



BERMUDA NATIONAL WORKFORCE DEVELOPMENT PLAN

Strategic and Operational Plans

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Purpose

“Connecting People with Jobs”

The purpose of this Workforce Development Plan is to lay the foundation for a 21st century Workforce Development System for Bermuda - a system that has the primary aim to connect people with jobs. For Bermuda’s Workforce Development System to achieve its desired objectives, the development of a new Workforce Development Plan was critical. This Workforce Development Plan will allow the Government to:

- Set direction and priorities;
- Get everyone on the same page;
- Simplify decision-making;
- Align resources;
- Communicate our message.

Why a National Plan?

In 2017 the Government’s Throne Speech announced that a new Workforce Development Plan would be developed. The Government believes that upgrading the skills of Bermuda’s labour force through a solid workforce development plan is critical to our long-term prospect for broad-based and inclusive economic growth. It’s not enough just to create more jobs; Bermudians must be given a fair shot at the jobs that already exist today. Opportunities to prepare Bermudians with skills to enter the job market are a key step in getting our young people employed. The Workforce Development Plan will ensure that Bermudians are prepared for the world of work.

The Ministry of Education and Workforce Development have identified six (6) main Strategic Priority areas that will improve Bermuda’s workforce development policies, programmes, and outcomes:

1. Employer and Industry Engagement
2. Align the Workforce Development System
3. Creation of Career Pathways
4. Youth Workforce Programmes
5. Universal Access to Education, Training and Career Services
6. Government Resources and Funding

Strategic Plan

Strategic Priority 1: Employer and Industry Engagement

This Plan prioritizes engagement with industry stakeholders and organizations in the Workforce Development System to gain a better understanding of employers' talent needs. A Workforce Development System must be employer driven. It must be embraced that employers are a partner in the system. There must be an increased level of interaction between industry stakeholders and organizations within the Workforce Development System at all levels in order to better understand:

- What skills employers are looking for;
- Which occupational areas are growing in the future;
- Which industries are hiring;
- What education and training is needed for specific occupations;
- What are the barriers to Bermudians getting jobs

For the Workforce Development System to realize its full potential of industry stakeholder engagement, employers and industry stakeholders must be partners in the System. The creation of a committed partnership with industry stakeholders will help organizations in the Workforce Development System understand the factors that impact the recruitment of Bermudians. It is critical for mutually beneficial partnerships to be created with industry stakeholders to ensure they are fully engaged in employment growth opportunities for Bermudians and understand how the services and programmes provided in the Workforce Development System benefit them.

Industry-sector partnerships will allow employers to become active participants in the Workforce Development System. Industry-sector partnerships will lead to increased resources as it pertains to work-based learning, on-the-job training, apprenticeships, internships, work experience and professional development within the workplace.

Industry or **Occupational Advisory Committees** will be established/ expanded for in- demand industries. This will ensure that there is a strong reliable relationship with employers, enabling routine communication with an aim to ensure continued input and buy-in is maintained by industry partners.

Operational Plan

Strategic Priority 1: Employer and Industry Engagement

“It must be embraced that employers are a partner in the system. There must be an increased level of interaction between industry stakeholders and organizations within the Workforce Development System at all levels.”

This operational plan will ensure that employer engagement take place in a variety of forms to meet the needs of an effective workforce development system, the following are specific areas of focus:

- 1) **Workforce Development Board (WDB)**
- 2) **Department of Workforce Development**
- 3) **Ministry of Education**
- 4) **Occupational Advisory Committees**
- 5) **General**

1) Workforce Development Board

The Workforce Development Board shall lead efforts to engage with a diverse range of employers and with entities in Bermuda:

- (A) to promote business representation (particularly representatives with optimal policymaking or hiring authority from employers whose employment opportunities reflect existing and emerging employment opportunities in Bermuda) on the Workforce Development Board and Occupational Advisory Committees;
- (B) to develop effective linkages (including the use of intermediaries) with employers in Bermuda to support employer utilization of the workforce development system and to support local workforce investment activities;
- (C) to ensure that workforce investment activities meet the needs of employers and support economic growth in Bermuda, by enhancing communication, coordination, and collaboration among employers, economic development entities, and service providers; and
- (D) to develop and implement proven or promising strategies for meeting the employment and skill needs of workers and employers (such as the establishment of industry and sector partnerships), that provide the skilled workforce needed by employers in Bermuda, and that expand employment and career advancement opportunities for workforce development system participants in indemand industry sectors or occupations.

