

# **ANGUILLA TVET POLICY 2013**

**(FIRST DRAFT)**

## Foreword

## **Acknowledgements**

## Glossary of Terms

# THE ANGUILLA TVET POLICY

## Section 1

### 1.1 The Context

In the region there is general agreement that for countries to stay on a path of economic and social development and be competitive in a global environment, there is need for greatly enhanced investment in education and training. Having a skilled labour force is of critical importance particularly for the small states of the Caribbean. The vulnerability of the economies and the need for flexibility to respond to a dynamic labour market requires countries to provide education and training that will equip persons with the knowledge, skills and attitudes required for the evolving nature of a modern economy. This means that efforts must be made to ensure that adequately trained persons are available for timely responses to labour market needs.

In Anguilla the area of Technical, Vocational, Education and Training (TVET) has traditionally not been emphasized nor had the necessary level of importance attributed to it. However, during the period 2005-2010 a consideration of the subpar level of work provided by some technicians, and the significant number of work permits which have been issued on an annual basis where qualified technicians are not available locally has raised cause for concern.

Industry standards dictate that certain minimum competencies must be achieved and displayed in order for individuals to be qualified for various jobs. No longer can substandard work be tolerated when the health and safety of both providers and users can be compromised. This therefore brings to the fore-front the issue of structural integrity and its critical importance and the need to establish occupational standards for Anguilla.

The addressing of these key issues is in line with government's vision for education as reflected in its mission statement.

"The Government of Anguilla is committed to providing quality education services, through highly motivated and competent educators, to produce loyal, knowledgeable and skilled citizens of sound character, empowered to function effectively in a rapidly changing technological society."

The Ministry and Department of Education must ensure that students are provided with the opportunity to acquire the basic skills to begin to prepare them for their careers in the technical field. There must be collaborative effort with stakeholder

agencies in ensuring that the curriculum and training offered remains relevant to industry. This is also encompassed in the belief that :-

*“Education is a lifelong process. Each individual should strive to:-*

- *“acquire knowledge, skills, attitudes and values for meaningful participation in national development and a satisfying life” – Goal 1” Education Policy 2002.*

The Ministry and Department of Education in its strategic document, the Education Development Plan 2010 to 2015 have identified five priorities for the period.

- ❑ Literacy Development;
- ❑ Improved Performance in Math, Science and Technology;
- ❑ Institutionalising Culture, Morals and Values
- ❑ Establishing the TVET Framework; and
- ❑ Improving Comprehensive Secondary Education

All of the priorities identified for the period speak to government’s commitment to its mandate for education and to raising standards. Establishing the TVET framework in particular, speaks to the need to empower individuals to function effectively in a rapidly changing technological society and is in fact an investment in national development. One aspect of this is a consideration of the need for industry standards and good working conditions.

Strategies to be used by the education system to ensure that it fulfills its role in **Establishing the TVET framework** include:-

1. Developing the respective legislative documentation;
2. The development of the relevant policies and programmes for the development of human capital;
3. Establishment of the TVET Council;
4. Public sensitization and awareness campaign on the importance of TVET and relevance to industry standards, quality of work and national development;
5. Development of the TVET system with the corresponding authorities, procedures and guidelines for operation;

This document seeks to satisfy the requirements of strategy #2 of the Ministry of Education and to serve as a TVET Policy for Anguilla. This document was developed through collaborative effort and extensive consultation.

Broadly speaking, it is accepted that TVET refers to a range of learning experiences which are relevant to the applied learning and practical aspects of the world of work.

With this in mind the UNESCO-UNEVOC definition of TVET has been adopted for Anguilla. This states that

*“Technical and vocational education and training (TVET) is used as a comprehensive term referring to those aspects of the education process involving, in addition to general education, the study of technologies and related sciences and the acquisition and application of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life”*

### **1.2 Regional Activities in TVET**

There is ongoing debate and discussion with regard to the CARICOM Single Market and Economy (CSME), free movement of labour and what they mean for Anguilla. At the point of the publication of this document, Anguilla had not signed on to the CSME. Anguilla is an associate member of CARICOM. However, there is support for the work of CANTA in the area of TVET.

#### **1.2.1 The Caribbean Association of National Training Agencies (CANTA)**

The work at the regional level in the use of the Occupational Standards and the implementation of quality assurance measures is being facilitated by CANTA.

