



# Saint Kitts and Nevis

Ministry of Education and Information

## TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING POLICY

TVET for All: A vehicle for human and sustainable  
development and lifelong learning

December, 2013

**SAINT KITTS AND NEVIS**  
**MINISTRY OF EDUCATION AND INFORMATION**

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TRAINING POLICY**

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DEVELOPMENT AND LIFELONG LEARNING***

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## VISION

*Citizens empowered through TVET to contribute to the sustainable development and competitiveness of Saint Kitts and Nevis and equipped to participate meaningfully in a global environment.*

## MISSION

*To ensure that citizens acquire knowledge, competencies and values needed for self-fulfillment, enterprise and workforce development and lifelong learning.*

**Message from  
Hon. Nigel Carty, Minister of Education and Information**

The Government of St, Kitts and Nevis is committed to the efforts through education and training to achieve the goals of sustainable development of Saint Kitts and Nevis. The Ministry of Education and Information is charged with the responsibility of ensuring that all citizens have the opportunity to acquire relevant education and training needed for self-fulfillment, entrepreneurship and employment.

In this regard, emphasis is being placed on Technical Vocational Education and Training (TVET). My Ministry has placed TVET high on its agenda and has been providing the necessary support to ensure the development and strengthening of TVET. There is recognition that TVET must be well positioned to enable citizens to acquire the necessary knowledge, skills and attitudes to meet the current and anticipated labour market requirements. This Policy provides guidelines to make this possible by focusing on the centrality of TVET in the education system.

The vision, mission and theme of the Policy are in keeping with the Government's agenda to build our human resource capacity for nation building and global competitiveness. The Policy emphasises collaboration and participation, shared responsibilities and transparency and accountability in delivering TVET. My Ministry intends to work closely with all partners to ensure the provision of quality TVET. The Policy also calls for the rationalisation of TVET programmes, a re-thinking of TVET and its integration across disciplines and levels in education. Strategic actions are also provided for adequate financing for TVET delivery, sustained advocacy, promotion and marketing of TVET, the establishment of a system for monitoring and evaluating TVET, and obtaining relevant labour market information to inform TVET decision-making. I wish to assure you that this Policy will be given priority, in keeping with the Government's agenda for education and training in support of sustainable development.

I am aware of the consultative approach taken in developing this Policy and my appreciation to the many people who participated in these consultations. I commend the SKN TVET Council and the team of professionals for their work on this initiative. I also wish to thank UNESCO for its support and guidance in the preparation of this Policy. I look forward to the continued support of UNESCO and our local partners in the public and private sectors for the development and strengthening of TVET in St. Kitts and Nevis.

I wish to reaffirm my Ministry's commitment to work with UNESCO and other local, regional and international partners for the continued development and strengthening of TVET and the implementation of this policy.

Thank you!



**Hon. Nigel A Carty**  
Minister of Education and Information

**Message from  
Mr Clyde Christopher  
The Chairman of the Technical and Vocational Education Training (TVET) Council**

Education and training are essential for the achievement of the goals for human and sustainable development. Having a well-trained and highly motivated workforce is also critical in order to meet the changing demands of the labour market within and outside of Saint Kitts and Nevis. For some time now, there has been recognition at local level of the value of TVET in equipping citizens for entrepreneurship and employment. The Education Act (2005), and the White Paper on Education Development and Policy (2009) also noted the importance of TVET. Policy makers, educators and other practitioners noted the need for a TVET Policy that would provide the framework and guidelines for the development and strengthening of several areas related to TVET.

This TVET Policy has now been prepared. It points to the need to align TVET to the priority areas for sustainable development and for the TVET Council to work with employers and other relevant bodies in implementing the Policy. The Policy also emphasises in its theme: TVET for all. In order for this to become a reality, the Policy calls for systematic links between TVET providers and various partners including the public and private sector. There would be need for several programmes to meet a variety of needs including those of youth who leave school early and with no certification. We need to create demand and enable these young people and other groups to see the value of TVET to improve their livelihoods and for them to make a contribution to the sustainable development of our country. The focus of interventions would be not only on provisions at formal level but also on non-formal programmes. The TVET Council is charged with the coordination of TVET programmes offered at various levels and in different settings. In carrying out this task, the Council would be calling on the assistance various partners for us to work together in concerted efforts to achieve the goal of TVET for all.

On behalf of the TVET Council, I wish to express my thanks to the many people we consulted for their inputs, the Policy writing team and UNESCO for providing technical assistance. I look forward to the continued support of all as we move forward for the implementation of this Policy

Thank you!



**Mr. Clyde Christopher**  
Chairman, St. Kitts and Nevis TVET Council

## **Abbreviations and Definition of Terms**

ACCC	Association of Canadian Community Colleges
ACE	Adult and Continuing Education
APL	Assessment of Prior Learning
AVEC	Advanced Vocational Education Centre
BNTF	Basic Needs Trust Fund
CANTA	Caribbean Association of National Training Agencies
CARICOM	Caribbean Community
CCSLC	Caribbean Certificate of Secondary Level Competence
C-EFE	CARICOM-Education for Employment
CFBC	Clarence Fitzroy Bryant College
CIDA	Canadian International Development Agency
CSEC	Caribbean Secondary Education Certificate
CSME	CARICOM Single Market and the Economy
CVQ	Caribbean Vocational Qualification
CTCP	CARICOM Trade and Competitiveness Project
CTO	Caribbean Tourism Organisation
CXC	Caribbean Examinations Council
EC	Eastern Caribbean
EFA	Education for All
EV	External Verifier
GSKN	Government of Saint Kitts and Nevis
HRD	Human Resource Development
ICT	Information and Communication Technology
IV	Internal Verifier
MDGs	Millennium Development Goals
MoE	Ministry of Education
NGO	Non-Governmental Organisation
NIA	Nevis Island Administration
NSTP	National Skills Training Programme
NVQ	National Vocational Qualification
OAS	Organisation of American States
OECS	Organisation of Eastern Caribbean States
OS	Occupational Standards
SIDF	Sugar Industry Diversification Foundation
SIDS	Small Island Developing States
SKN	Saint Kitts and Nevis
TVET	Technical and Vocational Education and Training
UTECH	University of Technology
UWI	University of the West Indies

## **Definition of terms**

### **Articulation**

The mechanism by which, programmes are linked to enable students/trainees to progress from one level of training to a higher level.

### **Assessment**

The process of judging performance through a systematic method of obtaining, describing or quantifying evidence of knowledge, skills and attitudes, against predefined criteria and standards.

### **Competence**

A group of defined characteristics that indicate an individual's acquisition of a set of skills in a given area and level at which performance is agreed to be acceptable.

### **Caribbean Vocational Qualification (CVQ)**

This is an award that represents achievement of a set of competencies which define core work practices of an occupational area, consistent with the levels articulated within the Regional Qualifications Framework. To earn an award, students/trainees must demonstrate competence in reaching CARICOM-approved Occupational Standards developed by practitioners and employers. These Standards are organized in Units. The award is based on successful completion of mandatory Units. A person can earn Unit awards towards achieving a complete CVQ.

### **National Vocational Qualification (NVQ)**

A local work-based award achieved through assessment and training. An award that represents the achievement of a set of competencies that define the core work of an occupational area, the standards for which are developed at local level following procedures outlined by the Caribbean Association of National Training Agencies (CANTA).

### **Occupational Standards (OS)**

These are the written descriptions of the industry agreed standards for competent performance in an occupational area. The standards are presented as a number of Units containing elements, each of which has three (3) parts – criteria, range and explanations. Competences which apply to job roles or occupations are given in the form of statements of performance, knowledge and the evidence required to confirm competence.

### **Verifiers**

**External Verifier (EV):** An experienced practitioner who carries out a quality assurance audit to ensure that centres approved to offer CVQs are consistently judging candidates equally, fairly and to the Regional Occupational Standards. The EV audits the assessment system, including records of evidence and assessments, and samples assessment in action, where possible.

**Internal Verifier (IV):** A person with direct responsibility for the quality assurance of the assessment process in an approved centre and in any of its satellite sites in which candidates are assessed.

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## **Executive Summary**

### **Background to Policy development**

This TVET Policy was developed following a policy review exercise conducted by UNESCO at the request of the Government of Saint Kitts and Nevis (GSKN). Additional support was requested from UNESCO for the development of a Policy for Technical and Vocational Education and Training (TVET). A local writing team was appointed and support was provided by a UNESCO Programme Specialist from UNESCO Headquarters in Paris and a Caribbean Education Specialist who worked with the writing team during two missions of two and three weeks respectively. The TVET Policy comprises five sections. Section 1 gives the context and background for the Policy; Section 2 provides an overview of the education system and TVET developments at international, regional and local levels; Section 3 gives the guiding principles and cross-cutting themes; Section 4 gives the Policy framework in which there are nine Policy areas. For each area there is a situational analysis, Policy statement, objectives, critical considerations, strategic actions and summary. Section 5 gives a summary and conclusion.

### **Background and context**

The Federation of Saint Kitts and Nevis (SKN) is a twin-island state located in the Leeward Islands in the Caribbean. The population in 2012 was estimated at 50 726, with 38 036 resident in Saint Kitts and 12 690 in Nevis. First settled by the British in 1623, the islands became an associated state with full internal autonomy in 1967. SKN achieved independence in 1983. Nevis has autonomy in specified areas and has its own Nevis Island Administration (NIA) and Premier. SKN has recently been classified as a high income state and is among the countries with High Human Development Index rankings by the UN in 2011. However, SKN like other small states is vulnerable to external shocks such as the continuing global financial crisis and natural disasters. SKN was economically dependent on the sugar industry until its closure in 2005 due to gradual loss of preferential market access and declining prices. In order to prepare for and cope with the inevitable changes with the closure of the sugar industry, the GSKN prepared the *'Adaptation Strategy in response to the EU sugar regime, 2006-2013'*. The GSKN has placed, as an imperative, education and training as the basis to enable diversification of the economy. In this context, there is recognition of the value of TVET as a vehicle for sustainable development and that a TVET Policy is needed to provide the framework and guidelines for actions that reflect a re-positioning and the centrality of TVET in education and training provided through formal and non-formal programmes.

The outcomes of TVET developments at international and regional levels provided useful insights for the preparation of this Policy. At the international level, the TVET Policy took into account the Education for All (EFA) agreed goals and noted that SKN had also made great

strides in achieving the Millennium Development Goals (MDGs). The TVET Policy also benefited from the outcomes of the 2012 Third International Congress on TVET. At the regional level, the TVET Policy took into consideration issues related to TVET in the *OECS Education Sector Strategy 2012-2021*; the *CARICOM Sector Strategy for Workforce Development and Economic Competitiveness*; the outcomes of the 2011 UNESCO/ILO/CDB workshop on *Promoting Effective Skills Policies and Systems: Improving skills development and national policies and systems* and the 2012 UWI/UNESCO Conference on TVET. At local level, attention was given to the objectives of education as stated in the 2009 White Paper on Education Development and Policy; a Road Map for formal and non-formal training and a Short to Medium Term Plan 2012-2015; and two studies undertaken by Overeem (2009) and Murray-Beresford (2009).

The analysis of these various documents strengthened the case made in the TVET Policy for the re-positioning of TVET from the margins to a central orienting principle for education and training reforms. The Policy notes that by raising attention to the prospects and lives of graduates of education and training programmes in the world of work and beyond – a central concern to TVET – it then becomes possible to conceptualise education and training provision that is inclusive and aims to maximise benefits for all individuals and their societies.

### **Rationale and Purpose**

This Policy was developed in the context of the challenges and opportunities in SKN for the development and strengthening of TVET for self-fulfillment and as a vehicle for sustainable development. The Policy is intended to provide a framework and guidelines for activities that contribute to the achievement of the goal of TVET for all citizens including people with disabilities, and vulnerable and marginalised groups. The Policy also takes into consideration the opportunities for TVET to contribute to the economic growth and sustainable development of SKN. Further, it addresses some of the challenges faced such as the number of youth who leave school early and with no certification; the fragmentation of TVET offerings especially for people outside the formal education system; and, the need for greater efficiency and effectiveness in order for TVET to meet current and anticipated demands of the labour market within and outside SKN. The TVET Policy broadens the concept of TVET and focuses on issues such as inclusion and integration; equity in participation; relevance of TVET; lifelong learning; and, the development of the skills, values and attitudes needed for responsible citizenship.

The purpose of the TVET Policy is to:

- provide a collective vision and strategic direction for TVET;
- provide a framework for the continued development and strengthening of TVET as a vehicle for sustainable development;

- provide a shared understanding of TVET as an orienting principle in education at all levels;
- provide a rationale for resource allocation, programmes for labour market requirements and standards for assessment and certification;
- guide the partnerships and networking necessary for TVET to contribute to the development and implementation of an agenda for sustainable development;
- provide guidance for the development/upgrading of skills of learners and workers in places of education and work and for their careers;
- guide the management and operations of a comprehensive TVET system;
- guide the achievement of synergies among providers, institutions, programmes and stakeholders;
- improve connections between this and other Policy areas for sustainable development.

**Vision:**        *Citizens empowered through TVET to contribute to the sustainable development and competitiveness of Saint Kitts and Nevis and equipped to participate meaningfully in a global environment.*

**Mission:**     *To ensure that citizens acquire knowledge, competencies and values needed for self-fulfillment, enterprise and workforce development and lifelong learning.*

## **The Policy Framework**

Nine areas summarised below were considered within the Policy framework.