Recommendation:

- (A) Ensure that no less than 50% of the Newly Created Workforce Development Board and WDB subcommittees are comprised of Employer and Industry representatives.
- (B) Expand the number of industries represented by Occupational Advisory Committee ensuring industry with high labour demand are covered.

Timeframe: 3-6 months

Policy and legislative Impact: Legislative changes will need to be made to transition current National Training Board into the National Workforce Development Board. (Scope and functions of the NWDB will be discussed under the operational plan for Strategic Priority 2)

Desired Outcomes:

Increased employers and industry involvement in the workforce development system leading to:

- Better understanding of the labour market demands
- Better understanding of skill required in the labour force
- Greater preparation for future career opportunities
- Greater synergies between employers and policy makers

2) Department of Workforce Development

The Department of Workforce Development (DWD) would benefit from the knowledge, insight and expected progress and advancement in the Bermuda business community. Current practices within the DWD are to react to the needs of the business community rather than anticipate them.

Market research is the responsibility of DWD professional staff, who must be given the time and support to learn about trends in the business community. The professional staff should be tasked with developing relationships with major employers, becoming active in professional business organizations, and becoming fluent in the needs of the business community.

Recommendation:

(A) **Create an Employer Liaison Officer post within the DWD;** this post will be utilized as the primary point of contact and interaction between the DWD and employer and industry stakeholders.

Timeframe: 6-9 months

Policy and legislative Impact: Creation of Job description. (New proposed organizational structure of the DWD will be discussed under the operational plan for Strategic Priority 5)

Desired Outcomes:

1. Increased interaction between DWD and the business community leading to:

- (A) Better understanding of the labour market demands
- (B) Better understanding of skill required in the labour force
 - Increased job placements, internships, apprentices
 - Increased joint training arrangements
 - Increased joint funding arrangements

3) Ministry of Education

Experiential learning opportunities for job seekers and students are critical to success in a global market and require employer engagement. These opportunities include, but are not limited to, employer speakers in the classroom, field trips, job shadowing, reverse job fairs, internships, cooperative education, externships, and apprenticeships. Existing curricula should be revised to include experiential learning opportunities for all Career and Technical Education (CTE) programs. Additionally, experiential learning opportunities are needed for faculty to understand the needs of the business environment. These opportunities include short term job shadowing, internships and externships.

Recommendations:

- (A) **Formal agreements between the business community and school officials be established that define experiential learning opportunities for students;** the roles and responsibilities of the employer and each organization; any legal or compliance issues; and funding. Also included in the agreement should be the opportunity for the employer to convert the job seeker/student to an employee. These agreements would be signed by all appropriate parties in the form of a Memorandum of Understanding (MOU).
- (B) **Professional development for faculty;** require experiential learning in their field of study every three years. The faculty member would enter into a formal agreement with the employer that includes a definition of the scope of the learning experience, and the expected learning outcomes. Approval of the agreement would be the responsibility of the Ministry of Education. These agreements would be signed by all appropriate parties in the form of a Memorandum of Understanding (MOU).

Timeframe: 3-6 months and ongoing

Policy and legislative Impact: Standard bilateral MOUs between faculty and employers.

Desired Outcomes:

1. Improve employer knowledge of qualifications of soon-to-be and recent graduates
2. Increase in relevant experiential learning opportunities in high-demand industries
3. Meaningful experiential learning opportunities that lead to employment

4) Occupational Advisory Committees

Preparing students, college graduates, young adults, older workers and workers with barriers to employment is a challenge. Access to up to date information on the skills needed in emerging and progressive industries in a global market is a critical need by school counselors, DWD staff, Bermuda College advisors and other professionals who support workers entering or re-entering the workplace.

Occupational Advisory Committees will be utilized to provide critical information pertaining to in-demand jobs and skill set requirements, reviewing industry specific training and opportunities to insert experiential learning.

Recommendation:

(A) Formal, intentional interaction between Occupational Advisory Committees and DWD, Bermuda College and school officials needs to be implemented; the engagement between Occupational Advisory Committees and other entities will be utilized to provide critical information pertaining to new trends in the business community, identify ways for the business community to interact with education, partnering on industry specific training and workforce development initiatives and make recommendations to improve relationships between business and education.

Timeframe: 3-6 months

Policy Impact: Formation of the National Workforce Board and the Occupational Advisory Committees

Desired Outcomes:

1. Increased strategic interaction between Workforce Development System entities and the business community.
2. Increased opportunities for businesses to become involved with education and training.

5) General

It is imperative that workforce development professionals be involved in dialogue regarding large-scale economic development projects to ensure that they can adequately and proactively assist with the resourcing of workforce demand, ensuring that Bermudians are prepared for future employment opportunities.