The goals of CANTA are to:-

- a) Promote the development of a competitive regional workforce; and
- b) Facilitate free movement of certified skilled workers within the CSME.

The Objectives of CANTA are to:-

- i) ensure uniform provision of Competency Based Education and Training (CBET);
- ii) establish a regional certification scheme – the Caribbean Vocational Qualifications (CVQ);
- iii) promote career and vocational guidance throughout the CSME;
- iv) support a regional labour market information system;
- v) promote lifelong learning and the image and status of TVET in the region;
- vi) promote the development of National Training Agencies or TVET Apex bodies

### 1.2.2 The Caribbean Vocational Qualification System

The Caribbean Vocational Qualification is based on Occupational Standards. For each occupational Standard, there are mandatory Units and electives or optional Units. An individual person is awarded the Caribbean Vocational Qualification when that individual has demonstrated competence in all the mandatory Units. If a person completes only some of the Units, Unit awards are made and the person can complete the other Units required for the Caribbean Vocational Qualification at any approved training center which is using the COHSOD – approved regional Occupational Standards for instruction and assessment.

The CVQ as offered by CXC is only offered at two (2) Levels. The CARICOM Regional Qualifications Framework supports 5 levels as endorsed by CANTA.

The expected outcomes for each Level are as follows:

- Level 1: Directly supervised/entry-level worker
- Level 2: Supervised skilled worker
- Level 3: Independent or automated skilled worker
- Level 4: Specialised or supervisory worker
- Level 5; Managerial and/or professional worker

It must be noted however, that consideration is being given by CANTA for the movement towards a Regional Qualifications Framework comprising 8 levels.

### 1.2.3 Occupational Standards

Occupational Standards are defined by CANTA as:-

*“Statements about knowledge, skills and attitudes that individuals need to perform in the workplace. They are defined in terms of learning/training outcomes and form the basis for ensuring that training and assessment meet the needs of industry. They are defined and developed by practitioners from industry and therefore come endorsed from industry itself.”*

Each Occupational Standard has mandatory Units and optional Units (Electives). A Unit is further broken down into Elements of Competency and matching ‘Performance Criteria’; suggestions for a Range statement; Evidence Guide; Underpinning knowledge and Skills; Resource Implications; Method of



Assessment; and, Context of Assessment. Critical employability skills are also listed.

### 1.2.4 Assessment

Assessment in TVET as stipulated by CANTA must be done under the following conditions.

- Assessments are conducted by trained assessors;
- Assessments are conducted within approved centres;
- Verification of assessments is regularly conducted with the involvement of occupational experts;
- Moderation of assessment results is conducted to maintain consistency.

The assessment process for the vocational qualification must be done by an assessor who has been trained to '*plan assessment, conduct assessment, review assessment and develop assessment tools*'. The assessment process also requires an internal verifier and an external verifier who is usually a person with the relevant expertise from business and/or industry. The detailed processes for assessment and verification are needed to ensure quality in the assessment process. At the industrial level, provision must be made for quality assurance through visits to institutions, meetings with instructors, examination of records of students' performance and sampling of students' work.

### 1.3 Local Activities in TVET

There are two main institutions responsible for the delivery of TVET programmes in Anguilla, the Anguilla Community College (ACC) and the only secondary school, the Albena Lake-Hodge Comprehensive School (ALHCS). At ACC, the technical programmes are in the process of being certified by City and Guilds through the University of Technology, Jamaica. At the ALHCS, the technical programmes cross a number of departments, namely Hospitality, Technical Studies, and Information technology.

Currently Levels 1 and 2 of the CXC Caribbean Vocational Qualifications (CVQ) can be obtained through programmes at ALHCS and in conjunction with ACC. It is intended that higher levels can be attained through course programmes at ACC or in conjunction with partner institutions. CSEC and CAPE subjects are

offered at the ALHCS, ACC and in private training institutions across the island.

One of the major concerns facing the future development of technical education and training is the lack of basic mathematical skills and workplace communication skills. There is also the perception that “hands-on” technical training and education is only for those who cannot excel academically. This poses a challenge which will have to be overcome.