### **1. Governance and management.**

**Policy Statement 1:** *Effective governance and management of TVET are necessary for a well-coordinated framework for the delivery of formal and non-formal TVET programmes and lifelong learning.*

The TVET Council has as a key function the coordination and management of TVET. Given the variety of needs in the thrust for TVET for all, systematic procedures are necessary for effective governance and management of TVET provided through formal and non-formal programmes. The objectives and strategic actions identified to achieve effective governance and management include the establishment of linkages and collaboration among TVET partners to identify governance and management arrangements that are in place and how these can be strengthened, sharing best practices and establishing systematic procedures for the involvement of the private sector in governance and management of TVET.

## **2. Access and participation**

**Policy Statement 2:** *Access to and participation in formal and non-formal TVET and lifelong learning are critical for the achievement of TVET for all and can be enhanced through the use of ICT.*

TVET formal programmes are available in secondary schools, at AVEC and at the CFBC. Non-formal programmes are available at the NSTP and Project Strong. Also some local and regional agencies and Government Ministries provide TVET periodically, for example, the Ministry responsible for Youth Affairs is managing a special programme - the People Empowerment Programme (PEP). Participation in TVET is low and drop out from programmes is high. The re-thinking of TVET with an emphasis on skills such as critical-thinking, problem-solving and other employability skills across disciplines should contribute to widening the access to and participation in TVET.

The objectives and strategic actions to improve access and participation in TVET include reviewing administrative arrangements within the formal system to provide learners with more choices and to enable them to customise programmes for multidisciplinary; facilitating articulation of programmes so that students/trainees are able to move from one level to a higher level of training more easily; implementing promotion and marketing programmes to create demand; and, identifying the needs of special groups including people with disabilities, marginalised and vulnerable groups and providing relevant programmes to meet their needs and to equip them for entrepreneurship and employment.

## **3. Curricula and programmes**

**Policy Statement 3:** *The review and development of curricula and programmes reflecting the centrality of TVET are critical for quality formal and non-formal programmes and for lifelong learning.*

The TVET Policy takes into account the need for a range of formal and non-formal programmes to meet a variety of needs and to achieve the goal of TVET for all. The centrality of TVET in curricula and programmes is emphasised and, also the need for curricula reform to reflect the re-thinking of TVET and the integration in all programmes of generic skills of critical thinking, problem solving and other employability skills.

The objectives and strategic actions for curricula and programmes include building capacity for curriculum review and development of formal and non-formal programmes that reflect the centrality of TVET in education and training. Also, there is need for collaboration among various partners for the development of curricula and programmes to meet a variety of needs. Further,

there has to be buy-in by stakeholders including teachers, parents, students and employers to the re-thinking and re-positioning of TVET in curricula and programmes. Systematic procedures would be required to monitor the implementation and impact on human development of the revisions made as a result of the re-positioning of TVET and the emphasis on development of generic skills mentioned above.

#### **4. Links with the labour market**

***Policy Statement 4: Effective anticipation and responsiveness to changing labour market demands and development priorities in the Federation and beyond are essential to TVET.***

TVET as a vehicle for sustainable development has relevance for all sectors and must be closely linked to labour market needs that are aligned with the priorities identified for sustainable development. Emphasis is placed on the transition of youth to the labour market which is not restricted to the domestic market but has expanded to include the wider Caribbean through the CARICOM Single Market and the Economy (CSME).

The objectives and strategic actions include enhancing the information and evidence base of changing labour market demands; supporting youth (including those with disabilities) transitions to the labour market; and facilitating the geographical and social mobility of students and workers within the Federation, regionally, and beyond. Emphasis is placed on enhancing labour market information systems and linking TVET to these systems; and, collaborating with bodies such as the Chamber of Industry and Commerce and Trade Unions to develop incubators and apprenticeship schemes for entrepreneurship and workforce development.

#### **5. Teacher/facilitator training and professional development**

***Policy Statement 5: Adequate preparation and continued professional development of teachers/facilitators are critical for effective delivery of quality TVET and should include use of ICT to facilitate learning.***

Quality of formal and non-formal TVET is dependent in large part on the competence of the people delivering the skills training. At the formal level, teacher education for TVET teachers is available at the CFBC. However, very few teachers participate in this programme. Given the thrust for TVET for all, creative strategies would be needed to provide training to teachers/facilitators of formal and non-formal programmes. There is also need for continued support to teachers/facilitators and access to programmes, including online programmes, for their continued professional development.

The objectives and strategic actions include incorporating TVET in general teacher education; enabling teachers/facilitators to acquire a repertoire of strategies for the delivery of formal and non-formal TVET; and, including key areas of CBET and safety and facility standards in teacher education programmes. There is also need to provide on-going support to teachers/facilitators especially for those who are unable to access formal teacher education programmes and are involved in the delivery of non-formal TVET.

## **6. Advocacy, promotion and marketing**

**Policy Statement 6: *Advocacy, promotion and marketing of TVET for all are necessary for greater inclusiveness and participation.***

The re-thinking and re-positioning of TVET in education and training for self-fulfillment and sustainable development is a departure from a narrow definition of TVET. Advocacy, promotion and marketing would be required for buy-in to the changes for TVET to be viewed as a vehicle for human and sustainable development and lifelong learning. Attention must, therefore, be given to the messages used for advocacy, promotion and marketing. These messages would need to focus on the centrality of TVET in education and training and the value of TVET for self-fulfillment and for equipping citizens for employment.

The objectives and strategic actions include identifying the needs of diverse groups and using appropriate strategies to get messages to these groups using print and electronic media including the use of social media to reach youth, in particular. There is also need for collaboration with employers in the public and private sectors in order to identify champions for TVET and for concerted efforts to develop and sustain activities for advocacy, promotion and marketing. The TVET Council would also need to develop systematic procedures for monitoring and evaluating the impact of the strategies being implemented.

## **7. Accreditation, assessment and certification**

**Policy Statement 7: *Accreditation, assessment and certification are essential components of quality TVET and facilitate mobility of graduates seeking further education and employment within and outside Saint Kitts and Nevis.***

The emphasis in this Policy area is on quality and the need to put in place measures for the accreditation of programmes; the training of people to conduct assessments; and, the establishment of partnerships to ensure quality and portability of certification.

The objectives and strategic actions include the development of standards for formal and non-formal TVET programmes to facilitate articulation and enhance the value of certification based

on agreed standards. There is also need for the training of teachers/facilitators for assessment and partnerships with public and private employers for the recognition and portability of certification and the certification of skilled persons through the Assessment of Prior Learning (APL).

## **8. Financing**

**Policy Statement 8: *Mobilising and coordinating resources are required for quality TVET development and delivery.***

The GSKN provides most of the funding for TVET. In order to achieve the goal of TVET for all there would be need for partnerships with employers and local, regional and international agencies to source funding for formal and non-formal TVET programmes to meet a variety of needs.

The objectives and strategic actions include identifying needs and costs implications for the development and delivery of quality TVET; identifying and accessing non-traditional sources of funding for TVET; collaborating with various local, regional and international partners to share responsibilities and costs for TVET; and, rationalising programmes and other aspects of TVET to achieve cost-effectiveness.

## **9. Monitoring and evaluation**

**Policy Statement 9: *Continued monitoring and evaluation of various aspects of TVET, using various strategies and appropriate technologies, are essential for the development and strengthening of TVET for all.***

The TVET Policy emphasises the importance of a knowledge and evidence base for decision-making. Collaboration with various partners is necessary for monitoring and evaluating the impact of programmes. In the case of the TVET Policy, there would be need to establish procedures for monitoring and evaluating the implementation of annual action plans based on the TVET Policy.

The objectives and strategic actions include establishing links with bodies such as UNESCO and the ILO to develop a knowledge and evidence base for the provision of TVET linked to sustainable development; collaborating with providers and relevant partners for monitoring and evaluating the implementation and impact of the TVET Policy and programmes; and establishing procedures and assisting institutions and other TVET providers in conducting self-assessment and action research in order to collect data at local levels for the development and strengthening of TVET.



The TVET Policy would be reviewed after five years in 2018. However, annual work plans based on the Policy and annual reports would be prepared. The Council would also undertake, in 2016, a mid-term review of the implementation of the Policy. Information on the implementation activities will be shared with stakeholders to ensure transparency and for accountability.

The TVET Council will have the main responsibility for the implementation of the TVET Policy and monitoring and evaluating the impact of the actions based on the Policy on the lives of citizens and on contributions to workforce development, economic competitiveness and sustainable development.

The TVET Policy was developed through extensive consultative processes and the TVET Council in carrying out its tasks can benefit from partnership arrangements through the interest generated in the value of the TVET Policy and the expressed willingness of existing and potential partners to work with the TVET Council in order to achieve the goal of TVET for all.

## **SECTION 1:**

### **INTRODUCTION**

#### **1.1 Background and context**

##### **1.1.1 Saint Kitts and Nevis- a Small State**

The Federation of Saint Kitts and Nevis (SKN) is a twin-island state located in the Leeward Islands in the Caribbean. The population in 2012 was estimated at 50 726, with 38 036 resident in Saint Kitts and 12 690 in Nevis. First settled by the British in 1623, the islands became an associated state with full internal autonomy in 1967. SKN achieved independence in 1983. Nevis has autonomy in specified areas and has its own Nevis Island Administration (NIA) and Premier. SKN has recently been classified as a high income state and is among the countries with High Human Development Index rankings by the UN in 2011. However, SKN like other small states is vulnerable to external shocks such as the continuing global financial crisis and natural disasters. SKN was economically dependent on the sugar industry until its closure in 2005 due to gradual loss of preferential market access and declining prices. In order to prepare for and cope with the inevitable changes with the closure of the sugar industry, the GSKN prepared the '*Adaptation Strategy in response to the European Union (EU) sugar regime, 2006-2013*'. The GSKN has placed, as an imperative, education and training as the basis to enable diversification of the economy.

##### **1.1.2 Economic Projections**

For the 2014-2017 period, the Foreign Direct Investment (FDI) is expected to maintain its current average of 17.5 per cent of GDP, and for 2013-2014, it is projected that there will be a rebound in investments, mostly from the tourism industry, and to a lesser extent the energy sector (IMF, 2013). While visitor exports (that is, international tourist spending for both business and leisure) accounted for 41.2 per cent of total exports in 2012, this rate is expected to grow by 5 per cent per annum over the next decade. The off-shore tertiary education tourism sub-sector is expected to grow; currently the sector caters to approximately 2 000 foreign students who attend one of the off-shore universities in the country. These students require goods and services, which present a number of opportunities for local businesses.

##### **1.1.3 Labour market characteristics**

According to the Enterprise Survey conducted by World Bank in 2007, the public sector is the biggest employer (37 per cent). Outside the public sector, the tourism industry is the second largest employment provider, with a rate of 23.7 per cent (12 670 persons). Manufacturing,

retail, construction, ICT and FIRE (finance, insurance and real estate) sectors each account for 10 per cent of employment. The private sector in SKN is characterised by its relative fragmentation and very small units as 58.8 per cent of the enterprises in Saint Kitts employ only one to five employees. In Nevis, this rate is even higher, with 72.7 per cent of business units falling into the very small business category. The labour force participation rate is estimated at 73 per cent, and an average unemployment rate of 6.5 per cent. However, the unemployment rate for those in the 20-24 age group is considerably higher at 12 per cent. The largest number of unemployed persons is in the 20-24 age group, followed by the 15-19 age group. While employment and unemployment rates for males and females were roughly similar, females outside the labour force outnumbered males by a ratio of 1.64:1.

## **1.2 Rationale and purpose**

The Adaptation Strategy has identified priority areas for sustainable development. In this context, there is recognition of TVET as a vehicle for sustainable development. TVET as currently provided is fragmented and defined very narrowly as a range of subjects provided mainly as a compensatory device for less able students. For TVET to have a significant impact on sustainable development, a conceptual approach that reflects the centrality of TVET in the education system is needed. This Policy was developed in the context of the challenges and opportunities in SKN for the development and strengthening of TVET for self-fulfillment and as a vehicle for human and sustainable development and lifelong learning. The Policy is intended to provide a framework and guidelines for activities that contribute to the achievement of the goal of TVET for all citizens including people with disabilities, and vulnerable and marginalised groups. The Policy also takes into consideration the opportunities for TVET to contribute to economic growth and sustainable development of SKN. Further, it addresses some of the challenges faced such as the number of youth who leave school early and with no certification; the fragmentation of TVET offerings especially for people outside the formal education system; and, the need for greater efficiency and effectiveness in order for TVET to meet current and anticipated demands of the labour market within and outside SKN. The TVET Policy broadens the concept of TVET and focuses on issues such as inclusion and integration; equity in participation; relevance of TVET; lifelong learning; and, the development of knowledge, competencies and values needed for responsible citizenship.

The purpose of the TVET Policy is to:-

- provide a collective vision and strategic direction for TVET;
- provide a framework for the continued development and strengthening of TVET as a vehicle for sustainable development;
- provide a shared understanding of TVET as an orienting principle in education at all levels;

- provide a rationale for resource allocation, programmes for labour market requirements and standards for assessment and certification;
- guide the partnerships and networking necessary for TVET to contribute to the development and implementation of an agenda for sustainable development;
- provide guidance for the development/upgrading of skills of learners and workers in places of education and work and for their careers;
- guide the management and operations of a comprehensive TVET system;
- guide the achievement of synergies among providers, institutions, programmes and stakeholders;
- improve connections between this and other Policy areas for sustainable development.