Recommendation:

It should be a Government policy that workforce development professionals be included in stakeholder meetings pertaining to current and future large-scale economic development projects that will generate large scale employment. Large-scale economic development contracts should automatically include appropriate career path training for Bermudians, as recommended by the Department of Workforce Development.

Policy Impact: Develop a new policy on economic development and business expansion for all business to include training and hiring Bermudians.

Timeframe: 3-6 months

Desired Outcome:

1. Increased number of trained and certified Bermudians placed on new job sites.

Strategic Plan

Strategic Priority 2: Align the Workforce Development System

Workforce development agencies should be better aligned with education and economic development organizations. This will create a collective response to labour market challenges. There is an opportunity to create synergies between workforce development stakeholder organizations that will enable them to share common goals and objectives while leveraging resources to support an efficient Workforce Development System.

This Plan will seek to facilitate the creation of a **Workforce Development Board** to carry out the critical leadership function of the Workforce Development Plan. The Workforce Development Board will play an important role in convening a broad base of stakeholders to provide input on Bermuda's Workforce Development System.

The Workforce Development Board will have the following primary functions:

1. developing, implementing and modifying Bermuda's Workforce Development Plan;
2. reviewing national policies or programmes and aligning workforce development programmes that support a comprehensive and streamlined Workforce Development System;
3. developing continuous improvement strategies for:
 - a. identifying and removing barriers to better coordinate, align, and avoid duplication of services;
 - b. supporting the use of career pathways;
 - c. conducting effective outreach and providing access for individuals and employers;
 - d. establishing industry or sector partnerships related to in-demand industry sectors and occupations;
 - e. providing assistance to local boards to support the delivery of services; and
 - f. providing staff training and awareness across programmes;
4. establishing a comprehensive system of performance accountability measures;
5. identifying and disseminating information on best practices;
6. developing and reviewing policies affecting the coordinated provisions of services through the one-stop system;
7. developing strategies for technological improvements to facilitate access to, and improve the quality of services provided through the one-stop delivery system;

8. aligning technology and data systems across one-stop partner programmes;
9. developing allocation formulas for the distribution of funds for adults and youth;
10. preparing annual reports;
11. developing workforce and labor market information systems; and
12. developing other policies to enhance the performance of the Workforce Development System.

The Workforce Development System will require participants at various levels to design, implement and operate career pathways education that services job seekers. As a result, it is important that they operate with common goals and a shared vision. The Plan will ensure that cross-agency partnerships are established to analyze and implement workforce development initiatives based on the use of centralized data to facilitate decision-making, strategic planning, and increase efficiency. The cross-agency partnerships will work to align systems and provide education and training options that focus on skill demands within Bermuda. Collaboratively, the partners will have the ability to:

- Understand Each Other's Programmes
- Understand Career Pathways
- Focus on Mission
- Communicate Expectations
- Use Performance Data

Operational Plan

Strategic Priority 2: Align Workforce Development Systems

This operational plan will ensure that there is an integrated National Workforce Development Plan that incorporates workforce development for unique requirements, and/or specialized needs and populations, but are an integral part of the overall national Workforce Development plan. The Operational Plan for Strategic Priority 2 will address:

- 1. Strategic Direction of the National Workforce Development Plan**
- 2. Streamline the Workforce Development within Government**
- 3. Approval of training programmes and providers**
- 4. Data capture and administration**

1) Strategic Direction of the National Workforce Development Plan

The overall alignment and strategic direction of the National Workforce Development will be the responsibility of the National Workforce Board. Workforce Development Board shall lead efforts to engage with a diverse range of employers, educators, workers, students and other stakeholders to provide labour market information that may influence the strategic direction of the National Workforce Development Plan. The Workforce Development Board and its Standing Committees will have the following functions:

Workforce Development Board:

1. developing, implementing and modifying Bermuda's Workforce Development Plan;
2. reviewing national policies or programmes and aligning workforce development programmes that support a comprehensive and streamlined Workforce Development System;
3. developing continuous improvement strategies for:
 - g. identifying and removing barriers to better coordinate, align, and avoid duplication of services;
 - h. supporting the use of career pathways;
 - i. conducting effective outreach and providing access for individuals and employers;
 - j. establishing industry or sector partnerships related to in-demand industry sectors and occupations;
 - k. providing assistance to local boards to support the delivery of services; and
 - l. providing staff training and awareness across programmes;
4. establishing a comprehensive system of performance accountability measures;
5. identifying and disseminating information on best practices;

6. developing and reviewing policies affecting the coordinated provisions of services through the one-stop system;
7. developing strategies for technological improvements to facilitate access to, and improve the quality of services provided through the one-stop delivery system;
8. aligning technology and data systems across one-stop partner programmes;
9. developing allocation formulas for the distribution of funds for adults and youth;
10. preparing annual reports;
11. developing workforce and labor market information systems; and
12. developing other policies to enhance the performance of the Workforce Development System.