### **1.3.1 The TVET Council**

The Technical Vocational Education and Training Council (TVET Council) is the legally appointed local national training agency for the coordination and management of TVET in Anguilla. The TVET Council is responsible for the development of Technical and Vocational Education and Training in Anguilla including issues of certification and accreditation in these areas.

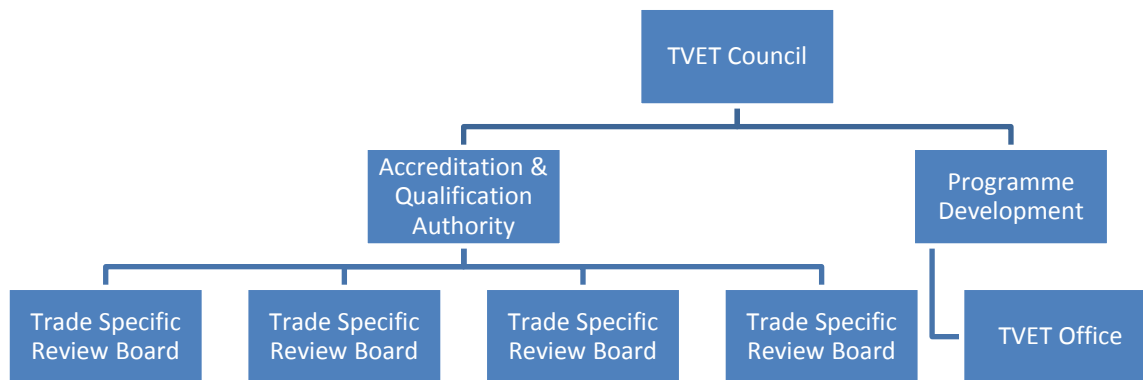
The functions of the Technical and Vocational Education and Training Council as defined in the Education Act 2012 are—

- (a) to advise the Minister on policy relating to technical and vocational education and training;
- (b) to prepare plans for technical and vocational education and training in accordance with national policies and economic needs;
- (c) to ensure that any agreed plan for technical and vocational education and training is implemented;
- (d) to co-ordinate technical and vocational education and training at all levels of the education system;
- (e) to establish standards for technical and vocational education and training;
- (f) to establish training priorities, qualifications and accreditation;
- (g) to advise the Minister on the scheme of examinations which may be adopted to test students;
- (h) to determine the facilities and resources required to ensure satisfactory standards of technical and vocational education and

training and the welfare of students, trainees and staff of training institutions;

- (i) to advise the Minister on the allocation of resources for technical and vocational education and training;
- (j) to make grants and loans, other than those referred to in Part 9, for the support and provision of technical and vocational education and training;
- (k) to arrange for scholarships, other than those referred to in Part 9, for technical and vocational education and training; and
- (l) to carry out such other functions relating to technical and vocational education and training set out in this Act or as the Minister may require.

### 1.3.2 Organisational Chart



### 1.3.3 The Anguilla Qualifications Framework

The unanimous decision to adopt an Anguilla Qualifications Framework (AQF) with 8 levels, plus an entry/foundation level was made by the Anguilla TVET Council on July 14<sup>th</sup> 2011.

This qualifications framework would clearly define the level of competency of the individual after assessment and detail the requirements to move from one

level to the next. The AQF would also allow for easy articulation and comparison with other territories and agencies.

There shall be established a regulatory body responsible for the determination, maintenance and control of occupational standards and matters related to the issuing of licenses. These responsibilities lie with the Accreditation and Qualification Authority.

It is the mandate of the Accreditation and Qualification Authority (AQCA), which serves as a validation agency, to determine qualifications for use in local certification, accrediting someone to work in Anguilla, or weighing the credentials of an Anguillan gained on the job and in professional development against someone applying for work through a work permit.

*Full details of the Anguilla Qualifications Framework are provided in **Annex A**.*

### **1.3.4 Assessment**

The assessment of trainees also requires a system and processes for internal verification and external verification. Several TVET instructors and persons from business and industry have been trained to conduct assessment and to carry out verification processes. The delivery of TVET requires instructors to be trained in Competency Based Education and Training (CBET). The assessment follows specific guidelines given the details of the relevant Occupational Standard.