### **1.3 Scope of the Policy**

The TVET Policy is based on a premise that TVET is a vehicle for human and sustainable development and lifelong learning and that it can enable citizens to acquire the knowledge, skills and values for self-fulfillment, entrepreneurship and employment. In this regard, TVET is viewed not only as a component within the education sector but also of importance to all other sectors if it is to have significant impact on, and serve as a vehicle for human and sustainable development. Recognizing this, efforts were made to ensure that the content of the TVET Policy is aligned with priorities given in other national policies, so that taken together, they would have significant impact on the achievement of sectoral goals for sustainable development.

In addition, the Policy emphasises that TVET for all requires a re-orienting and re-positioning of TVET within the education system. This reorienting of TVET would involve the transversal dimension of integrating skills, knowledge and attitudes relevant to the world of work across curricula so that all learners benefit from TVET learning, whether or not they enroll in traditional TVET subjects. Reorienting TVET also involves the longitudinal dimension which implies that learning takes place within and for a lifelong perspective covering all levels of skills. The re-orientation points to the need for all students, youth and other people including those with disabilities, vulnerable and marginalized groups to acquire, through systematic instruction, skills such as critical-thinking, problem-solving and other employability skills. The Policy also deals with administrative and financing arrangements, quality of programmes, enhancement and portability of certification, the training of facilitators to deliver TVET, advocacy promotion and marketing, development of a knowledge and evidence base and links with labour market systems for informed decisions-making about TVET.

## **1.4 Vision and Mission Statements**

### **VISION**

*Citizens empowered through TVET to contribute to the sustainable development and competitiveness of Saint Kitts and Nevis and equipped to participate meaningfully in a global environment.*

### **MISSION**

*To ensure that citizens acquire knowledge, competencies and values needed for self-fulfillment, enterprise and workforce development and lifelong learning.*

## **1.5 The Policy development process**

The Policy development process was initiated during workshops for the validation of the draft Policy review report. The review which took place in February 2013 was in response to a request from the GSKN for assistance to UNESCO in two areas:

- general support with Policy advice and review of existing Policy framework; and
- expert support for the Clarence Fitzroy Bryant College Division of Technical and Vocational Education and Management Studies (DTVEMS).

A report was done for the CFBC and elements of that report were included in the review report. Two validation workshops were held in September 2013 with educators and other stakeholders in Saint Kitts and in Nevis respectively. In addition, some of personnel from Government Ministries and agencies that were unable to attend the workshops were consulted. The review was done in preparation for the development of this TVET Policy for SKN with continued support from UNESCO.

At the validation workshops, each participant prepared Vision and Mission statements and made suggestions for topics/issues that could be included in the TVET Policy. A writing team for the TVET Policy was identified comprising three people from St Kitts and two people from Nevis with the SKN Principal TVET officer as the team leader. The team was supported in its work by a UNESCO Programme Specialist based at UNESCO Headquarters in Paris and a Caribbean Education Specialist. The writing team worked on the preparation of the Policy during two missions lasting two and three weeks respectively. Through discussions among the team and with members of the TVET Council, draft materials were prepared and revised. The Policy was submitted to the Honourable Nigel Carty, Minister of Education and Information at an official ceremony held on 6 December, 2013.

## 1.6 Target audience

This Policy would have relevance for and impact on various stakeholders including those listed below.

### Public sector

- Education Officials and other Government Officials
- Employers
- Lecturers/Teachers
- Policy Makers
- President and staff of the Clarence Fitzroy Bryant Community College
- Principals and other administrators
- Students
- TVET Officers, Curriculum and other Education Officers
- Providers of formal and non-formal training programmes
- Youth and adult learners

### Private sector

- Employers and employees
- Entrepreneurs
- Trainers and trainees in the workforce

### Community groups

- Community groups including NGOs
- Community leaders
- Parents
- Vulnerable groups
- Youth and adults

### Regional and international agencies and other partners (examples)

- ACCC
- ACTI
- CANTA
- CARICOM
- CIDA
- EU
- OECS
- UNESCO

## **1.7 Structure of the document**

The TVET Policy comprises an Executive Summary and five sections. Section 1 provides the background and context of the Policy; Section 2 describes the education system and TVET developments; Section 3 gives the Guiding Principles and Cross-cutting themes; Section 4 provides the Policy Framework in which there are nine Policy areas. Each Policy area has a situational analysis, Policy Statement, objectives, critical considerations, strategic actions and a summary statement. Section 5 gives a summary and conclusion.

## SECTION 2

### THE EDUCATION SYSTEM AND TVET DEVELOPMENTS

#### 2.1 An overview of the education system

The formal education system comprises 18 public primary schools in Saint Kitts and seven in Nevis and nine private primary schools, three of which are in Nevis. There are 6 public and 2 private secondary schools in Saint Kitts and 2 public and 1 private secondary school in Nevis. The apex tertiary level institution is the CFBC which is in Saint Kitts. There is some provision for early childhood education by the Government and private providers. At the primary level, there is automatic promotion through the grades. Students then proceed to the secondary level. Unlike in other countries in the region, there is no Common Entrance examination for entry to secondary school. SKN has had universal secondary education for many years now. The secondary system is divided into lower secondary (Forms 1 to 3) and upper secondary (Forms 4 and 5). Usually at the end of Form 3, in some schools, students take examinations set by the Caribbean Examinations Council (CXC) for the Caribbean Certificate of Secondary Level Competence (CCSLC) and at the end of Form 5 they take the CXC examinations for the Caribbean Secondary Education Certificate (CSEC). In Nevis, the Charlestown Secondary School has a sixth form. In Saint Kitts, the Basseterre High School had a sixth form which was incorporated into the CFBC as the Division of Arts, Science and General Studies when it started in 1988. The CFBC offers programmes for Associate Degrees and for CXC certification based on performance in the Caribbean Advanced Proficiency Examination (CAPE).

While SKN has universal primary and secondary education, there is cause for concern about the quality, retention and outcomes of the education system and the gender inequalities in achievement. In 2012, 4 959 students (63.74 per cent female and 36.26 per cent male) sat examinations for CSEC. The percentage of females and males getting Grades I to III was 70.96 and 65.24 respectively. When the number that leave school without acceptable Grades in CXC examinations is added to the number that leave school early, the total number of youth who do not have certification for entry level employment or for access to further education and training becomes significant. The underachievement of boys is a concern since they comprise the majority of those who leave school early or achieve low grades in the terminal CSEC examinations. These young people are at risk of engaging in unproductive, anti-social, risky or even criminal activities which is a serious concern in terms of human capital and the creation of a safe environment for financial services and tourism – two of the priority areas for sustainable development that have been identified by the GSKN and reinforced by the Prime Minister in his 2013 budget speech.



## 2.2 TVET at the international level

### 2.2.1 Education For All

The Education For All (EFA) goals given below provide the overarching context for the development and strengthening of education including TVET in countries. This Policy reflects the emphasis being placed on TVET for all and on areas such as inclusivity and lifelong learning which are in keeping with the EFA goals. Further, the Prime Minister in his address to the United Nations General Assembly in 2013 explained that SKN had achieved some of the Millennium Development Goals (MDGs) and is on an economic trajectory for achieving both the MDGs and sustainable development goals of the post 2015 development agenda “Setting the stage”:

Figure 1: EFA Goals

#### **EFA agreed education goals**

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.
- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.
- Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
- Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality.
- Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The conceptual approach taken in the development of this Policy takes into consideration developments at regional and international levels. The approach also reflects the re-positioning of TVET from the margins to a central orienting principle for education and training. This is not simply a call for the vocationalising of education but raises attention to the prospects and lives of graduates of education and training programmes in the world of work and beyond.

## 2.2.2 UNESCO Third International Congress on Technical and Vocational Education and Training

At the international level, the integration of TVET in curricula across the board and a focus on the development of skills for employment and for lifelong learning were emphasized at the UNESCO Third International Congress on TVET which took place in Shanghai, People's Republic of China in 2012. The Shanghai Consensus included among its recommendations the need to 'promote cross-cutting skills such as problem-solving and critical-thinking and the capacity to adapt behaviour, in order to equip learners with skills for sustainable living and livelihoods' and also to 'link TVET with general education to ensure flexible pathways at all levels and facilitate the progression of TVET learners to higher levels of education as part of lifelong learning strategies'. This re-thinking of TVET is reflected in the various components of this TVET Policy.

## 2.3 Regional developments in TVET

### 2.3.1 The OECS Education Sector Strategy 2012–2021

In developing this TVET Policy, consideration was given to priorities and recommendations stated in the OECS Education Sector Strategy (OESS) for the period 2012 to 2021. The TVET Policy emphasises TVET for all and this is also included as a goal in the OESS as shown in Figure 2 below. The OESS identified seven strategic imperatives. Strategic Imperative 6 deals with TVET and focuses on TVET for all learners.

Figure 2: OESS Strategic Imperative 6

#### **Strategic Imperative 6**

##### ***Provide opportunities for all learners in Technical and Vocational Education and Training (TVET)***

The outcomes from interventions to implement this imperative will be:

- Primary school curricula, teaching and learning incorporate exploratory learning experiences that develop basic technical competencies and an appreciation for the world of work;
- Competency based curricula linked to the CVQ framework established across secondary and tertiary education and in all other educational settings in work and in community;
- A Qualification Framework established that enables learners to move seamlessly between academic and vocational qualifications in formal and informal educational settings.

Success in the achievement of these outcomes will be measured by: the "percentage increase in relevant TVET programmes sanctioned by employers and Government"; and the "increase in number and share of students participating in TVET programmes".

*Source:* OECS Secretariat, May 2012

### **2.3.2 The CARICOM Regional TVET Strategy for Workforce Development and Economic Competitiveness: Skills and credentials- the new global currency**

CARICOM adopted a Regional TVET Strategy in 1990 which provided a framework for the establishment of national training agencies for the coordination and management of TVET in Member States and the harmonization of TVET across the region. That Regional Strategy was revised in 2013 through a consultative process to include current imperatives for skills training related to sustainable development and competitiveness. These have become particularly important given the need for skilled people for entrepreneurship and to meet the needs not only of the local labour market but also to prepare citizens to benefit from employment and other opportunities available within the CSME. The revised Strategy focuses on inclusivity, the centrality of TVET in education for human development and the implementation of CVQ programmes to facilitate the free movement of skilled people within the CSME.

### **2.3.3 UNESCO/ILO/CDB workshop on Promoting Effective Skills Policies and Systems: Improving skills development and national TVET policies and systems**

At this workshop in 2011, participants discussed issues and concerns that should be addressed for a conceptual approach to TVET that would reflect the centrality of TVET in education and would provide opportunities to ensure inclusiveness and mainstreaming of programmes especially those targeted to special groups, such as people with disabilities. The outcomes of this workshop helped in re-focusing the discussion on the desired content of a TVET Policy as a framework for providing TVET to meet a variety of needs and to contribute to the achievement of the goals of sustainable development.

### **2.3.4 UWI/UNESCO Conference on TVET**

Issues of inclusivity and TVET relevant for self-fulfillment, employment and lifelong learning as key considerations in this TVET Policy were also emphasised in a UWI/UNESCO conference on TVET held in Montego Bay, Jamaica in 2012. Participants at that conference discussed issues related to a re-positioning of TVET and supporting policies for comprehensive coverage of TVET. The participants also noted the need for TVET policies that are ‘comprehensive, inclusive and integrated within a lifelong learning perspective based on multi-disciplinary approaches, covering and linking all components of learning and education’.

## 2.4 Local developments in TVET

### 2.4.1 The White Paper on Education Development and Policy

The TVET Policy is placed within the context of the goals and objectives of the education system as given in the White Paper on Education Development and Policy.

Figure 3: Goals and Objectives of the Education System

<p>Goals and Objectives of the education system</p> <ul style="list-style-type: none"><li>(a) To encourage and promote the development of basic knowledge and skills in all persons, including:<ul style="list-style-type: none"><li>(i) the skills of literacy, listening, speaking, reading, writing, numeracy, mathematics, analysis, problem solving, information processing, computing;</li><li>(ii) critical and creative thinking skills for today's world;</li><li>(iii) an understanding of the role of science and technology in society together with scientific and technological skills;</li><li>(iv) appreciation and understanding of creative arts;</li><li>(v) physical development and personal health and fitness; and</li><li>(vi) the creative use of time.</li></ul></li><li>(b) to develop self-worth through positive educational development;</li><li>(c) to promote the importance of the family and community;</li><li>(d) to provide opportunities to reach maximum potential;</li><li>(e) to promote the recognition, understanding and respect for the Constitution, laws and national symbols of the state;</li><li>(f) to develop an understanding of the principle of gender equality and other forms of equality as defined in the Constitution;</li><li>(g) to promote an understanding of the history, language, culture, rights and values of Saint Kitts and Nevis and their role in contemporary society;</li><li>(h) to increase awareness and appreciation of the natural environment;</li><li>(i) promote a national and Caribbean identity through regional cooperation and integration;</li><li>(j) to develop an understanding of the historical and contemporary role of labour and business in society; and</li><li>(k) to prepare for participation in the affairs of Saint Kitts and Nevis and the global society.</li></ul> <p><i>Source:</i> White Paper on Education Development and Policy (2009-2019)</p>
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The White Paper on Education Development and Policy 2009–2019 is entitled '*Raising the standard, maximizing resources, aligning with best practices – promoting success for all*'. It takes into consideration an understanding that education in SKN is impacted on by matters that affect the country as part of a regional and international community. The White Paper provides policies and actions to chart the way forward and provide guidance for TVET activities over the period 2009-2019. The section on TVET describes the programmes of formal and non-formal providers and points to the need for a strengthened TVET Council to better coordinate and manage TVET in SKN.

