration with MOE, GNTA and GNAB will target formalization of the NQF, as well as effecting digital transformation strategies.
3. Combined efforts of MOE, GCTVET and GNTA will ensure that the respective quality mechanisms and framework are established. Furthermore, collaboration with training institutions, other ministries and agencies will facilitate the optimisation of TVET resources.

TVET INSTITUTIONS

The TVET institutions and providers' involvement will offer relevant training leading to the award of Competency-based Certificates, Diplomas, Degrees, Masters and Doctorates in TVET as categorised and streamlined by this policy

The MOE and GNTA must develop a Communication Strategy and Plan to accompany the implementation of the national TVET Policy.

GNTA

4. GNTA as the governing body of TVET training institutions and providers will engage in regular stakeholder consultations; expand occupational standards and curricula development with industry; ensure compliance within the TVET sector; and maintain linkages with the world of work in all the aspects of training delivery for their graduates to remain relevant and current in the respective sectors. GNTA will also devise paths for financial self-sufficiency to reduce dependency on government funding.
5. GNTA will engage Ministry of Labour and the CSO to produce timely labour market information.

TVET Institutions

6. The TVET institutions and providers' involvement will offer relevant training leading to the award of Competency-based Certificates, Diplomas, Degrees, Masters and Doctorates in TVET as categorised and streamlined by this policy.

10.0 Monitoring and Evaluation Strategy

A Monitoring and Evaluation (M&E) strategy will ensure the achievement of the TVET Policy which aims to create a governing framework that include stakeholders, enhance human resource capacity, respond to societal demands and empower individuals to thrive, earn and learn. The Ministry of Education will be responsible for the implementation of the M&E strategy which will involve the active participation of relevant stakeholders to ensure mutual accountability. Focus will be placed on the review, analysis and progress of

indicators related to strategic objectives and actions towards the achievement of specific targets and milestones and provide a basis for continuous improvement.

Several key tasks must be performed for effective monitoring review and evaluation of the policy.

- ✓ Establishing the frequency of the policy review and the generation of impact reports from implementation
- ✓ Agreeing on the respective roles of state and private stakeholders in participation, collection, analysis, interpretation and publication of performance data/information
- ✓ Establishing agreed processes and timelines for analysis and interpretation of data collected
- ✓ Establishing the human and technological capacity for collection, analysis and interpretation of data
- ✓ Clear monitoring and evaluation assessment criteria must be developed which will assist in determining the relevance, effectiveness, efficiency, impact and sustainability of the planned actions.

Annual M&E reports should be generated and adhere to a standardised format, using established evaluation criteria and methodology. The reports will identify the progress, challenges and impact as well as provide recommendations to keep policy implementation on course.

11.0 Financing Mechanisms

TVET financing mechanisms have the potential to influence the achievement of objectives of the policy and enable more accessible, equitable, efficient, demand-driven, responsive and relevant TVET systems. The MOE has overall responsibility for financing TVET in Grenada. However, the focus must be on creating sustainable financing with less reliance on government funding. The establishment of the Enterprise Training Fund and secured grants from development partners will serve as the primary mechanisms for financing the TVET sector. GNTA will administrate the funds as part of the Framework for the Harmonization of National Skills Development Programme.

Government needs to establish the necessary regulatory framework and legislative structures

in which various financing mechanisms can function to support TVET. This will create the ideal environment for sustainable financing and can promote arrangements to secure sufficient and predictable revenue streams from private financing along with public financing. Focus for the TVET financing mechanisms will be placed on:

- ✓ Developing criteria for the administration of the funds
- ✓ Identifying the means by which funds are allocated, whether through grants, scholarships, loans, training vouchers or other means
- ✓ Establishing a reporting system for expenditure



12.0 Communication Strategy

The MOE and GNTA must develop a Communication Strategy and Plan to accompany the implementation of the national TVET Policy. The rebranding and repositioning of the TVET sector should be central to the communication approach, with a narrative promoting the importance and acceptance of TVET certification for employment and for further education and training. Acceptance from stakeholders inclusive of employers, training providers, civil society, TVET learners and parents, is required to ensure effective communication and consistent messaging.

The Communication Strategy will:

- ✓ Facilitate continuous dialogue between the public and private sectors for enhanced cooperation within the TVET sector
- ✓ Create awareness among the target groups about quality TVET and CBET in particular as a means to increase employability and better earnings
- ✓ Ensure that the beneficiary target groups are aware of the roles of the MOE and the GNTA and its partners in implementation of the national TVET policy.