### **1.3.5 Quality Assurance**

Quality assurance is important since persons certified are expected to be able to perform at specific standards in the workplace whether at local, regional or international level. The guidelines used for quality assurance are those proposed by CANTA and adapted for use at local level. Every effort is being made to ensure that training institutions and centres are equipped to provide facilities, programmes, instruction, assessment and verification at specified standards. This is necessary in order to ensure that persons are trained according to regional standards and have acquired the knowledge, skills and attitudes for the local labour market and for them to be able to be competitive at regional and international levels.

Also as part of quality assurance processes, guidelines will specify the operations of Technical Institutions. These guidelines deal with the

establishment and maintenance of standards for the management and other aspects of the operations of the institutions.

### **1.3.6 The Integration of Information and Communication Technologies (ICT) in TVET Curricula.**

The use of appropriate technologies in the content and delivery of TVET is critical, since increasingly persons entering the labour market will need to be able to cope with emerging technologies and to function in a modernized workplace environment. For effective use of ICT in TVET however, there is need for systems to be put in place to ensure that instructors are trained to make use of appropriate technologies in the delivery of TVET and for the maintenance and effective use of technologies provided.

### **1.4 The TVET Policy**

This policy for TVET comprises four (4) sections. Section One provides the context; Section two gives the Mission and Vision Statements; the purpose of the policy and the target audience; Section Three gives the Policy Statements. For each statement, there are specific objectives and explanatory notes. Section Four gives guidelines for implementation and monitoring.

# THE ANGUILLA TVET POLICY

## Section 2

### VISION, MISSION, PURPOSE AND TARGET AUDIENCE

The government endorses the vision and mission of the TVET Council for TVET in Anguilla.

#### 2.1 VISION STATEMENT

A Technical and Vocational Education and Training (TVET) System that is fully integrated into national educational and training provision; adequately resourced and recognized for its contribution to increased productivity levels and personal and national development.

#### 2.2 MISSION STATEMENT

To provide opportunities for the appropriate training and certification in a range of occupational areas relevant to the needs of society to all persons desirous of such; thereby meeting the needs of the Anguillan community for an effective, efficient and productive workforce well equipped to deal with the challenges and opportunities of a dynamic work environment.

#### 2.1 PURPOSE OF THE TVET POLICY

The purpose of the TVET policy is to provide a framework for and guidance on

- i) the parameters for the provision of a harmonized and articulate system of TVET in keeping with the development goals of Anguilla;
- ii) the establishment of goals and specific objectives for TVET at all levels of the education system;
- iii) the development and acquisition of resources for quality TVET programmes;
- iv) the coordination and management of TVET;

- v) the monitoring and evaluation of TVET provision;
- vi) the continued development and strengthening of TVET to respond to national developmental needs;
- vii) the establishment of procedures governing
  - a. training needs,
  - b. scholarship allocation,
  - c. apprenticeship,
  - d. foreign labour contracts,

## **2.1 TARGET AUDIENCE**

The scope of the target audience of this policy, include but is not limited to:-

- The Ministries of Education, Labour, Immigration, Economic Development and other government departments with activities related to skills training and certification.
- Principal and Staff of the ALHCS, President and Staff of the Anguilla Community College and other training institutions.
- Trainees.
- Employers
- The Anguilla Chamber of Commerce and Industry.
- The Anguilla Hotel and Tourism Association
- Workers Unions.
- Non Governmental Organisations (NGOs) that offer skills training.

## THE ANGUILLA TVET POLICY

### Section 3

#### POLICY STATEMENTS, OBJECTIVES AND EXPLANATORY NOTES

**Policy Statement 1: Prerequisites** – *Persons desirous of participating in TVET should have the necessary essential skills (such as literacy, numeracy, critical thinking and problem solving)*

**Policy Statement 2: Access** – *TVET should be assessable to all persons*

**Policy Statement 3: Programmes** – *TVET programme that are demand driven and competency based to meet labour market and national developmental needs should be available through formal and recognized systems.*

**Policy Statement 4: Adult and Continuing Education** – *Quality TVET programmes should be developed and implemented to meet the needs of adults and (out of school) youth.*

**Policy Statement 5: Articulation** – *TVET programmes and qualifications should be articulated within a national qualifications framework.*

**Policy Statement 6: Information and Communication Technologies** – *TVET administration, programmes, delivery and assessment should be strengthened through the use of Information and Communication Technology (ICT).*