#### **2.4.2 A Road Map for formal and non-formal TVET**

Another major TVET activity was the preparation of a Road Map (Wilkin, 2011) for formal and non-formal training entitled '*The way forward for skills development in St Kitts and Nevis*'. The Road Map notes that effective governance and operations of TVET are necessary for the implementation of programmes that will enable individuals to gain access to decent jobs, reduce poverty and promote social inclusion. The Road Map was approved by Cabinet and is viewed as a policy level document with implications for the development, strengthening and alignment of TVET with national goals and priorities for sustainable development. Building on the Road Map, a Short-to-Medium Term Plan (2012-2015) was prepared.

#### **2.4.3 Commissioned studies**

The findings of two studies (Overeem, 2009 and Murray-Beresford, 2009) were considered in the development of this Policy. Overeem emphasised, among her recommendations, the need for quality, competency-based and standards-driven TVET programmes. Murray-Beresford's recommendations included elevating the importance of training, improving the skills of teachers/facilitators and the continuous engagement of the private sector to determine the needs of industry.

#### **2.4.4 Policy review**

In preparation for the development of the TVET Policy a review was undertaken in response to a request from the GSKN for assistance from UNESCO.

The request to UNESCO to facilitate a Policy review was a step towards the preparation of this TVET Policy which takes into consideration issues such as national priorities for sustainable growth and development, equitable provision and social inclusion of disadvantaged and vulnerable groups including people with disabilities, and the effective coordination, management and financing of TVET. The Policy review was seen as essential in assisting the TVET Council in its deliberations with various stakeholders and in data gathering processes to address some of the issues identified. It benefited from the Policy momentum behind TVET Policy development at regional and international levels and highlighted some considerations for inclusion in the TVET Policy.

## SECTION 3

### GUIDING PRINCIPLES AND CROSS-CUTTING THEMES

#### 3.1 Guiding principles

**Articulation:** The TVET Policy emphasises the need for articulation of programmes in order for trainees to be able to access higher level skills training.

**Collaboration:** The thrust for TVET for all would require collaboration among various partners involved in TVET.

**Cost-effectiveness:** There is need to rationalise programme offerings and implement measures to achieve cost-effectiveness.

**Efficiency:** Emphasis is placed on actions that will allow for greater efficiency in the development and delivery of formal and non-formal TVET.

**Enabling environment:** Effective partnerships would require opportunities for partners to have a voice and be allowed to participate meaningfully in all aspects of TVET.

**Gender equality:** The TVET Policy stresses the need for strategies to ensure gender equality in all areas of TVET including access to training and employment.

**Inclusiveness:** TVET for all requires that attention be given to the training needs of students, youth out of school and other groups including people who are vulnerable, marginalised and those with disabilities.

**Lifelong learning:** Formal and non-formal TVET should equip citizens with skills needed for lifelong learning.

**Partnerships:** Partnerships are critical for sharing responsibilities for TVET development and delivery.

**Quality:** Emphasis is placed on quality based on agreed standards for the various aspects of TVET.

**Relevance:** Partnerships with employers and other relevant personnel are critical to ensure relevance of programmes to the needs of individuals and the labour market.

**Workforce development:** Attention is given to workforce development which includes workplace training, enterprise development, certification of skilled persons through the APL and preparation of youth and other groups including people with disabilities for entrepreneurship and employment.

### **3.2 Cross-cutting themes**

#### **Articulation of programmes**

The TVET Policy emphasises the importance of articulation of various skills training programmes offered in SKN. TVET for all would require interventions within the formal system and through non-formal programmes to meet a variety of needs. However, there is need for a framework for the articulation of programmes. This would contribute to quality of programmes; improvement in currency of certification; reduction in any unnecessary duplication; facilitating achievement of economies of scale; and, maximising use of resources.

#### **Diversity, inclusiveness and social cohesion**

The thrust for TVET for all would require identification of diverse groups and their needs and the provision of relevant programmes to meet those needs. The TVET Policy calls for particular attention to inclusiveness and social cohesion which would require specific strategies to reach various groups including people with disabilities and marginalised and vulnerable groups in order to enable their access to and participation in TVET.

#### **Gender equality**

Gender equality is integral to achieving the strategic actions of TVET within SKN. The selection by students/trainees of skill areas in TVET reflects long-standing gender stereotyping and has precluded males and females from non-traditional areas of employment. There is need for equal opportunities for males and females to access training in a variety of areas. Also, TVET providers would need to take into consideration gender-sensitive issues in training in order to encourage males and females to participate in non-traditional skills training. Males and females should be able to undertake prominent positions in the workplace without discrimination due to gender. Equality in the workplace would mean equal remuneration, benefits, opportunities for promotion and access to resources.

#### **ICT in TVET**

The TVET Policy emphasises the use of appropriate technologies for effective and efficient delivery and management of various aspects of TVET. Emphasis is also placed on the training of

teachers/facilitators in the infusion of technology in programmes in order to equip students/trainees with the technological skills needed for a modern workplace.

### **Links with the labour market**

Recognising that TVET is viewed as a vehicle for sustainable development, there is need for TVET to be integrated in all national development activities if it is to contribute to the achievement of the goals of sustainable development. A significant percentage of the population in the workforce would need to be trained and retrained to meet changing needs of the labour market within SKN, the CSME and beyond. Training which takes place within the formal system and through non-formal programmes would also need to be reviewed to ensure that they are in keeping with labour market needs. However, for this to happen, it is important for the TVET system to be linked to the machinery for determining sustainable development priorities and labour market needs. There would also be need for close links with bodies such as the Chamber of Industry and Commerce and the Hotel and Tourism Association.

### **Participation and collaboration**

The thrust for TVET for all would require interventions at various levels and from various providers of formal and non-formal TVET. Given the diversity of needs a range of interventions would be necessary to meet the needs of the various target groups. The Policy points to the need to facilitate various interventions and to provide space, opportunity and an enabling environment for collaboration among providers in order for trainees to obtain maximum benefit from the resources and expertise being made available.

### **Partnerships**

The TVET Policy places great importance on partnerships among various public and private providers. TVET is critical not only as training provided in the formal systems and through non-formal programmes but also within a national framework for human and sustainable development. Currently, TVET is viewed as a main responsibility of the Ministry of Education and the work of TVET is to be carried out by the TVET Council. However, given the broader implications of TVET for sustainable development, there is need for systematic links with other Government Ministries and other relevant partners. Partnership arrangements are necessary in order to maximise use of resources, share costs, facilitate articulation of programmes and allocate responsibilities to improve access and provide relevant training for all citizens. Multi-dimensional partnerships based on mutual benefits and returns would enable quality and relevant TVET for all. The TVET Policy provides a framework for these partnerships with an understanding that the roles of various partners need to be clearly defined and their contributions made within a national framework for the provision of TVET for all.



## **Research and data-informed decision making**

There is need for an evidence-based approach to TVET decision-making. A sound knowledge and evidence base would enable various factors and influences to be interrogated and challenged; facilitate analysis of trends, provide assurance of integrity of data and decisions; help to determine strategies that are effective and those that are not; and, strengthen professionalism within the TVET system. A knowledge and evidence base would also require links with labour market systems within and outside of SKN since there is need for knowledge about changes in labour market and economies, and the extent to which citizens are accessing relevant programmes to equip themselves for the changing labour market demands.

## **Transparency and accountability**

The TVET Policy places great value on partnership arrangements and the involvement of various stakeholders in concerted efforts to provide TVET for all. To gain the confidence and support of the partners and other stakeholders would require transparency in development, delivery and management of TVET at all levels and in various settings. Systematic procedures for the establishment of partnership arrangements would also include accountability based on agreed performance and other criteria.

## **TVET for all**

The TVET Policy is based on a premise that all citizens need to be well trained and equipped for self-fulfillment and to be active participants in policies and programmes for human and sustainable development. While TVET is offered in formal institutions up to the tertiary level, there is a significant percentage of youth who are not within the formal system and may also be reluctant to participate in non-formal training programmes. The challenge is to reach these youth and also to provide training that is meaningful for entrepreneurship, the workplace and lifelong learning. Reaching youth who may be vulnerable and marginalised would require collaboration among various partners and sectors. The TVET Policy places great importance on collaboration and ensuring that all young people within and outside the school system, people with disabilities and marginalised and vulnerable groups are enabled to participate in training that is linked to labour market needs not only in SKN but also within the wider Caribbean and beyond. TVET would also need to incorporate workforce training to respond to changing needs of the labour market, the re-tooling and upgrading of workers and the certification of skilled persons through APL.

## **SECTION 4**

### **POLICY FRAMEWORK**

#### **4.1 Governance and management**

##### **4.1.1 Situational analysis**

The Ministry of Education is responsible for the governance and management of TVET offered within the formal system in secondary schools and at AVEC and for non-formal TVET offered at the NSTP. TVET is also offered at the CFBC which is governed by a Board and in accordance with the CFBC Act (2008). The governance and management of other programmes are the responsibility of the various providers. The TVET Council has among its functions the coordination of TVET which would include arrangements for governance and management. However, no framework has yet been developed for the TVET Council to collaborate with various providers in order to achieve a well-coordinated system for governance and management of TVET.

Effective governance and management of TVET require effective leadership at the highest levels. People identified to lead TVET must have a vision which aligns TVET with national and regional imperatives for sustainable development. The establishment of the TVET Council in 2006 was a significant step taken to deal with the governance and management of TVET. The membership of the Council comprises representatives from various sectors including the private sector. The selection of representatives to serve on the Council was a deliberate effort to bring together partners from various sectors and with different perspectives for the development and strengthening of TVET as a vehicle for human and sustainable development and lifelong learning. The Council has also been charged with a wide range of functions as shown in Figure 4 below.

Figure 4: Functions of the TVET Council

According to the Education Act 2005, the functions of the TVET Council are:

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

*Source:* Education Act (2005)

The TVET Council has been mandated, as given in the Education Act 2005, to coordinate and advise on the implementation and development of TVET in the SKN. A TVET secretariat was established to assist in this regard. However, the Council and the secretariat are being hampered by the lack of resources which are needed to carry out their functions effectively.

There is need for effective partnerships between TVET providers and business and industry for governance and management of TVET. Through these partnerships, the private sector can facilitate and strengthen governance and management of TVET by participating in dialogue about TVET priorities and programmes. Systems for effective partnerships are also needed between providers of formal and non-formal TVET. There is a lack of information about what kind of training and what arrangements are in place for governance and management of TVET. It is, therefore, difficult for TVET providers to identify and use best practices for governance and management in order to further develop TVET.

Governance and management of TVET at local level could also be influenced by decisions taken at sub-regional and regional levels. In the OECS, through functional cooperation, there is a harmonization of areas such as legislation related to TVET. At the CARICOM level, the Council for Human and Social Development (COHSOD) makes decisions with respect to TVET and the award of the CVQ, in particular. The TVET Council would, therefore, need to ensure that arrangements for TVET including governance and management arrangements are in keeping with regional decisions. Further, given the authority that COHSOD has vested in CANTA, this body has a significant role to play in TVET in the region. The TVET Council would need to participate in sub-regional and regional decision-making activities to ensure that decisions taken are aligned with national priorities and programmes.

#### **Policy Statement 1**

*Effective governance and management of TVET are necessary for a well-coordinated framework for the delivery of formal and non-formal TVET programmes and lifelong learning.*

#### **4.1.2 Objectives**

The objectives are to provide a framework and guidelines for;

- (i) identifying, developing and implementing strategies for more effective governance and management of TVET;
- (ii) strengthening linkages and collaboration among TVET providers for better coordination, management, delivery and quality of TVET formal and non-formal programmes;
- (iii) incorporating at national level, issues related to governance and management from regional and international bodies.

#### **4.1.3 Critical considerations**

There is need for the TVET Council to be strengthened so that it can work more closely with providers of formal and non-formal TVET in order to identify governance and management arrangements for TVET; ways in which these arrangements can be improved; and, best practices that can be customized and benefit various TVET providers in a concerted effort to provide relevant TVET for all. Partnerships with business and industry could also facilitate governance and management of TVET. However, for this to happen, there is need for an enabling environment for the participation of the private sector to contribute to strengthening governance and management arrangements for TVET.

#### **4.1.4 Strategic actions**

- Identify various governance and management arrangements for TVET in SKN.
- Identify ways governance and management arrangements could be strengthened.
- Identify and share best practices in governance and management of TVET.
- Strengthen the TVET Council for it to carry out its role in coordinating activities including governance and management of TVET.
- Establish systematic procedures for the involvement of the private sector in the governance and management of TVET.
- Establish systems for monitoring governance and management arrangements to ensure that TVET is being delivered effectively through formal and non-formal programmes.
- Ensure that decisions taken with respect to TVET at the OECS and CARICOM levels are aligned with national priorities for the development and strengthening of TVET.