National Certification and Training Committee function will be:

1. to take such measures as it considers necessary for ensuring an adequate supply of trained manpower in occupations in all branches of economic activity in Bermuda;
2. to take such measures as it considers necessary for improving the quality and efficiency of training for apprentices and trainees;
3. to institute, review and maintain a system of tests in respect of occupations, and for granting certificates of efficiency to, and making reports on, persons who submit themselves to such tests;
4. to protect and promote the welfare of apprentices and trainees;
5. to investigate, and where possible, settle any dispute or other matter arising out of a contract between an apprentice or a trainee and an employer that may be referred to the Board;
6. to take such measures as it considers necessary to promote, encourage and assist employers in providing on-the-job training for employees;
7. to take such measures as it considers necessary to promote, encourage and assist in the re-training of employees where, owing to changing economic activities in Bermuda, such re-training is, in the opinion of the Board, necessary;
8. and to direct or assist in the placement of Bermudians who are seeking employment in Bermuda.

Youth Workforce Committee Functions will be:

1. to ensure Youth Workforce Programmes are developed and implemented;
2. to develop processes and systems for the integration of Youth Workforce Programmes into the public schools;
3. to enhance and develop the academic standing of the Youth Workforce Programmes of the Department of Workforce Development by entering into agreements or

arrangements, as the Minister may approve, with other institutions of further education, both locally and overseas, for— the provision of instruction; granting of degrees, diplomas or certificates; or professional development;

Occupational Advisory Committees Functions will be:

1. to undertake research or assist persons in undertaking research into matters relating to occupational training;
2. to advise the Board on all aspects of occupational training;
3. to advise the Board on the training facilities to be provided at institutions for persons employed, or seeking training, in an occupation;
4. to advise on or make arrangements for giving selection criteria in respect of persons wishing to be employed as apprentices or trainees;
5. to apply or make arrangements for tests and other methods of ascertaining the standards of efficiency to be recommended by the Occupation Advisory Committee for apprentices or trainees;
6. and to recommend the form and terms of contracts that are to be entered into by apprentices and trainees.

Recommendations:

- (A) Establish the National Workforce Development Board.

Timeframe: 3-6 months

Policy and legislative Impact: legislative changes need to be made to replace the current National Training Board Act with a Workforce Development Board Act.

Desired Outcomes:

Workforce Development Board will drive the strategic direction of the National Workforce Development System. Creating:

- Better alignment and Synergies across the system
- Better understanding of the training demands.
- Elimination of redundant or unnecessary workforce development programmes, leading to cost savings.
- Prioritized list of training programmes to be developed.

2) Streamlining the Workforce Development Service with Government

With multiple agencies offering workforce development, it is imperative that the Workforce Development Board establish a clear definition of workforce development to include career pathways, internships, externships, apprenticeships and other forms of experiential learning that lead to industry recognized credentials that are in high demand. This is needed to prevent the proliferation of unnecessary and duplicative programmes.

Recognizing that there are limited resources to develop and deliver training, the Department of Workforce Development will become the primary provider of external career and training services.

Recommendations:

Transition the current Community Education and Development program into the New Department of Workforce Development (One Stop Career Center). This will allow the Government to better utilize human and financial resources in the provision and delivery of services to the public. The additional resources to the Department of that can be used for the administration and Facilitation of:

1. Development of Youth Workforce Programmes and similar courses and programmes to facilitate the education and employment opportunities for the youth and adult population aged 16-34.
2. High school equivalency (GED) programs to individuals as an alternation option to obtaining a high school leaving certificate.
3. Soft and hard employability/work readiness courses (i.e. resume writing, interviewing skills, presentation skills, business etiquette and professional development)

Timeframe: 6-9 months

Policy and legislative Impact: Dissolve the Community Education and Development program. Transfer applicable staff to the Department of Workforce development (One Stop-Career Center).

Desired Outcomes:

- Reduction in service a recourse duplication pertaining to training and career development
- Leveraging current resources to create more effective career development and training services.