**Policy Statement 7: TVET Instructors** – *A cadre of well trained and qualified instructors with relevant technological and pedagogical competencies should be available for the delivery of quality TVET.*

**Policy Statement 8: Quality Assurance** – *A comprehensive system for quality assurance should be established.*

**Policy Statement 9: Certification** – *Mechanisms should be in place for the assessment and certification of occupational and job competencies at the national level.*



**Policy Statement 10: The Labour Market** – *A system should be established to determine current and anticipated needs of the labour market to facilitate a demand driven approach to training.*

**Policy Statement 11: Promotion and Marketing** – *Sustainable promotion and marketing strategies for TVET should be implemented.*

**Policy Statement 12: Career Guidance** - *The system for ongoing professional vocational and career guidance should be extended and enhanced to include adults.*

**Policy Statement 13: Linkages**– *Key linkages must be formally established with stakeholders, government and non-government who may impact or be impacted by the implementation of the TVET Policy.*

**Policy Statement 14: Financing** – *Adequate provision of resources should be made available for TVET where possible.*

## Policy Statement 1:

### Prerequisites

*All persons desirous of participating in TVET should have the necessary essential skills (such as literacy, numeracy, critical thinking and problem solving) or be undertaking programmes to achieve them.*

### Objectives

- i) To ensure provision of programmes for systematic instruction to enable all students/trainees to acquire essential skills necessary for TVET and continuing education.
- ii) To provide bridging/enhancement programmes to enable trainees to acquire the skills needed for TVET.
- iii) To harmonise the entry requirements for TVET at various levels of the education system.
- iv) To provide information to institutions and other stakeholders about the requirements for TVET programmes.

In order for students to gain the maximum benefit from TVET, they need to have certain basic and essential skills such as literacy and numeracy. Optimally, the development of a foundation and desirable attitudes for TVET should begin with these skills at primary level. This should be further developed at secondary with the introduction of opportunities to develop the necessary critical thinking and problem solving skills. The nine essential skills of Canada have been deemed as relevant and adopted by the Government of Anguilla. These are as follows.

The ability to read, [Reading](#)  
[Document Use](#)  
[Numeracy](#)  
[Writing](#)  
[Oral Communication](#)  
[Working With Others](#)  
[Thinking, Computer Use](#)  
[Continuous Learning](#)

***These are further explained in Annex B.***

## **Policy Statement 2:**

### **Access**

*TVET should be accessible to all persons*

### **Objectives**

- i) To provide a diverse range of TVET programmes to cater to the needs and abilities of a variety of persons.
- ii) To structure programmes to enable different entry points for TVET.
- iii) To make provision at training institutions to ensure equity and inclusiveness as far as resources allow.
- iv) To provide relevant information on career paths and opportunities for further education and training thereby motivating persons to participate in TVET.
- v) To ensure that training institutions are appropriately resourced, as far as resources allow, to minimum standards to respond to the demands for TVET programmes.

Access to TVET will depend on the availability, relevance and range of programmes offered. At secondary level, the Technical Institutions will need to be able to provide a range of programmes to enable students to do a mix of subject areas and obtain an adequate foundation for further education and training. Postsecondary and adult and continuing education programmes will require articulation within a qualification framework to enable the mobility of persons accessing TVET at different entry points. At tertiary students will continue their training at professional or para-professional levels for certificate of Associate Degree or other higher level qualifications. Through Adult and Continuing Education (ACE), out of school youth and adults will be given the opportunity to acquire skills through various training programmes.

### **Policy Statement 3:**

#### **Programmes**

*TVET programme that are demand driven and competency based to meet labour market and national developmental needs should be available through formal and recognized systems.*

#### **Objectives**

- i) To develop and implement programmes that are based on approved Occupational Standards and that meet the requirements of business and industry.
- ii) To involve persons from business and industry in the development of TVET programmes.
- iii) To structure programmes in a format that facilitates articulations between levels of the TVET system.
- iv) To determine curriculum resources for instructors and trainees. (focusing on knowledge, skills and attitudes)
- v) To incorporate critical employability skills in TVET programmes.
- vi) To establish a system for monitoring of TVET programmes.
- vii) To establish a system to enable timely programme review in order to respond to changing labour market needs.