The communication and marketing plan will take into account:

- ✓ Targeting of various stakeholders
- ✓ Identification and use in promotion activities
- ✓ Use of various media to promote TVET
- ✓ Information on programmes, certification and updates to employers for use in recruitment efforts and employment practices



13.0 Appendices

Appendix 1: The Implementation Plan Matrix 2023 - 2027

POLICY AREA 1									
Strengthen TVET Governance									
STRATEGIC OBJECTIVES	KEY POLICY ACTIONS	PERFORMANCE INDICATORS	BASELINE	TARGETS	TIME FRAME	MEANS OF VERIFICATION	RESPONSIBLE PARTNERS	ANNUAL BUDGET (XCD)	
Enhance the coordinating role of the GNTA to enable harmonisation and centralisation of all TVET	Review the Act 9 of 2009 to include representation from workplaces involved in non-formal and formal training, trade unions, private providers, the Division of Youth within the Ministry of Education, Youth, Sports and Culture	Amended Act 9 of 2009	Act 9 of 2009	Amended Act	2023	Amended Act	Cabinet, MOE, Office of the Attorney General, GCTVET, GNNTA	\$5,000	
	Expand the scope of training providers approved by GNNTA, to include all TVET institutions, various ministries and non-governmental organisations	Number of TVET providers approved	14 Training providers approved	15% Increase of training providers	Annually	Registry of approved training providers	GNNTA, MOE		
	Streamline the framework for the harmonization of a National Skills Development Programme	National Skills Development Policy	Draft 2019 Framework Harmonization of National Skills Development Programme	Policy developed	2023	National Skills Development Policy	GNNTA, MOE	\$125,000	
Ensure TVET policies and programmes are aligned with stakeholder needs for sustainable development.	Develop a National Human Resource Development Strategy in collaboration with relevant stakeholders	Comprehensive Human Resource Development Strategy	None	Plan developed	2027	Human Resource Development Strategy	GNNTA, MOE	\$101,000	
	Establish a system for regular consultations with relevant ministries and bodies involved in the development of skills training programmes for various target groups	Schedule of consultations	3 MOUs	2 Annual consultations	Annually	Reports/documents from facilitated consultations	GNNTA	\$70,000	

POLICY AREA 2 Access to and Participation in TVET									
STRATEGIC OBJECTIVES	KEY POLICY ACTIONS	PERFORMANCE INDICATORS	BASELINE	TARGETS	TIME FRAME	MEANS OF VERIFICATION	RESPONSIBLE PARTNERS	ANNUAL BUDGET (XCD)	
Develop NQF to guide the integration of TVET and general education system	Work with relevant stakeholders to review the NQF to guide the integration of TVET and general education	NQF	CARICOM Qualifications Framework	NQF developed	2027	Approved NQF	GNTA, GNAB, MOE	\$70,000	
	Support the systems for integration of TVET into general education, with special emphasis on secondary education	Number of Articulation agreements	1 agreement with CXC	2 Articulation agreements	2027	Articulation agreements	GNTA, GNAB, MOE	\$6,000	
Create vocational pathways from the primary levels in alignment and preparation for TVET at higher levels	Establish bridging programmes to allow for entry/re-entry to the formal education and training system	Number of Bridging programmes	None	100% Increase of bridging programmes	2027	Programmes introduced/ listed across institutions	GNTA, GNAB, Training institutions	\$100,000	
	Develop a credit system for prevocational certification and NQF	Credit system established	None	Credit system established	2027	Credit system	GNTA, GNAB, MOE	\$70,000	
Expand TVET programmes and subject choices across all levels	Rationalise existing programme offerings across TVET institutions/ all levels	Number of TVET programmes across levels	158 existing TVET programmes	7% Increase in TVET programmes across levels	2027	TVET programmes across levels	GNTA, MOE, Training institutions	\$265,000	
	Develop a memorandum of agreement (MOA) between the GNTA and the Ministry of Education for the coordination of the CVQ in Schools programme	MOA for CVQ in Schools programme	Contract with CXC and MOE	MOA	2023	MOA	GNTA, MOE	\$5,000	
Ensure that all TVET providers implement the CBET approach	Develop CBET policy	CBET policy	None	CBET policy	2023	Policy documents	GNTA, MOE	\$15,000	