3) Approval of Training Programmes and Providers

Training providers are the backbone of the Workforce Development System. Without training providers, there is no workforce development. While the training provider of choice is Bermuda College, the Workforce Development Board recognizes that Bermuda College does not have the capacity to address the gamut of workforce development needs, and must be selective when developing curricula, and adhere to the college's areas of expertise. Therefore, DWD must develop relationships with training parties, both on- and off-island when Bermuda College cannot meet the needs of employers, economic development or workforce development.

To have a fair and equitable system, all training providers and their offerings must be vetted, approved and registered by the Workforce Development Board's National Certification and Training Committee.

The Department of Workforce Development will fulfill the following responsibilities:

1. to engage with the business community, economic development and government employers to identify the career pathways needed in Bermuda;
2. to work with training providers, including Bermuda College, and the Occupational Advisory Committees to develop career pathways that include a pipeline from middle level school students through post-employment (Career Pathways will be addressed in detail in Strategic Priority 3);
3. to develop a formal process for training organizations, including Bermuda College, to submit curricula for high-demand credentials for review by the Department of Workforce Development; DWD will then recommend certification programmes that meet the required criteria to the National Certification and Training Committee;
4. to develop a methodology to assess the quality of the curricula offered by the training providers and approved by the Occupational Advisory Committees;
5. to establish a database of approved career pathways and training programmes with the following minimum data:
 - a. Career Pathway
 - b. Certification
 - c. Training Provider
 - d. Tuition and Fees
6. to develop an evaluation process to measure quality of the training programmes, including the student success ratio and job placement rates, and a process for continuous improvement.

Recommendations:

1. Develop working relationships with both Bermuda College and private training organizations.

2. Identify off-island training resources that can fill unmet training needs, and enter into articulation agreements.
3. Develop an objective system to approve proposed career pathways and curricula, evaluate the quality of the programmes, and ensure that the employers' needs and recommendations are included.

Timeframe: 3-6 months for start-up; ongoing

Policy and legislative Impact: Processes and procedures need to be developed to assess, approve and evaluate career pathways and training programmes.

Desired Outcomes:

- Consistent model for curriculum development
 - Model must include:
 - Learning outcomes
 - Pedagogies, e.g., classroom lecture, online, experiential, etc.)
 - Demonstration of competency, e.g., exam, demonstration
 - Contextualization of academic and/or adult basic education materials to the industry, e.g., healthcare, construction trades, etc.
 - Experiential learning, including length of time, demonstrated competencies
 - Examination requirements, e.g., completion of required training, exam fees
 - Credential or license earned
- Standardized process for evaluating the capabilities of the training providers
- Standardized process for approving curricula
- Standardized process for evaluating the quality of the training programmes
- Process for researching private training providers.

Strategic Plan

Strategic Priority 3: Creation of Career Pathways

A key priority in the Workforce Development Plan is the creation of Career Pathways. Career Pathways will be used to create avenues to employment. The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that:

- Aligns with the skill needs of industries in the economy involved;
- Prepares an individual to be successful in any of a full range of secondary or post-secondary education options, including registered apprenticeships;
- Includes counseling to support an individual in achieving the individual’s education and career goals;
- Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- Enables an individual to attain a secondary school diploma or its recognized equivalent and at least one recognized post-secondary credential; and
- Helps an individual enter or advance within a specific occupation or occupational cluster.

Career Pathways will be utilized by the Workforce Development System to connect people with jobs as they offer a clear sequence, or pathway, of education course work and training credentials aligned with employer-validated work readiness standards and competencies.