#### **4.1.5 Summary**

The TVET Council has a critical role to play in ensuring good governance and management of formal and non-formal TVET. Business and industry can contribute to governance and management arrangements for TVET. However, there is need for systematic procedures to enable the private sector to be involved in meaningful interactions to strengthen governance and management of TVET. Effective coordination and management of TVET would also require delegation of responsibilities which should result in greater efficiency and the identification of cost-effective solutions through cost-sharing and improved management, accountability and transparency.

In order to ensure good governance, quality leadership is also required. Appropriate management structures and other relevant support mechanisms including trained staff need to be put in place to effectively manage formal and non-formal TVET. A review of the governance and management arrangements for TVET should result in a framework that would strengthen administrative structures; allow for collaboration and linkages between fragmented components of TVET; and, clarify roles and responsibilities of the various partners involved in TVET provision. This coordination would support the achievement of national imperatives for TVET and would enable the strengthening of functional cooperation in TVET based on decisions taken at the OECS level and by CANTA, CARICOM and other agencies at the wider regional level.

## **4.2 Access and participation**

### **4.2.1 Situational analysis**

Access to formal TVET programmes is available in secondary schools for the CSEC, for the CVQ (in two schools- Cayon High School and Washington Archibald High School), at AVEC for local certification and at the tertiary level at the CFBC for diplomas and the Associate Degree. Access to non-formal programmes is available at the NSTP, Project Strong, through some Government Ministries, for example, the Ministry with responsibility for Youth Affairs and by agencies such as the Hotel and Tourism Association. The numbers taking TVET subjects at the secondary level for CSEC are low in absolute terms and relatively low compared with the numbers taking English and Mathematics which are usually compulsory subjects at this level. Further, the students who are required to take the TVET subjects are those who are unable to cope with the cognitive demands of other areas of the curriculum which also means that most of them are inadequately prepared in order to benefit from the TVET provided. The way subjects are timetabled also places constraints for more students to access TVET as currently defined. At the CFBC, the number of students taking TVET is also small compared with the number enrolled in the Department of Arts, Science and General Studies. There is limited opportunity for students to customise a multidisciplinary programme to meet their particular needs. In addition to low entries, for example at AVEC and at the CFBC, the dropout rate from the TVET programmes is relatively high.

Few people currently access the non-formal programmes provided. Provision of non-formal programmes is fragmented with the various providers meeting specific needs. There is a lack of coordination of the programmes offered. While there is a need to provide a range of programmes to meet diverse needs, there is no systematic framework for TVET provision for people outside of the formal education system. At present, non-formal programmes do not articulate with formal programmes in order to enable learners to identify pathways to continue their education and training. There is also limited access to TVET for people with disabilities and other socially vulnerable and marginalized groups. (Some training is provided for people with disabilities at Addie's Place which is managed and operated by the Special Education Unit of the Ministry of Education and Information). Relatively low participation in non-formal programmes is due to several factors which include the lack of support for trainees (participation increases when trainees are able to receive a stipend); the need for explicit links with the labour market; programmes are not articulated so trainees are unable to go beyond the skills training provided which is mainly for entry level employment; difficulties in accessing programmes that are available in the capital city only (this is so for people in rural communities in Saint Kitts and for people in Nevis); and, the limited value of local certification. Further, in order for TVET to impact significantly on sustainable development, there is need for an appropriate combination of low, middle and high-level skills training programmes. The CFBC has a critical role to play in

providing higher level skills training especially given its thrust to acquire university status. Some efforts being undertaken by the CFBC in this regard include establishing partnership arrangements with external bodies, agencies and institutions. As yet, there is little use of technology to provide programmes in order to increase access to and participation in TVET at all levels of skills and across the Federation.

Access to workplace training is restricted to employees. There are partnership arrangements between some TVET providers and business and industry. However, there are no systematic procedures in place for people outside the workforce to benefit from workplace training or for trainers within the workforce to receive assistance, for example, in the use appropriate training methodologies.

Other concerns that need to be addressed in access and participation are gender stereotyping and the drop out from TVET formal and non-formal programmes. At the secondary level, the choices provided reinforce the gender stereotyping of some subjects for boys and some subjects for girls mainly. This pattern also obtains at the tertiary level and in non-formal programmes. The practice of providing TVET as a compensatory device for the less able students means that these students, mainly boys would also experience difficulties in TVET and are, therefore, not motivated to stay in school after the compulsory age of 16. Further, they are also not motivated to access training outside of the school system.

#### **Policy Statement 2**

***Access to and participation in formal and non-formal TVET and lifelong learning are critical for the achievement of TVET for all and can be enhanced through the use of ICT.***

#### **4.2.2 Objectives**

The objectives listed are to provide a framework and guidelines for improving access and participation in TVET by:

- (i) reviewing administrative arrangements in the formal system to allow for multidisciplinary and to remove gender-stereotyping in choices of study;
- (ii) collaborating with community and other groups to reach youth who may be at risk and to provide relevant programmes to improve their chances for employment;
- (iii) providing gender sensitive training to enable males and females to access and participate in non-traditional skill areas;
- (iv) enabling collaboration in programme development and delivery and mainstreaming of skills training offered through non-formal programmes;

- (v) providing programmes that meet the needs of special groups as preparation for entrepreneurship, the world of work and lifelong learning;
- (vi) facilitating programme articulation so that trainees can identify pathways for further education and training;
- (vii) using technologies to offer TVET to diverse groups.

### **4.2.3 Critical considerations**

Given the high costs of specialized formal and non-formal TVET provision, closer attention to the needs of young males, and to reducing gender disparities in secondary education may be a more cost-effective and sustainable solution for human resource development rather than further developing specialised TVET programmes targeting those who missed part of their secondary education, particularly in view of high teacher to student ratios. As all secondary students are expected to be exposed to some form of TVET, increasing survival rates in secondary education would also improve participation in TVET. Consideration must also be given to administrative arrangements within the formal education system to enable choices by students for multidisciplinary in areas of study. This would help widen opportunities for further education and training and employment in a changing labour market.

Further, given the need for training at higher skill levels, the CFBC would need to work closely with other providers to facilitate articulation, remove duplication and focus on higher level skills training. Partnerships with employers would be essential in order to ensure that students access programmes that are linked to the present and future needs of the labour market and society.

### **4.2.4 Strategic actions**

- Implement a comprehensive promotion and marketing plan to create demand for access to formal and non-formal TVET.
- Establish data base on TVET providers, target groups, teachers/facilitators and programmes.
- Rationalise programmes in order to remove duplication, improve access and achieve economies of scale.
- Establish systematic procedures for partnerships with employers so that links between training and labour market needs are explicit.
- Work with community and other groups to determine needs of people who may be vulnerable and marginalised in order to widen participation in existing programmes and to develop programmes to meet the needs of vulnerable populations in order to support their full integration in education, training and society.



- Address concerns about gender-stereotyping and train teachers/facilitators to provide gender-sensitive training in order to improve access of males and females to non-traditional skills areas.
- Provide a forum for TVET providers to collaborate in programme development and implementation in order to rationalise offerings and provide diverse programmes to meet a variety of needs.
- Establish partnerships between the CFBC and employers in order to ensure that there is access to higher level skills training needed for the workplace and aligned with the priorities for sustainable development.
- Collaborate with employers for sharing resources and expertise available to increase access to workforce training and for strengthening training available at the workplace.

#### **4.2.5 Summary**

Access to a variety of programmes is necessary in the thrust for TVET for all. However, there is need for collaboration among providers in order to facilitate and improve participation in formal and non-formal programmes. Special interventions are required to remove gender-stereotyping in access to programmes and to reach marginalised and vulnerable groups in order to identify their needs and provide relevant training to address exclusion and promote educational, social and economic integration. Access would improve if there are explicit links between the training provided and the needs of the workplace; and, if there is support provided to encourage enterprise development and entrepreneurship. There is, therefore, need for systematic linkages between training providers and employers in the public and private sectors. Further, for TVET to have a significant impact on sustainable development there is need to provide and improve access to low, middle and higher-level skills training. This would require the CFBC to take a lead role in facilitating articulation of programmes and to build partnerships for the provision of programmes that are aligned with priorities for sustainable development, and to optimise the potential of technologies to increase participation in TVET across the Federation.

### **4.3 Curricula and programmes**

#### **4.3.1 Situational analysis**

The unrestricted movement and access to employment opportunities within the CSME, in addition to the realities of an increasingly competitive global community warrant the need to equip the people of SKN with the knowledge, skills, and attitudes to function efficiently in this rapidly changing environment. TVET is viewed as an appropriate vehicle to facilitate the level of preparedness required for sustainable growth and development. Accordingly, well structured, implemented, and monitored programmes promise to enable more critical and independent

thinking, creativity and innovation, productivity and livelihood, entrepreneurship and competitiveness, social equity and cohesiveness, lifelong learning and flexibility, and sustainability.

However, as currently defined, TVET initiatives in SKN comprise a narrow range of programmes that is fragmented and compartmentalised in the absence of more systematic collaboration among providers for wider and more sustained impact. TVET programmes are, therefore, not often well coordinated and articulated and lack transferability and multidisciplinary. Accordingly, TVET is often seen as a compensatory device primarily for the less academically able at secondary and tertiary levels and, thus, exclusive and stigmatised. This limits participation in TVET of other groups, including other students and people out of school such as displaced workers and professionals seeking retraining and career changes.

Most of the TVET programmes offered are at a low level and for entry level employment. However, for TVET to impact on sustainable development, there is need for higher level skills development. In addition, all learners need to acquire metacognitive and employability skills (given in Figure 5 below) needed for lifelong learning.

Figure 5: Employability Skills

**Employability Skills**

- Collect and analyze information
- Communicate ideas and information
- Plan and organize activities
- Work with others and in a team
- Use mathematical ideas and techniques
- Solve problems
- Use Technology

*Source: OAS Assessor Training Course OAS Hemispheric Project (2007)*

Additionally, programmes are not always relevant to labour market needs, national goals, and individual interests, aspirations, and livelihood because of a lack of structures to inform programmes of critical individual and collective needs and interests. Also, there is gender imbalance in the selection of TVET programmes. All these challenges hamper quality and relevance, limit participation of a wider cross-section and, to some degree, contribute to the social challenges faced by and with young people.

Furthermore, programmes are often not efficiently operated. Goals and objectives are not clearly defined, and agreed standards and a more structured process for curriculum review and development are lacking. Additionally, programmes offered periodically outside of a comprehensive framework often lack the supervision and monitoring of established regulating bodies and are often short lived. Moreover, programme implementation is constrained by a low number of adequately trained and committed professionals, as well as insufficient resources and facilities.

### **Policy Statement 3**

*The review and development of curricula and programmes reflecting the centrality of TVET are critical for quality formal and non-formal programmes and for lifelong learning.*

#### **4.3.2 Objectives**

The objectives are to provide a framework and guidelines for:

- (i) creating partnerships for sharing resources and expertise to build capacity for the review and development of curricula and programmes based on research and agreed standards;
- (ii) reviewing and developing curricula and programmes that reflect the centrality of TVET and include the generic skills of problem-solving, critical-thinking and other employability skills;
- (iii) identifying the scope and quality of TVET programmes and the TVET knowledge and competencies to determine the current and potential impact of TVET and any adjustments needed to achieve the goal of TVET for all;
- (iv) collaborating with employers in the development and implementation of programmes for enterprise and workforce development, productivity and competitiveness and to ensure links between skills training and the current and anticipated needs of the labour market;
- (v) collaborating with stakeholders including parents, students and employers to obtain buy-in to curricula changes that reflect the centrality of TVET and the certification of programmes based on these changes;
- (vi) collaborating with providers to ensure availability of programmes to meet a variety of needs including those of people with disabilities and other vulnerable groups.

### **4.3.3 Critical considerations**

Restructuring efforts in curriculum are indispensable to bolstering TVET programmes, if SKN is to achieve TVET for all. These efforts would contribute to improving quality, relevance and access for a wider cross-section of the population. Restructuring efforts must incorporate the mobilisation and strengthening of necessary resources and capabilities. This involves the creation of meaningful and sustained links with key partners in education, private sector, local communities, and regional and international agencies. These linkages would enable collaboration in identifying needs, interests, and standards to inform restructuring in the design, review, and implementation of TVET. The partnerships would also enable shared ownership, support, and advocacy for continued relevance and quality of TVET programmes. For these partnerships to be effective, however, there would be need for a shared understanding of the curriculum changes that are necessary and the roles and responsibilities of each partner.

Efforts to bolster programmes to improve efficiency, quality and credibility with relevant curricula for formal and non-formal TVET must consider review and, where necessary, development of relevant curricula that emphasise critical knowledge and competencies for workforce and sustainable development and lifelong learning. This would address the need for higher level skills training. These programme upgrades must include effective monitoring, evaluation, and evidence-based decision making. This would help address critical needs, establish qualifications and certification comparable to those at regional and international levels and increase participation as learners would have more academic liberty in selecting programmes to acquire skills that would enable transferability and mobility.

### **4.3.4 Strategic actions**

- Establish a scheme for raising awareness among key stakeholders for the development and review of curricula that reflect the centrality of TVET in formal and non-formal programmes.
- Establish meaningful and sustained partnerships to facilitate collaboration in the restructuring of TVET programmes to ensure quality, relevance and accessibility for all.
- Develop a system for securing continuous support from the highest level of leadership for curriculum reform in order to effect changes necessary in curricula and programmes to reflect the centrality of TVET in education provision.
- Establish mechanisms for creating a culture of research for more evidence-based decision-making to improve curricula and programmes.
- Provide a structure to enable generic and specialised TVET knowledge and competencies to be accessible and appealing to all students and people out of school including the marginalised, vulnerable, and those with disabilities.