POLICY AREA 3 Quality Assurance in TVET									
STRATEGIC OBJECTIVES	KEY POLICY ACTIONS	PERFORMANCE INDICATORS	BASE LINE	TARGETS	TIME FRAME	MEANS OF VERIFICATION	RESPONSIBLE PARTNERS	ANNUAL BUDGET (XCD)	
Strengthen systems of accountability to manage and maintain quality in TVET	Develop a quality enhancement (QE) framework	QE framework developed		QE framework developed	2027	QE document	GNTA, GCTVET, MOE	\$78,000	
	Develop a plan to maintain compliance regarding resources, standards and curricula development, training delivery, assessment, certification and recognition and management	Plan developed	Existing systems of accountability	Plan developed		Plan	GNTA		
	Monitor and evaluate TVET programmes at all levels	Number of programmes monitored and evaluated	Existing M&E practice/ structures	% Increase in programmes monitored and evaluated		Reports generated from M&E exercises	GNTA, GCTVET, MOE		
Establish Centres of Excellence to support best practice in TVET	Facilitate the establishment of Centres of Excellence	Number of Centres of Excellence established	None	2 Centres of Excellence	2027	Centres of Excellence	GNTA, GCTVET, MOE, Training institutions	\$2,800,000	
Promote the sharing of facilities to maximise the use of TVET resources across stakeholder groups	Develop a policy for optimising the use of TVET resources among TVET stakeholders	Policy developed	None	Policy developed	2027	Policy	GNTA, GCTVET, MOE, Training institutions	\$6,000,000	
	Develop a memorandum of agreement (MOA) between the GNTA, MOE and other training providers to support the coordination and implementation of the NVQs/CVQs	MOA developed	None	MOA developed	2027	MOA	GNTA, GCTVET, MOE		
Increase the cadre of trained and certified TVET instructors/ teachers	Develop TVET Teacher Education Programmes	Number of TVET Teacher Education Programmes	66 teachers are CBET certified	30% Increase in number of TVET instructors/ teachers trained	2027	Programmes available	GNTA, TAMCC, Training institutions	\$1,120,000	
	Develop policies and frameworks for continuous professional development to ensure qualified and high-quality TVET staff	Number of TVET instructors, teachers, assessors, verifiers and career guidance personnel trained	None	100% TVET staff trained	2027	Training reports, training registers	GNTA, TAMCC, Training institutions	\$150,000	

POLICY AREA 3 Quality Assurance in TVET									
STRATEGIC OBJECTIVES	KEY POLICY ACTIONS	PERFORMANCE INDICATORS	BASE LINE	TARGETS	TIME FRAME	MEANS OF VERIFICATION	RESPONSIBLE PARTNERS	ANNUAL BUDGET (XCD)	
Conduct labour market research on skill demands to address skills gaps and mismatches	Develop an MOU with CSO on the sharing of data/information on demand and supply	MOU developed		MOU developed	2027	MOU	GNTA, Ministry of Labour, CSO	\$75,000	
	Conduct labour market research in collaboration with the Ministry of Labour and CSO	Number of labour market research exercises conducted		2 Labour market research exercises conducted	2027	Research data,			
	Publish LMI reports	Number of published LMI reports		% Increase in published LMI reports	2027	Published LMI reports			
Expand occupational standards to include those at higher levels, and new and emerging areas	Develop occupational standards in collaboration with industry	Number of new occupational standards developed	195 existing standards	15% Increase in new occupational standards developed	2027	New occupational standards	GNTA, Industry partners	\$300,000	
	Support TVET providers in the development standards-based curricula	Number of standards-based curricula developed	68 existing curricula	10% Increase in standards-based curricula developed	2027	Curricula	GNTA, Training institutions		
Develop relevant and effective curricula	Introduce entrepreneurship and global citizenship programmes/content as mandatory components in curricula	Number entrepreneurship programmes included in curricula	# existing entrepreneurship programmes	% Increase in entrepreneurship programmes	2027	Entrepreneurship programmes	GNTA, Training institutions		

POLICY AREA 4 Digital Transformation									
STRATEGIC OBJECTIVES	KEY POLICY ACTIONS	PERFORMANCE INDICATORS	BASELINE	TARGETS	TIME FRAME	MEANS OF VERIFICATION	RESPONSIBLE PARTNERS	ANNUAL BUDGET (XCD)	
Enable and guide the digital transformation of the TVET System	Develop a strategy for digital transformation in TVET	Digital transformation strategy developed	None	Digital transformation strategy	2027	Strategy document	GNTA, GNAB, MOE	\$60,000	
	Ensure sustainable provision of ICT infrastructure and equipment to TVET institutions	Number of institutions equipped with ICT infrastructure and equipment				List of intuitions	GNTA, GNAB, MOE		
	Adjust strategic documents to include innovation and digital transformation to ensure leadership in transformation and change in culture	Revised strategic documents	None	Revised strategic documents	2027	Revised strategic documents	GNTA, GNAB, MOE		
Create an enabling digital environment for TVET for learners and instructors to innovate, create, and collaborate	Educate towards digital citizenship	Disseminated information across platforms/ media	None	100% Increase in promotional materials	2027	Promotional materials	GNTA, GNAB, MOE, Training institutions	\$200,000	
	Initiate or support ICT-related thematic programmes in areas such as Artificial Intelligence, Open Educational Resources (OERs), and mobile learning	Number of ICT enabled programmes	None	100% Increase of ICT enabled programmes	2027	List of ICT enabled programmes	GNTA, GNAB, MOE, Training institutions		
	Create platforms for TVET providers and employers to communicate, share information, resources and practices in ICT-enabled teaching/ training and learning contexts	Number of platforms established	None	Platforms established	2027	Platforms	GNTA, GNAB, MOE, Training institutions		
Create a digital skills management system	Create a digital skills management system to improve the management of TVET institutions	Digital skills management system established	None	Digital skills management system	2027	Digital skills management system, Reports	GNTA, GNAB, MOE	\$120,000	