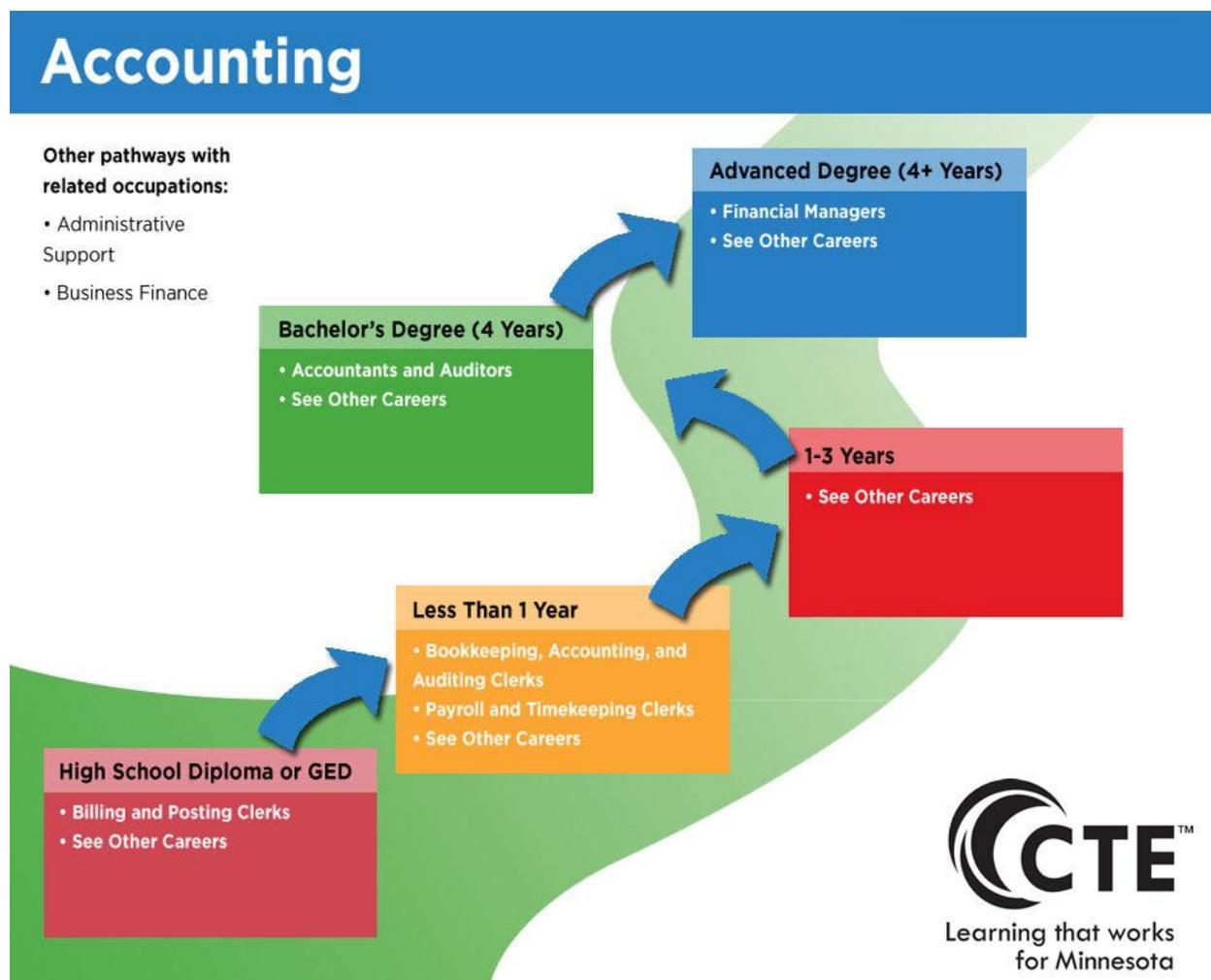
Career Pathways will offer an effective approach to the development of a skilled workforce in Bermuda by increasing the number of job seekers who possess industry-recognized and academic credentials necessary to work in jobs that are in demand.

The Career Pathways model will be utilized to offer an efficient and customer-centered approach to workforce development as this model structures intentional connections among workers, employers, and service and programme providers; aligning educational opportunities that lead to industry-recognized qualifications, skills and academic credentials to help bring workers and employers into the training system on the front end. In turn, this transforms

businesses from “customers” into “partners and co-investors” in the workforce system as businesses are engaged in the development of educational programmes up front.

The Career Pathways system will begin by obtaining a full understanding of **job clusters** and specific jobs within an industry and how they relate to each other. The Workforce Development System will align job progression with existing and developed training and certification. An Example of a Career Pathway for an Accountant is found in Table 1 below:

Table 1



Source: Minnesota State CAREERwise Education
<https://www.careerwise.mnscu.edu/careers/accounting-pathwayL.html>

Operational Plan

Strategic Priority 3: Create Career Pathways

A key priority in the Workforce Development Plan is the creation of Career Pathways. Career Pathways will be used to create avenues to employment.

Career Pathways are not intended to be rigid, but serve as a guide for the client, the employer, the educator and the counselor to make decisions about career choices. Career Pathways will be utilized as the primary data source for making decisions for job readiness, career training and career progression.

The Operational Plan for Strategic Priority 3 will address:

1. **The process to identify and define a Career Pathway**
2. **Exposure and dissemination of Career Pathways to current and future job seekers**
3. **Practical Use of Career Pathways**

1). The process to identify and define a Career Pathway

Developing Career Pathways is an unending task. Shifts in labourforce demands, new positions created due to new technologies, and emerging industries require that Career Pathway development be monitored and updated on an ongoing basis.