- Establish systematic procedures for effective assessment of learning, monitoring, evaluation, and periodic reviews of programmes to ensure relevance, and also for tracking graduates to determine the impact of their training on sustainable development within and outside of SKN.

### **4.3.5 Summary**

TVET is viewed as an appropriate medium for empowering citizens of SKN with knowledge, skills, and values that can promote innovation and productivity that enable sustainable development, competitiveness, and meaningful participation in a global community. To facilitate this lofty charge, TVET programmes must be well coordinated and articulated to improve and sustain quality, relevance, appeal, access and participation in order to achieve TVET for all.

To undertake the reorganisations required to achieve effective TVET programmes, the TVET Council, TVET providers, and other relevant personnel must create an enabling environment for building and sustaining partnerships with a wide range of stakeholders. These affiliations are necessary to sensitise, enable shared understanding and ownership and build support and advocacy for restructuring efforts. The TVET Council, providers, and others must also pursue reform that emphasises the centrality of TVET in curricula for formal and non-formal programmes. The curricula reform can have the greatest impact if there is support from high level leadership, decisions are evidence-based, and efforts are strategically implemented, monitored, evaluated and improved.

## **4.4 Links with the labour market**

### **4.4.1. Situation analysis**

SKN, as a small state, has an open economy and so must remain globally competitive. At present, there are links between employers and institutions such as the NSTP, AVEC and the CFBC. These links are often based on personal relationships and are ad hoc. The TVET Council is making attempts to create an enabling environment in which employers are encouraged to make inputs about trends and skills demands in SKN. These employers include the public sector employers in the public sector which accounts for a significant proportion of the employment in the Federation.

The TVET Council has already established linkages with some employer agencies, professional organisations, Trades and Labour Unions and government ministries and departments. However, these linkages are often used for engagements on a needs basis rather than in a systematic and sustained way.

In view of rapid and often unpredictable social and economic changes, transferable skills are especially important, to enable people to make transitions within and between sectors of the economy in response to changes in the quantity and quality of the skills required. In this regard, the TVET Council, with assistance through the CARICOM Education for Employment (C-EFE) project has established a national committee to advise on priorities for training, in SKN. This committee is being challenged by the lack of quality labour market information and limited access to existing data.

#### **Policy Statement 4**

*Effective anticipation and responsiveness to changing labour market demands and development priorities in the Federation and beyond, are essential to TVET.*

#### **4.4.2. Objectives**

The objectives are to provide a framework and guidelines for;

- (i) establishing links with employers and other relevant personnel and agencies for the more effective anticipation and matching of skills demand and supply;
- (ii) enhancing, using appropriate technologies, the information and evidence base of changing labour market demands;
- (iii) supporting youth (including those with disabilities) transitions to the labour market and within the world of work;
- (iv) facilitating the geographical and social mobility of students and workers, within the Federation, regionally and beyond;
- (v) including technologies in formal and non-formal TVET in order to equip citizens to be able to function in a modern workplace within and outside SKN.

#### **4.4.3. Critical considerations**

There is need for an evidence-based labour market information system so the TVET Council and other training providers can identify trends in labour market demand. Effective anticipation of trends in labour market demands would facilitate a better matching of skills demand and supply, within the Federation, regionally and beyond. Partnerships with business and industry as well as with agencies that collect labour market information could help in assessing skills demands (skills needs) and anticipation for local, regional and international labour markets, taking into account Federal sustainable development priorities and strategies. These partnerships could take a sectoral approach to information gathering or employers skills surveys.

The approach to evidenced-based decision making for skills delivery would help the TVET Council and other training providers to adapt and adopt, as required, the Occupational Standards which are linked with CVQs and benchmarked internationally, for TVET delivery. It would facilitate the dissemination of information on skills needs and training opportunities to key actors and the public. Using evidence-based and quality labour market information for training would narrow the gap between the training provided and that which is needed, thereby creating an environment for smooth transition from training to work and mobility within the world of work.

#### **4.4.4. Strategic actions**

- Enhance labour market information systems to strengthen the responsiveness of TVET.
- Establish partnerships with departments that collect labour market information.
- Establish a mechanism to predict trends in employment for sustained economic development.
- Promote current and future employment opportunities for the unemployed, including students.
- Encourage networking and other activities to promote youth entrepreneurship and small enterprise development.
- Monitor youth transitions and labour market outcomes, including regional and international mobility, particularly through tracer studies.
- Collaborate with bodies such as the Chamber of Industry and Commerce and Trade Unions in order to develop incubators and apprenticeship schemes for entrepreneurship and workforce development.

#### **4.4.5. Summary**

In order to achieve the objectives and address issues of skills anticipation and responsiveness to changing demands, partnerships are required. The partnerships could be across ministries or involve broad stakeholder partnerships, including, for example, the investment promotion agencies of SKN, the SKN Chamber of Industry and Commerce, and public and private sector employers, and researchers. Through these partnerships, more meaningful involvement can take place with public and private sector employers and the TVET Council. There is also need for an enabling environment in which employers are encouraged to make inputs to deliberations on anticipation of skills needs, and to improve the responsiveness of skills provision to changing patterns of skills demand.

TVET also has a formative role in contributing to the future structure of the labour market, so as to maximise the social benefits of employment, by for example, supporting youth transitions from education to the world of work and developing the entrepreneurial skills

needed for the flourishing of micro and small enterprises. Furthermore, TVET can contribute to the knowledge, values and skills needed to promote socially and environmentally responsible business practices.

Robust methodologies and approaches as well as more resources and capacities are required to establish and maintain appropriate labour market information systems, to inform the development of programmes that are aligned to and better connected with changing national, regional and international labour markets. Quality labour market information would help to build a relevant and responsive TVET system, which can facilitate a smooth transition to work. Responsive TVET provision can also contribute to the mobility of students and workers within the Federation, within the OECS and CARICOM regions, and beyond.

## **4.5. Teacher/Facilitator training and professional development**

### **4.5.1. Situational analysis**

Several strategies are utilised in SKN to prepare teachers/facilitators to deliver training effectively. The CFBC offers teacher education programmes which are approved and certified by the UWI Eastern Caribbean Joint board of Teacher Education. Two programmes are offered for TVET teachers/facilitators: Industrial Arts and Home Economics. The content and mode of delivery of the teacher training programme at the CFBC is still traditional in that the emphasis remains mainly on pedagogy, classroom management and the teaching practicum. There is little emphasis on delivering and assessing Competency Based Education and Training (CBET); developing and using instructional materials; integrating technology in the delivery of training; awareness and sustainability of TVET programmes; and, management and leadership in TVET. Additionally, there are no programmes for advanced skills training in occupational areas and limited opportunities for teachers to obtain industry experience. Further, there is little support for teachers after they have been trained. Although many TVET teachers in secondary schools have the technical skills but lack pedagogical skills, participation in the teacher education programme is low.

Some training is done through workshop activities by regional and international agencies. The introduction of CVQ programmes require teachers and other resource personnel to be trained as assessors, Internal Verifiers and External Verifiers. Training in these areas has taken place through the C-EFE programme and approximately 90 people have been trained.

In the private sector, facilitators of work-based training are sourced from within a company or by utilising the services of local, regional or international experts. However, there is little



collaboration between the CFBC and the TVET Council with the employers in order to support the facilitators and to ensure that they are adequately prepared to deliver training.

Outside of workshop activities, there is little opportunity for training of teachers/facilitators for non-formal programmes. There is also no system in place to collect data on the facilitators of non-formal programmes. The lack of data and little opportunity for training are concerns since facilitators for special groups such as people with disabilities and youth at risk need specialised training and support.

#### **Policy Statement 5**

*Adequate preparation and continued professional development of teachers/facilitators are critical for effective delivery of quality TVET and should include use of ICT to facilitate learning.*

#### **4.5.2: Objectives**

The objectives are to provide a framework and guidelines for:

- (i) incorporating TVET in general teacher education;
- (ii) the development of programmes that include opportunities for teachers/facilitators to acquire a repertoire of strategies for the delivery of TVET including use of ICT, and knowledge of areas such as safety and facilities standards;
- (iii) the establishment of a system for pre-service and in-service training for facilitators to deliver formal and non-formal TVET programmes;
- (iv) providing on-going support for teachers/facilitators especially those involved in non-formal programmes for people with disabilities and other vulnerable groups;
- (v) enabling teacher educators to be knowledgeable about changes in TVET curricula and programmes in order for them to better prepare teachers/facilitators through training programmes.

#### **4.5.3 Critical considerations**

The quality of an education and training system depends, to a large extent, on the quality of the teachers/facilitators in the system. There is, therefore, need to ensure that the teacher education curriculum for TVET teachers/facilitators includes CBET, workshop management and use of technology, for example, to prepare and maintain inventories. This points to the need for collaboration among the teacher education personnel, the TVET teachers/facilitators and industry personnel to identify those elements that are necessary for the effective delivery of TVET formal and non-formal programmes. In addition, with the introduction of the CVQ programmes,

teachers/facilitators would need to be trained to assess trainees against specified standards and assist them in areas such as portfolio development. Further, teacher education programmes need to include strategies for gender sensitive training and electives for teachers/facilitators to be able to provide TVET to special groups. As such, best practices in teacher/facilitator training would have to be adopted to ensure that teachers/facilitators are well prepared to deliver training using a range of teaching methodologies. Continued support for TVET teachers/facilitators especially those who deliver non-formal training programmes is required. Consideration also needs to be given to a variety of strategies including access to online programmes for teachers/facilitators to continue their professional development.

#### **4.5.4 Strategic actions**

- Prepare a data base on all training programmes that are available for TVET teachers/facilitators.
- Provide guidelines developed in collaboration with business and industry for the development of quality training programmes for teachers/facilitators.
- Establish networks and partnerships to support teacher/facilitator training programmes.
- Review the teacher/facilitator training programmes to ensure that the content includes the use of ICT, CBET methodologies and assessment, TVET management and leadership, and use of technology in programme delivery.
- Establish a system for the continued professional development of teachers/facilitators.
- Collect data on the status of TVET teachers/facilitators in order to advise on training needed in preparation for succession planning.

#### **4.5.5 Summary**

The training and professional development of teachers/facilitators and the environment and facilities in which training programmes are delivered are key to improvement in the delivery of TVET. There is need for more focus on how TVET teachers are trained to deliver TVET and assess and motivate students/trainees. The teacher education programmes also need to provide opportunities for the facilitators/teachers to become familiar with best practices in TVET and developments within business and industry at local, regional and international levels.

In addition, in order to provide TVET for all, general teacher education programmes need to include components for enabling teachers to provide systematic instruction in areas such as critical-thinking, problem-solving, entrepreneurship and other employability skills. Teachers also need to acquire knowledge of and gain practice in the use of methodologies that would be appropriate for changes in curricula and delivery that reflect the centrality of TVET across disciplines and levels.

## **4.6 Advocacy, promotion and marketing**

### **4.6.1 Situational Analysis**

Over the years, there have been concerns about the status of TVET because of the perception that it is an option for less able students and a compensatory device for youth in and out of school. The low perception of TVET by parents, students, and youth out of school is reflected in the relatively few people who access TVET formal and non-formal programmes. Other concerns that affect the status of TVET include the gender-stereotyping associated with TVET and the reinforcement of this in the way subject choices are allowed in the formal system; the lack of articulation of TVET programmes; limited opportunities for mainstreaming programmes offered for special groups; lack of preparedness of learners in TVET programmes; and, no systematic linkages between training and the labour market.

There are no structured and sustained programmes for promotion and marketing. Efforts at various times have been ad hoc and informal, and range from radio announcements to press releases. These efforts have had little impact on access, participation and performance of students and people outside of the formal system mainly because of relatively little change over the years in the narrow definition, content and delivery of TVET. The advocacy, promotion and marketing efforts are also impeded by lack of leadership to champion effective communication, coordination and collaboration among providers. Also, limited and inadequate data about labour market needs, national goals, and individual interests and needs are available to inform the selection of appropriate promotion and marketing strategies and to measure impact of strategies.

There is limited collaboration among relevant personnel including those from the media to develop a framework for the development and sustainability of a variety of strategies for advocacy, promotion and marketing targeted to specific groups. The advocacy targeted to policy makers, government officials and employers - public and private - needs to focus on the changes necessary in TVET provision in order for TVET to contribute to sustainable development and to ensure that citizens are equipped with the competencies necessary for a competitive environment. Getting the message right would be critical for advocacy, promotion and marketing. Therefore, the promotion activities would focus not only on changes made in programmes to infuse TVET in education and training but also on areas such as career paths, opportunities for further education and training; opportunities in the workplace and information on skills needed, salary range and other terms and conditions; and, entrepreneurship. These activities have implications for the collection, analysis and packaging of labour market information (recognizing that the market has expanded with the CSME and with opportunities for work and study outside the region). There would also be need for people to be trained to undertake advocacy, promotion and marketing; provide career guidance; prepare promotion materials; and make effective use of print and electronic media including social media.