The inclusion of persons from business and industry in curricular activities is critical to ensuring that programmes offered are relevant and that the needs of the labour market are met. The use of Occupational standards can also facilitate articulation, as a trainee can complete the different units at various places and times and obtain the CVQ qualification when the mandatory units for the particular Occupational Standard are successfully completed.

## **Policy Statement 4:**

### **Adult and Continuing Education**

*Quality TVET programmes should be developed and implemented to meet the needs of adults and (out of school) youth.*

#### **Objectives**

- i) To reach persons in communities who could benefit from skills training necessary for gainful employment.
- ii) To acquire the resources necessary for provision of quality TVET for ACE.
- iii) To structure TVET ACE programmes so that they articulate with programmes at formal institutions.
- iv) To implement appropriate methodologies for adult education and training.
- v) To provide support systems for sustaining participation of Adults in TVET programmes.
- vi) To establish on going professional development for persons delivering TVET ACE programmes.

Education is a lifelong process and as such opportunities must exist to ensure that persons can access TVET regardless of previous gaps in knowledge and skills. Through ACE adults and out-of-school youth can access skills training programmes for national certification towards the Vocational Qualification (VQ). The successful implementation of these programmes requires that strategic arrangements be put in place with business, industry and formal training institutions for accessing and sharing resources. Persons delivering skills training for ACE also need to be trained and be knowledgeable about the use of Occupational Standards and the requirements for the VQ and TVET qualifications.

## **Policy Statement 5:**

### **Articulation**

*TVET programmes and qualifications should be articulated within a national qualifications framework.*

### **Objectives**

- i) To structure TVET programmes within a national qualifications framework.
- ii) To demonstrate within a qualifications framework possibilities for lateral and vertical mobility for persons with TVET qualifications.
- iii) To identify and provide bridging programmes that may be necessary for articulation of programmes at one level with those at other levels in the TVET system.
- iv) To enable smooth transitions within a seamless system for education and training.

A national qualifications framework agreed by policy makers and educators is necessary to demonstrate and facilitate the movement from one level of education and training where training is available either formally or through other recognized programmes. There is a need for bridging programmes that will meet any specific needs for matriculation at higher levels of education and training.

## **Policy Statement 6:**

### **Information and Communication Technologies**

*TVET administration, programmes, delivery and assessment should be strengthened through the use of Information and Communication Technology (ICT).*

#### **Objectives**

- i) To use ICT to enhance the administration, delivery and assessment of TVET at local and national levels.
- ii) To integrate ICT in TVET programmes.
- iii) To keep electronic records of achievements of trainees.
- iv) To establish and maintain a database of instructors and internal and external verifiers.
- v) To use ICT for management of resources for the provision of TVET.
- vi) To develop and implement a system of tracking employment of TVET graduates.

## **Policy Statement 7:**

### **TVET Instructors**

*A cadre of well trained and qualified instructors with relevant technological and pedagogical competencies must be available for the delivery of quality TVET.*

### **Objectives**

- i) To provide training programmes in TVET content, delivery and assessment.
- ii) To provide opportunities for continuous professional development.
- iii) To include training in programmes elements that will help to foster professionalism among TVET personnel.
- iv) To enable instructors to obtain industrial experience and knowledge about industrial policies and practices.
- v) To develop a training plan to ensure the availability of trained instructors for demand driven TVET programmes.
- vi) To facilitate the creation of an environment in which instructors will be enabled to retool and assume responsibility for their own professional development.



## Policy Statement 8:

### Quality Assurance

*A comprehensive system for quality assurance should be established to include a validation agency, accreditation and qualification authority and trade review boards for each specific trade area.*

### Objectives

- i) To ensure that TVET programmes are based on approved Occupational Standards.
- ii) To enable Technical Institutes and other training institutions to provide facilities according to agreed standards.
- iii) To make available to training providers quality standards for all aspects of TVET delivery and assessment.
- iv) To develop and implement processes to ensure the quality of TVET provision is achieved and maintained.
- v) To establish regulations for guidelines towards accreditation and the allocation of qualifications.
- vi) To ensure that quality assurance measures are in keeping with regional standards.

CANTA provides its members with guidelines for quality assurance and has defined quality assurance as “*the systematic process of checking to see whether a product or service being developed is meeting specified requirements*”.