Recommendations:

Develop a process to identify high demand Career Pathways across industries, set priorities for their development, and monitor Career Pathways for emerging industries. The Department of Workforce Development will be charged with creating Career Pathways. In order to get robust coverage of major occupational categories, the Department in collaboration with employers and educators will:

- A. Develop a methodology for setting priorities to develop a Career Pathway, which may include:
 - short and long term needs in the job market;
 - the capacity of the educational system to fulfill the need;
 - the willingness of the business sector to support development of the Career Pathway on-island, identifying the most appropriate model for Bermuda.
- B. Identify Labour Market Information (LMI) needed to define Career Pathways in Applied Technology, Allied Health and Career and Technical Education sectors. LMI may include:
 - the number of unique job openings within an industry sector;
 - the number of applicants per job opening;
 - the projected growth in the industry sector.
- C. Identify the high demand careers within each industry sector. Consideration should be given to analyzing the job openings within a specific career cluster, the associated career ladders/lattices connecting these job openings, and the number of work visas issued for the job opening.

Timeframe: 1-3 months

Policy and Legislative Impact: Government support for the Career Pathway concept, and investment in Labour Market Information produced by the Department of Statistics.

Desired Outcomes:

- A list of Career Pathways and Career Clusters that reflect the current and future occupations that exist within the job market that meet the demands of business and industry.

2). Exposure and dissemination of Career Pathways to current and future job seekers

Career Pathways will be developed in a customer-centered approach that can be easily understood and utilized by current and future job seekers, workers, employers, and service and programme providers. Additionally, Career Pathway information must be designed to target specific populations, such as youth, employers and current job seekers using multiple methods.

Recommendations:

1. A website should be the primary location for Career Pathways information, which will allow them to be interactive and universally accessible to all stakeholders. The website should include:
 - a. Career Clusters and Pathways
 - i. Visual Interactive Career Pathway Chart
 - ii. Overview of the jobs
 - iii. Average wage
 - iv. Education
 - v. Skills and Knowledge (work experience)
 - vi. Typical Work Tasks
 - vii. Job Title Examples
 - b. Career Cluster interest assessments
 2. With so many career options available, where do you start? Start here and explore careers by cluster or by pathway.
 - c. Growing Careers in Bermuda that highlight where the jobs of the future will be
 - d. Emerging Careers and Skills in Bermuda
 - e. Unique Career Paths
 - f. Career Videos
 - g. Career Planning Resources
-
2. A Career Pathways marketing strategy will need to be developed targeting the diverse stakeholder groups. Information disseminated should include:
 - a. Electronic, television and radio ad campaigns
 - b. Print collateral

- i. Brochures
- ii. Magazines
- iii. Counselors guides
- c. Career fair displays

Timeframe: 6-9 months

Policy and Legislative Impact: Department of Workforce Development to manage the Career Pathway deliverables.

Desired Outcomes:

- Interactive website on Career Pathways
- Increased access leading to greater knowledge and awareness regarding Career Pathways

3). Practical Use of Career Pathways

Career Pathways consist of stepping stones that support the career advancement of each worker. There is no single Career Pathway, but multiple options depending upon the individual's interests and choices. Entry and exit points exist throughout each Career Pathway, with intersections between Career Pathways that share common skill sets. To address the needs of all, each Career Pathway should include opportunities for the individual to enter or transition in employment based upon their own personal goals.

Recommendations:

- A. Age-appropriate learning activities for Primary School, Middle level school students and Senior School need to be developed and implemented. These activities would start at the broad industry sector level (Primary School) and continue to be refined to specific career choices. The purpose of these activities is to expose young people to in an industry sector and have them develop their interests as they progress through school.
- B. Integrate Career Pathway exposure within the academic curriculum at all grade levels. Contextualized learning enhances the learning experience.
- C. Consider the development of "academies" for in-demand industry sectors within Senior Schools (Signature Schools):
 - Applied Technology Academy that focuses on Design, Construction and Engineering
 - Allied Health Academy that focuses on the healthcare professions
 - Career and Technical Academy that focuses on the service sector
- D. Identify associated Career Pathways and the intersection points where an individual may build upon existing skills in a new Career Pathway.
- E. Identify opportunities for entrepreneurship within each Career Pathway.

Timeframe: 9-12 months.

Policy and Legislative Impact: Government support for Career Pathways, and willingness to fund changes to the educational system.

Desired Outcomes:

- Integration of Career Pathways within the educational system from Primary School through post-secondary.
- Educational outputs aligned with career opportunities
- Specified opportunities for individuals to enter or exit a Career Pathway at any point within their career, and transition to other Career Pathways that have common skill sets.
- Increasing entrepreneurship associated with Career Pathways.