### **Policy Statement 6**

*Advocacy, promotion and marketing of TVET for all are necessary for greater inclusiveness and participation.*

#### **4.6.2 Objectives**

The objectives are to provide a framework and guidelines for:

- (i) identifying needs and interests of diverse groups in order to devise effective sustainable advocacy, promotion and marketing programmes;
- (ii) designing training programmes for capacity building to promote and market TVET;
- (iii) collaborating with employers in the preparation of messages that include labour market information for the promotion and marketing of TVET;
- (iv) ensuring that promotion and marketing messages include information on the re-thinking of TVET, the centrality of TVET in education and training and efforts to achieve the goal of TVET for all;
- (v) using a wide range of effective strategies including use of ICT and social media, to promote and market TVET among diverse groups;
- (vi) building links among TVET providers to collaborate in devising strategies to promote and market TVET;
- (vii) establishing criteria to assess and monitor effectiveness and impact of promotion and marketing strategies.

#### **4.6.3 Critical Considerations**

In order to promote TVET for all, it would be necessary to sensitise students, teachers, parents, community members, government ministries/departments, private and corporate stakeholders to the role of TVET in developing self and preparing citizens for employment and lifelong learning. Due to stereotyping that contributes to marginalising of certain groups in society and compromising equitable access and participation, it is imperative that awareness and the value of TVET be disseminated throughout society. Essentially, the content of the advocacy, promotion and marketing strategies should encompass changes in the way TVET is viewed and valued and emphasise TVET as a vehicle for human and sustainable development and lifelong learning.

There are cost implications for training personnel and preparing promotion materials. The effectiveness of the advocacy, promotion and marketing strategies also imply the need for partners at various levels to undertake responsibility for sharing information. Further, the promotion and marketing would be effective to the extent that changes have been made to areas

such as curricula and programme delivery in order to ensure that more people are enabled to access and participate in TVET.

#### **4.6.4 Strategies actions**

- Identify the needs and interest of diverse groups in order to devise effective and sustainable advocacy, promotion and marketing programmes.
- Design training programmes for capacity building in promotion and marketing of TVET.
- Promote and market TVET through a variety of strategies including use of print and electronic media;
- Collaborate with key stakeholders for a concerted effort to promote and market TVET;
- Select appropriate strategies for specific target groups, for example, use of social media to reach youth.
- Establish criteria to assess and monitor effectiveness of promotion and marketing strategies.
- Evaluate the impact of promotion and marketing strategies.

#### **4.6.5 Summary**

There is need for sustained TVET advocacy, promotion and marketing to create demand for access and participation. A range of strategies, including the use of ICT, is necessary for advocacy, promotion and marketing. Also, the content of messages used should reflect the re-thinking of TVET, include labour market information, and emphasise the value of TVET for entrepreneurship and participation in the labour market within SKN, within the CSME and beyond.

### **4.7 Accreditation, assessment and certification**

#### **4.7.1 Situational analysis**

Quality in formal and non-formal TVET programmes is imperative if the outcomes are to have a significant impact on efforts for sustainable development. The accreditation of programmes, assessment procedures and certification provided are some of the essential components of quality TVET. Concerns about quality are manifested in the negative perceptions about TVET and consequently in the relatively low participation in TVET programmes and high dropout rates; the limited value of local certification within and outside SKN; and, the low status accorded to TVET within the education system as a whole. The accreditation of TVET programmes would help to improve quality. The SKN Accreditation Board has set guidelines for the accreditation of all programmes. So far the focus has been on the accreditation of off-shore university

programmes. However, the CFBC has initiated efforts through self-assessment and the development of a strategic plan in preparation for its formal accreditation by June 2015. The CFBC is, therefore, well placed to provide guidance to other TVET providers to facilitate the articulation and accreditation of programmes. The accreditation of TVET programmes, especially non-formal TVET programmes poses challenges given the diversity of programmes and the lack a system to ensure agreed standards for programme development, articulation, delivery and assessment.

TVET programmes are assessed either by an external body or by the providers themselves. In the formal system, the TVET programmes for CSEC are assessed through written CXC examinations and site visits made by CXC trained moderators. In the case of the CVQ, the programmes offered are based on agreed regional Occupational Standards which detail the competencies that a trainee should acquire at various levels and the modes of assessment that are required to determine whether or not a trainee can be deemed competent at the particular level. The occupational levels of certification are defined in Figure 6 below.

Figure 6: Occupational Levels of Certification

<p><b>Occupational Levels of certification</b></p> <p><b>Level 1: <i>Directly supervised entry-level worker</i></b></p> <p><b>Level 2: <i>Supervised skilled worker</i></b></p> <p><b>Level 3: <i>Independent or autonomous skilled worker</i></b></p> <p><b>Level 4: <i>Specialised or supervisory worker</i></b></p> <p><b>Level 5: <i>Managerial and/or professional worker</i></b></p> <p><i>Source: CANTA, 2005</i></p>
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The CVQ system requires that teachers/facilitators conducting assessment be trained. Approximately 90 teachers and resource persons have been trained as assessors through the C-EFE programme. Further, the assessment of trainees requires the use of Internal and External Verifiers who conduct quality assurance in order to ensure that trainees have been trained according to standards in a given occupational area and that the assessments conducted are valid and measure the competencies defined at a particular level. Also, in formal TVET, the assessment of some programmes at the CFBC is done in compliance with regulations and agreements with external bodies such as the Caribbean Tourism Organisation (CTO), University of Technology (UTECH) and UWI. Other TVET programmes offered by the CFBC are for local certification. Certification awarded by external bodies or in collaboration with external bodies have local, regional and, in the case of CXC and the UWI, international currency. In order to provide programmes that meet special needs of target groups and in areas that may be unique to

SKN, there would usually be need for local certification. The value of the local certification would depend on collaboration between TVET providers and employers in programme definition, development, delivery and assessment. The TVET Council can play a critical role in the development of these local programmes for the award of the National Vocational Qualification (NVQ). However, the current practice is for the award of local certification by the various providers. The local certification has limited value within SKN and is not particularly beneficial to people who need to continue their education and training or seek employment outside of SKN. Further, in the face of competition, the external certification often carries more value even at the local level.

Accreditation, assessment and certification present even greater challenges in non-formal TVET programmes. Given the diversity of the programmes and the identification and delivery of special programmes based on immediate needs, such as the PEP, the content, delivery, assessment and certification are left to the TVET providers. There is recognition that the investments being made in training should impact on the livelihoods of the people being trained and that there should be returns on the investments for sustainable development. This recognition has recently led to requests to the TVET Council to provide guidance about content, delivery and assessment for the award of the NVQ in some cases.

At national level, there is no system in place to assist with procedures to ensure that programmes offered are based on agreed standards; measures necessary for the accreditation of programmes are in place; teachers/facilitators are trained in the skill areas and in relevant pedagogy; and, that partnerships and agreements are reached for the recognition of certification based on agreed standards for areas such as content, delivery and assessment.

Also, within SKN, there are people who are skilled in various occupational areas but who do not have any certification. There is no system in place for the APL. CANTA has provided detailed procedures for APL and the TVET Council would need to ensure that it is able to carry out these procedures in order for it to be authorised to certify skilled persons.

***Policy Statement 7***

***Accreditation, assessment and certification are essential components of quality TVET and facilitate mobility of graduates seeking further education and employment within and outside of Saint Kitts and Nevis.***

## **4.7.2 Objectives**

The objectives are to provide a framework and guidelines for:

- (i) developing and agreeing standards for formal and non-formal TVET programmes to facilitate articulation and enhance value and portability of certification based on these programmes;
- (ii) the development and implementation of procedures for the accreditation and articulation of TVET programmes;
- (iii) continuous training of teachers/facilitators in areas such as pedagogy including assessment methodologies;
- (iv) partnerships with public and private employers for the recognition and portability of certification based on agreed standards and for the certification of skilled persons through the APL;
- (v) enabling TVET institutions to meet requirements for local and external accreditation of programmes.

## **4.7.3 Critical considerations**

In order to achieve the objectives mentioned above, there would be need for dialogue and a forum for collaboration among TVET providers, agencies, and employers in the public and private sectors. Collaboration among the various partners would help in determining standards for various programmes; strategies to meet those standards and sharing of responsibilities for training. The partnerships would also help determine a shared understanding of the competencies that a trainee would be expected to acquire at the end of a particular training and, therefore, the value placed on the certification provided. The accreditation of programmes and recognition of certification offered through formal and non-formal programmes would also enable articulation of programmes. This is essential for trainees to be able to access higher skills training needed for the changing labour market, improving competitiveness of SKN and contributing to achieving the goals of sustainable development.

## **4.7.4 Strategic actions**

- Establish links between the TVET Council, TVET providers, employers and the Accreditation Board for a shared understanding of the requirements for the accreditation of TVET programmes.
- Establish partnerships with accredited educational institutions and membership and affiliation with professional organisations.



- Establish a comprehensive quality assurance system in which all stakeholders including employers can participate and agree standards, assessment and certification of various TVET formal and non-formal programmes.
- Develop in collaboration with relevant bodies such as Teachers' Unions, a system for continued training and professional development of TVET teachers/facilitators to ensure quality delivery and assessment of TVET.
- Review TVET programmes offered at formal and non-formal levels to identify gaps in programmes needed to support efforts at achieving sustainable development and meeting the needs of the labour market and enterprise.
- Agree programme and standards for TVET through collaboration among providers and public and private sector employers in order to facilitate recognition and acceptance of certification based on agreed standards.
- Establish a system that would allow for continuous training and professional development of teachers/facilitators and for succession planning.
- Develop and implement strategies for the assessment and certification of skilled persons through the APL.
- Establish systems for self-review and periodic external review of assessment standards to validate certification.

#### **4.7.5 Summary**

The quality of TVET provided depends on a variety of measures which would include the processes of accreditation, assessment and certification. While these measures are more easily implemented within the formal system, there is need for assistance to improve the quality and relevance of non-formal programmes. In order to achieve TVET for all, attention must be given to improving the diverse offerings needed to reach various target groups and to ensure that teachers/facilitators are trained, programmes follow agreed standards and valid and reliable assessments are conducted in order to certify trainees. The acceptance of local certification would depend on the quality assurance of the programmes offered and partnerships with public and private sector employers in order to achieve a shared understanding of the purpose, content, delivery and assessment of the programmes; and, the competencies that a trainee is expected to acquire having participated in a particular programme. The recognition of certification outside SKN would depend in, large part, on the partnerships established with external bodies such as the CXC, UWI and others. TVET requires significant investments and the impact of these investments on sustainable development would be enhanced through systems that enable accreditation and articulation of programmes; improve quality through measures that include valid assessments; and, increase the recognition, value and acceptance of TVET certification through collaboration among providers and employers.

## **4.8 Financing**

### **4.8.1 Situational analysis**

The main source of funding for TVET is from Government. Allocations are made for education including TVET and it is difficult to disaggregate the funds which actually go to TVET. This is also because some TVET activities are funded by regional and international partners such as Basic Needs Trust Fund (BNTF), C-EFE, CARICOM Trade and Competitiveness Project (CTCP), the Organisation of American States (OAS) and UNESCO. At local level, some business and industry partners contribute to TVET through work-based learning, or special projects in partnership with institutions. Many of the activities undertaken by regional and international partners are for projects. These activities are not usually sustained mainly because they are based on specific needs and are not located within an overall framework for skills training. An example of efforts to coordinate and sustain project activities is the training of assessors being done through the C-EFE project. In addition to training assessors, staff at the CFBC and senior personnel in TVET are being trained as Master Assessors so that they can continue the assessor training at local level. This type of arrangement is to be encouraged. A concern, however, is because of a lack of coordination and no systematic procedures in place for dialogue among providers, the TVET Council is not always aware of training that may be taking place by Government Ministries (other than the Ministry of Education and Information) and by local, regional and international agencies.

TVET is expensive especially in the formal system. Funding is needed for workshops, equipment and materials. In some cases of non-formal training, the trainees are also given a stipend while they are being trained. For special activities such as PEP, funding is available from the Sugar Industry Diversification Foundation (SIDF). Funding for ongoing programmes comes from the regular annual budget. The thrust for TVET for all would require diverse programmes within the formal system and through non-formal training. Concerted efforts to provide TVET that is relevant and would equip citizens with the knowledge and competencies for self-fulfilment and employment would be needed across SKN and targeted to various groups including people with disabilities and other vulnerable groups. Such activities would require additional funds and the current funding model in which Government is the main source could be unsustainable.

At local level, business and industry partners can play a critical role in contributing to TVET. There are some partnership arrangements but these are not systematic and are based mainly on personal contacts. Further, workplace training takes place but this is mainly for employees and is usually on a needs basis and not necessarily as an integral component of a training programme for all workers.

The TVET Council has a critical role to play with respect to financing of TVET. According to the Education Act 2005, the TVET Council is responsible for carrying out a wide range of activities which have financial implications. However, the Council is constrained in carrying out these functions because it relies mainly on Government finding. The Council is not given a separate budget. Funding is made available through request for funds for special activities. Due to lack of resources, the Council has been unable to carry out its role effectively in the coordination of TVET formal and non-formal programmes.

While diverse TVET offerings are necessary to meet a variety of needs, there is need for rationalising programmes to remove unnecessary duplication and improve efficiency and effectiveness. A challenge for SKN, like in other small states, is how to balance the need for training in priority areas with attempts to achieve economies of scale. There have been situations when business and industry partners recognise that they can achieve cost-effectiveness and expand training by working together and pooling resources to train groups of workers and other people. The TVET Council can be pro-active in brokering such initiatives which would have mutual benefits for employers, trainees and employees. The TVET Council is well placed to provide a forum for TVET providers, business and industry and other partners to work together to contribute to TVET development and delivery and to provide resources to supplement the budgetary allocations made by Government.