## **Policy Statement 9:**

### **Certification**

*Mechanisms should be in place for the assessment and certification of occupational and job competencies at the national level.*

### **Objectives**

- i) To train instructors in multi-modal forms of assessment.
- ii) To work with CXC and other relevant examination bodies for certification of students.
- iii) To establish procedures for the Assessment of Prior Learning (APL)
- iv) To establish a system for persons trained within and outside the formal sector to be certified.
- v) To establish and maintain and review standards as necessary for national, regional and international certification.
- vi) To establish a system of comparison, assessment and recognition for certification attained out of Anguilla.

## **Policy Statement 10:**

### **The Labour Market**

*A system should be established to determine current and anticipated needs of the labour market to facilitate a demand driven approach to training.*

#### **Objectives**

- i) To establish a system that enables the public and private sectors to provide periodic reports and data on labour market needs.
- ii) To enable the TVET system to make timely responses to labour market needs.
- iii) To establish procedures for systematic interaction between TVET providers and business and industry eg through trade review boards.
- iv) To make Labour Market Information easily accessible to policy makers and educators including TVET personnel and career guidance officers.

## **Policy Statement 11:**

### **Promotion and Marketing**

*Sustainable promotion and marketing strategies for TVET should be implemented.*

#### **Objectives**

- i) To develop and coordinate a promotional programme for TVET in collaboration with business and industry.
- ii) To promote TVET at the institutional level, targeting instructors, parents and students in particular.
- iii) To promote TVET through printed, electronic and social media.
- iv) To involve business, industry and other stakeholders in the promotion of TVET.
- v) To use success stories to demonstrate the effectiveness of TVET, especially with its links to the labour market.

## **Policy Statement 12:**

### **Career Guidance**

*The system for ongoing professional vocational and career guidance should be extended and enhanced to include adults.*

### **Objectives**

- i) To prepare guidelines for career guidance particularly in the technical and vocational areas.
- ii) To train/orient guidance officers and TVET personnel for the provision of career guidance.
- iii) To prepare career guidance materials.
- iv) To facilitate access to the labour market information for use by career and guidance officers.
- v) To make available career guidance information to all persons through use of the media and in career guidance seminars and fairs for students, out of school youth and adults.

## **Policy Statement 13:**

### **Linkages**

*Key linkages must be formally established with stakeholders, government and non-government who may impact or be impacted by the implementation of the TVET Policy.*

### **Objectives**

- i) To establish formalised relationships with key stakeholder agencies such as the Labour Department, the Ministry of Finance, the Anguilla Hotel and Tourism Association, the Training Policy Committee, and the Anguilla Chamber of Commerce and Industry on matters related to the implementation of the TVET Policy.
- ii) To establish procedures governing cross sector issues such as :-
  - a. Training needs
  - b. Scholarship allocation
  - c. Apprenticeship
  - d. Foreign labour contracts.
- iii) To facilitate greater collaboration between government departments on TVET related matters.
- iv) To develop or amend regulations, policy and legislation as necessary to support the implementation of the TVET Policy.

## **Policy Statement 14:**

### **Financing**

*Adequate provision of resources should be made available for TVET.*

### **Objectives**

- v) To make annual budgetary allocations based on well-defined goals and objectives for TVET.
- vi) To empower TVET institutions to access and deploy resources effectively.
- vii) To enable TVET institutions to provide services that would earn income.
- viii) To establish systems of accountability of use of resources allocated.
- ix) To enable TVET Institutions to establish partnerships with business and industry to share responsibilities and resources for TVET.
- x) To access and manage funding from traditional and non-traditional sources.

# THE ANGUILLA TVET POLICY

## Section 4

### IMPLEMENTATION

1. The implementation of the TVET Policy will be through the completion of activities outlined in the 3 Year TVET Development Plan which will detail the relevant objectives, actions required, agents/agencies responsible and target dates for completion of activities relevant to the objectives under each policy statement.
2. The Chair of the Anguilla TVET Council will take the lead role in monitoring the implementation of the TVET Development Plan.
3. Annual Progress Reports will be submitted to the Ministry of Education on progress. The Format of which is defined in **Annex C**.
4. Under the guidance of the TVET Council, the Development Plan will be reviewed annually.
5. In conjunction with the appointment of the new terms of office of the TVET Council, the TVET Policy will be reviewed every three (3) years.