POLICY AREA 5 Financing for Sustainable TVET									
STRATEGIC OBJECTIVES	KEY POLICY ACTIONS	PERFORMANCE INDICATORS	BASELINE	TARGETS	TIME FRAME	MEANS OF VERIFICATION	RESPONSIBLE PARTNERS	ANNUAL BUDGET (XCD)	
Secure funding from employers for training programmes	Establish public and private partnerships to secure training funds	Number of partnerships agreements	None	2 Partnership agreements	2027	Partnership agreements	GNTA, MOE	-	
Establish an Enterprise Training Fund to secure sustainable financing for the sector	Work with key personnel in other ministries to establish an Enterprise Training Fund	Quantum of funds	None	\$	2027	Funds	GNTA, MOE		
Enhance source/ grant funding opportunities for training from various development partners	Secure funding from development partners for TVET	Enterprise and training fund established	Feasibility study	Enterprise and training fund established	2027	Record of enterprise training fund	GNTA, MOE		
Develop alternative strategies to secure financing for the TVET coordinating agency	Identify sustainable financing options for GNTA	Number of submitted funding agreements with development partners	None	2 Submitted funding agreements with development partners	2027	Approved agreements	GNTA, MOE	\$6,000	
Establish costs and investment needs for TVET	Develop a formal procedure to estimate and continually update operational costs and investment needs of TVET.	Quantum of funds	None	\$	2027	Funds	GNTA, MOE		
		Revenue streams established	3 Revenue streams	3 Revenue streams established	2027	Budgets/ Financial Statement	GNTA	-	
		Procedure document				Approved procedure	GNTA		

Appendix 2: List of Organisations & Institutions Consulted

No.	Institution/ Organisation Represented
1.	Grenada National Training Agency (GNTA)
2.	GCTVET Members
3.	Ministry of Education, Human Resource Development, Religious Affairs and Information*
4.	Ministry of Finance, Planning, Economic Development & Physical Development*
5.	Ministry of Labour*
6.	Ministry of Social Development Housing and Community empowerment*
7.	Ministry of Tourism, Civil Aviation, Climate Resilience and the Environment*
8.	Ministry of National Security, Youth Development and Home Affairs*
9.	Central Statistical Office
10.	Training Providers
11.	T.A. Marryshow Community College
12.	Grenada National Accreditation Board
13.	Grenada Chamber of Industry & Commerce
14.	Unions
15.	Skills for Youth Employment (SkYE) Grenada
16.	Grenada Community Development Agency - GRENCODA
17.	Grenada Conference of Seventh-day Adventists
18.	Grenada National Council of the Disabled
19.	Seventh Day Adventist
20.	Conference of Churches Grenada
21.	Grenada Bureau of Standards
22.	Past Employees of GNTA
23.	Grenada Association of Retired Persons
24.	Private Businesses

NB: Some government ministries have been renamed or are now defunct.

14.0 Glossary of Terms

Articulation	A systematic coordination of programmes between an educational institution and other educational institutions and agencies, designed to ensure the efficient and effective movement of learners among those institutions and agencies, while guaranteeing the learners opportunities for continuous advancement in learning.
Assessment	The process of gathering evidence to determine whether a student has met the required standards. Assessment is also used as part of the learning process to assist the learner in making progress.
Assessor	A trained individual authorised to evaluate or assess competencies of a candidate (person) applying for certification.
Caribbean Vocational Qualification (CVQ)	The CVQ is a CARICOM approved award that represents achievement of a set of core competences which define core work practice of an occupational area.
Centre Approval	The process by which an institution or organisation such as a college, university, training provider or employer meets specified quality requirements for training delivery and assessment leading to a qualification. The GNTA is the body responsible for granting approval to centres.
Certification	The process of formally validating knowledge, know-how and/or skills and competences acquired by an individual, following a standard assessment procedure, leading to the award of a qualification by an accredited institution or awarding body.
Competence	Proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and/or personal development.
Competency Based Education and Training	A training system founded on standards and recognised qualifications based on competence and the performance required of individuals to do their work successfully and satisfactorily.