The thrust for TVET for all implies increase in access to TVET programmes. Investments are being made to upgrade workshop facilities, for example at AVEC. If these facilities are made available for training outside of school/work hours, this would be another strategy to provide TVET cost-effectively.

**Policy Statement 8**

***Mobilising and coordinating resources are required for quality TVET development and delivery.***

**4.8.2 Objectives**

The objectives are to provide a framework and guidelines for:

- (i) identifying needs with cost implications for the development and delivery of quality TVET;
- (ii) identifying and accessing traditional and non-traditional sources of funding for TVET;

- (iii) determining resources needed to ensure satisfactory standards of TVET, including welfare of students, trainees and staff;
- (iv) partnerships with public and private employers to share costs associated with TVET programming and delivery;
- (v) strategies for cost-effectiveness and cost-recovery and adopting best practices for funding TVET;
- (vi) collaborating with local, regional and international partners to identify, access and mobilise resources for TVET.

### **4.8.3 Critical considerations**

Business and industry are beneficiaries of TVET and should be enabled to participate meaningfully in TVET. For this to happen, there is need for an enabling environment in which the partners can contribute to the dialogue on national priorities for sustainable development and in determining the TVET programmes that are needed to support these priorities and meet the needs of the labour market. There would also be need for consideration of incentives to enable business and industry to contribute to the funding of TVET. Given the relatively high costs associated with TVET, consideration must be given to rationalising programmes in order to ensure that priority areas for sustainable development are being addressed and that programmes that are no longer needed be discontinued. There is need for guidance on how to make best use of resources available and to provide TVET cost-effectively. The TVET Council would need a budgetary allocation in order for it to carry out its various functions. Assistance from regional and international partners is critical and the Council would need to seek ways of working with these partners so that funding made available for TVET is within a framework for skills training and measures are taken for the sustainability of these project type activities.

Additional sources of funding could include taxes, grants, scholarships, a revolving scheme, voucher (subsidies), on-the-job training (employer contributions), tuition fees and other revenue generated by institutions.

### **4.8.4 Strategic actions**

- Assess current status of TVET financing for recurrent and capital expenditures.
- In collaboration with TVET providers, including business and industry, cost priority TVET programmes needed to support efforts to achieve sustainable development and establish and agree a system for cost-sharing.
- Rationalise TVET offerings to ensure inclusiveness, remove duplication and improve cost-effectiveness.
- Identify priority areas for funding by regional and international partners and put in place measures at local level for sustainability of activities.

- Maximise use of facilities available outside of school/work hours to improve access without further significant additional costs.
- Develop and implement income-generating activities that would allow trainees to engage in entrepreneurial activities while they are being trained.
- Identify and access non-traditional sources of funding for TVET.
- Collaborate with regional and international partners to support TVET within a national framework for skills training and identify strategies for mobilizing resources and for sustainability of projects that are funded.

#### **4.8.5 Summary**

In order to ensure that the TVET can contribute to human and workforce development, by equipping all citizens with the knowledge and competences needed for self-fulfilment, competitiveness and a modern workforce, there needs to be access to adequate financing for TVET. Mechanisms are required to remove the dependency or reliance solely on Government funding which is limited, often difficult to access when needed and inadequate for the diversity of TVET offerings needed to achieve the goal of TVET for all. Inadequate funds have resulted in insufficient trained staff for TVET; insufficient supply of materials; and, ill-equipped workshops with antiquated tools and equipment. Further, insufficient resources constrain the use of technologies in the delivery and management of TVET. Funding and other resources obtained from local, regional and international partners would need to be included as a component of the total funding for TVET. Further, in order for the Council to function effectively it would need resources based on an annual budget which would enable it to build capacity and establish systems for more efficient coordination of programmes in order to provide TVET for all. Decisions for investments in TVET should support the development of an entrepreneurial climate, workforce development, building institutional and human resource capacities and strengthening relationships to facilitate effective and efficient ways of sharing information and collaboration in budget preparation and resource allocations to meet priority needs identified.

### **4.9 Monitoring and evaluation**

#### **4.9.1 Situational analysis**

Monitoring and evaluation of various aspects of TVET are essential to ensure and maintain quality and obtain data for informed decision-making. In order to obtain indicators for use in monitoring and evaluation, there should be clear goals and objectives of the various TVET programmes. In SKN, there are no systematic procedures for monitoring and evaluation. The current practice for data gathering is the preparation of reports on request from various authorities. These reports refer to the supply side of TVET, for example, number of students in a

programme, instructors, and graduates. Little attention is given to the content, relevance and impact of programmes. At local level, institutions are audited. However, there is little evidence that the data from these audits are used for any corrective measures for institution strengthening. A further concern is the type data collected. There is no agreed format for collecting data and ensuring compatibility of various data bases. Some data need to be centralised. For example, trainees in CVQ programmes can accumulate Units towards the CVQ. The progress of the trainee as he or she completes Units, must be recorded so that the awarding body can keep track of the trainee's progress and know when all the mandatory Units are completed for the award of the CVQ.

Easy access to various data bases would help with collaboration and coordination of TVET offered by various providers. Also, systematic efforts are needed for the establishment of a knowledge and evidence base. However, there is no sustained research either at the CFBC or by practitioners in order to obtain data that can be used in formative and summative evaluations and for making any necessary adjustments to programmes. There are a variety of data sources across the region, for example, at the CXC, ILO and UWI, but there is no focal point within SKN for linking with these data bases in order to access data that could be used to inform decisions.

In addition, there is little monitoring and evaluation of teachers' performance in order to provide support and for accountability. In the formal system, after a teacher is trained there is no system for follow-up to determine the teacher's ability to put into practice the teaching methodologies and other aspects of the training received.

#### **Policy Statement 9**

***Continued monitoring and evaluation of various aspects of TVET, using various strategies and appropriate technologies, are essential for the development and strengthening of TVET for all.***

#### **4.9.2 Objectives**

The objectives are to provide a framework and guidelines for:

- (i) establishing a system, including linkages with agencies like UNESCO and ILO, in order to develop a knowledge and evidence base for the provision of TVET linked to human and sustainable development and lifelong learning;
- (ii) collaboration among TVET providers and relevant partners for monitoring and evaluating TVET processes and programmes;

- (iii) systematic procedures for monitoring and evaluating the implementation and impact of the TVET Policy on various target groups and its contribution to sustainable development;
- (iv) the development and implementation of action research, self-assessment and other activities that may be required for monitoring and evaluating various aspects of TVET, including the implementation of the TVET Policy.

### **4.9.3 Critical considerations**

Difficulties experienced in accessing data, which include documents, point to the need for fostering a culture in which research and data are valued for decision making. The CFBC and the TVET Council can provide guidance to TVET providers, other teachers and students so that all persons involved in TVET would view research and data collection as a regular feature of TVET related activities. There is need for training in order to develop local capacity for research and collection and analysis of data to inform decision-making about various aspects of TVET.

As part of its coordinating role, the TVET Council would need to facilitate and coordinate research activities and build a data base which can be accessed by local providers, agencies and other relevant bodies involved in TVET. The TVET Council would also need to take a lead role in developing action plans based on the TVET Policy and establish mechanisms for monitoring and evaluating the implementation of the Policy and action plans.

### **4.9.4 Strategic actions**

- Establish linkages and affiliations with regional and international agencies and organisations for collaboration in research and other related activities for monitoring and evaluation.
- Train personnel by enabling access to local and external programmes to build capacity for monitoring and evaluating various aspects of TVET.
- Train community groups and learners to participate in action research and to use data for informed decision-making.
- Provide a forum to showcase research findings including success stories in TVET in order to sensitise citizens to the value of the work being done in TVET.
- Establish a monitoring and evaluation framework, through collaboration among TVET providers and other relevant personnel.
- Develop data bases and enable TVET providers to contribute and have easy access to the data bases.
- Establish collaborative mechanisms for the development of annual action plans based on the Policy and for monitoring and evaluating the implementation of the Policy and action plans.

#### **4.9.5 Summary**

There are currently no systematic procedures in place for the monitoring and evaluation of various aspects of TVET. TVET providers would need to be assisted in undertaking or collaborating in research activities that would provide data for informed decision-making. For this to happen there is need to build capacity and implement measures that would help foster a culture of research and value for data collection and analysis for the continued development and strengthening of TVET.



## SECTION 5

### SUMMARY AND CONCLUSION

The TVET Policy was developed following a Policy review exercise which was undertaken by UNESCO. The extensive consultations undertaken during the Policy review exercise and the Policy development process provided data and insights that were valuable in the preparation of the TVET Policy.

The Theme of the Policy is: *TVET for all: A vehicle for human and sustainable development and lifelong learning.*

The Vision: *Citizens empowered through TVET to contribute to the sustainable development and competitiveness of Saint Kitts and Nevis and equipped to participate meaningfully in a global environment.*

The Mission: *To ensure that citizens acquire knowledge, competencies and values needed for self-fulfillment, enterprise and workforce development and lifelong learning.*

The Policy focuses on nine areas. These areas and the Policy Statement are listed below.

Policy Statement 1

**Governance:** *Effective governance and management of TVET are necessary for a well-coordinated framework for the delivery of formal and non-formal TVET programmes and lifelong learning.*

Policy Statement 2

**Access and participation:** *Access to and participation in formal and non-formal TVET and lifelong learning are critical for the achievement of TVET for all and can be enhanced through the use of ICT.*

Policy Statement 3

**Curricula and programmes:** *The review and development of curricula and programmes reflecting the centrality of TVET are critical for quality formal and non-formal programmes and for lifelong learning.*

Policy Statement 4

**Links with the labour market:** *Effective anticipation and responsiveness to changing labour market demands and development priorities in the Federation and beyond are essential to TVET.*

Policy Statement 5

**Teacher/facilitator training and professional development:** *Adequate preparation and continued professional development of teachers/facilitators are critical for effective delivery of quality TVET and should include use of ICT to facilitate learning.*

Policy Statement 6

**Advocacy, promotion and marketing:** *Advocacy, promotion and marketing of TVET for all are necessary for greater inclusiveness and participation.*

Policy Statement 7

**Accreditation, assessment and certification:** *Accreditation, assessment and certification are essential components of quality TVET and facilitate mobility of graduates seeking further education and employment within and outside Saint Kitts and Nevis.*

Policy Statement 8

**Financing:** *Mobilising and coordinating resources are required for quality TVET development and delivery.*

Policy Statement 9

**Monitoring and evaluation:** *Continued monitoring and evaluation of various aspects of TVET, using various strategies and appropriate technologies, are essential for the development and strengthening of TVET for all.*

For each Policy area there are five components: a situational analysis, objectives, critical considerations, strategic actions and a summary.

The Policy provides a framework and guidelines for actions linked to sustainable development and based on Guiding Principles which include collaboration; cost-effectiveness, gender equality, inclusiveness, partnerships, quality and relevance. Cross-cutting themes include articulation of programmes; diversity and social inclusion; ICT in TVET; research and evidence-based decision-making and transparency and accountability. The guiding principles and cross-cutting themes are integrated in actions proposed to address issues and challenges such as gender-stereotyping, inequalities, social inclusion and fragmentation of programmes.

Further, in order to achieve the goal of TVET for all, importance is placed on the centrality of TVET in education and the need for all learners to acquire skills of critical-thinking, problem-

solving and other employability skills. TVET for all would require a range of programmes in various settings and to meet a variety of needs. The emphasis on inclusiveness and social cohesion would require interventions for groups such as people with disabilities and vulnerable and marginalised groups. Emphasis is also placed on the articulation of programmes so that a learner can identify pathways for continuing education and training within a qualifications framework and for lifelong learning.

### **The way forward**

The preparation of the TVET Policy is an important step for the development and strengthening of TVET in SKN. The TVET Council is charged with the responsibility of taking various actions for the implementation of the Policy. Some of these are listed below.

- The TVET Council would be required to prepare a communications strategy in order to meet various groups and use the print and electronic media to inform citizens about the Policy and its value for self-fulfillment, human and sustainable development and lifelong learning.
- The TVET Council would need to work with relevant partners to identify priorities for the preparation of annual action plans based on the Policy. The action plans should give objectives, activities, expected outcomes, indicators, means of verification, timelines, agents responsible and costs. The Council would need to establish procedures for monitoring and evaluating the implementation of the action plans and prepare annual reports on the activities undertaken. Relevant excerpts of the annual report could be written in an appropriate format for various target groups.
- The TVET Policy would be reviewed after five years in 2018. However, the TVET Council can consider a mid-term review during 2016 which would provide data that should help in making any necessary adjustments in order to achieve the agreed objectives.
- Sustained efforts would be necessary for the promotion and marketing of TVET and to keep stakeholders informed and partners actively involved in the actions being taken for the implementation of action plans based on the TVET Policy.
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In conclusion, the TVET Council which has main responsibility for the implementation of the TVET Policy and actions plans would need the assistance of various partners in carrying out the tasks involved. In this regard, the Council can benefit from the great amount of interest in TVET that was generated during the Policy review exercise and the Policy development process and the expressions of support and willingness to collaborate with the TVET Council from various existing and potential partners. The involvement of various stakeholders would be significant for concerted efforts to develop and strengthen TVET available to all and as a vehicle for human and sustainable development and lifelong learning.

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