Strategic Plan

Strategic Priority 4: Youth Workforce Programmes

This Plan prioritizes support for youth and young adults, ensuring that there are substantial investments in programmes and services that help young persons to lead healthy, safe, and successful lives. This Plan also seeks to ensure Youth Workforce Programmes are developed and implemented. Youth Workforce Programmes will be primarily targeted at middle level school students and support them on through their academic journey. Youth Workforce Programmes will be used to create avenues to employment. This would include ensuring that students increase their career awareness by providing them with data-driven career advice and providing them opportunities to develop skillsets that align with current and future job market demands. Youth Workforce Development Programmes will integrate basic education with college-level course work, leading to an industry-recognized credential, and can be the first step toward an academic certificate or degree.

This Plan seeks to ensure that Bermuda's Workforce Development System adequately serves our youth. This will provide the framework so that Bermuda's youth can receive the required career advisement services and Career and Technical Education (CTE) they need during their journey to employment.

Career advisement consists of providing career information, academic assessment, and career counseling; developing a career plan/individual employment plan (selecting a career pathway); and providing financial information on the cost as well as identifying resources that may be available to offset those costs.

In a comprehensive workforce development system, education and training programmes provide a clear sequence of education courses and credentials combined with continual, seamless support systems that prepare individuals, regardless of their skill levels at the point of entry, for post-secondary education, training, and employment. Likewise, a **Career and Technical Education system (CTE)** requires a clear sequence of courses that must align with post-secondary education and the workforce training systems in order for youth to benefit from a career pathways system.

Career and Technical Education is a term applied to schools, institutions, and educational programmes that specialize in career-focused programmes to prepare students both for college and careers. Career and technical education programmes offer both academic and career-oriented courses, and many provide students with the opportunity to gain work experience through work-based learning, such as internships, on-the-job training, and industry-certification

opportunities. Career and technical education programmes provide a wide range of learning experiences spanning many different career fields and industry sectors. Career and technical education may be offered in middle level school students, high schools, vocational-technical schools, or through community colleges and other post-secondary institutions and certification programmes.

Operational Plan

Strategic Priority 4: Youth Workforce Programmes

This Plan prioritizes support for youth and young adults, ensuring that there are substantial investments in programmes and services that help young persons to lead healthy, safe, and successful lives. This Plan also seeks to ensure Youth Workforce Programmes are developed and implemented. Youth Workforce Programmes will be primarily targeted at middle level school students and support them on through their academic journey. Youth Workforce Programmes will be used to create avenues to employment. This would include ensuring that students increase their career awareness by providing them with data-driven career advice and providing them opportunities to develop skillsets that align with current and future job market demands. Youth Workforce Development Programmes will integrate basic education with college-level course work, leading to an industry-recognized credential, and can be the first step toward an academic certificate or degree.

The Operational Plan for Strategic Priority 4 will address:

- 1) A framework for Bermuda's youth to receive the required career advisement services and Career and Technical Education (CTE) they need during their journey to employment.
- 2) Career advisement that consists of providing career information, academic assessment, and career counseling; developing a career plan/individual employment plan (selecting a career pathway); and providing financial information on the cost as well as identifying resources that may be available to offset those costs.
- 3) A clear sequence of education courses and credentials combined with continual, seamless support systems that prepare individuals, regardless of their skill levels at the point of entry, for post-secondary education, training, and employment.
- 4) Career and Technical Education (CTE) with a clear sequence of courses that aligns with post-secondary education and the workforce training systems for youth to benefit from a career pathways system.

1). A framework for career advisement services and Career and Technical Education (CTE)

The talent pipeline into the workforce begins in the School system. The current labour market is in demand of locals in the areas of Automobile Technology, Plumbing, Electrical Engineering, Electrical, Wood Technology, HVAC, Welding, Construction, Information Technologies, Nursing, and Cosmetology. Focusing on these critical occupations is key to addressing the talent pipeline crises in Applied Technology, Allied Health and Career and Technical Education.

Shifts in the economy will demand a flexible and nimble education system that can quickly adapt to new labour demands.

Applied Technology and Talent Pipeline in Strategic Priority 5 is the continuation of the youth program through adulthood.

Recommendations:

(A) Establish an Education Officer for Technical and Vocational Education within the MOE to ensure the adequate development of Educators and their curricula.

(B) Primary School

- Introduce Design and Technology (D & T) education in P5 & P6 within the Science and Mathematics content areas.
- Track Student progression and interest for further study in Middle level school students.
- Expose students to careers in the Applied Technology, Allied Health and Career and Technical Education through career day exposures at school, via field trips within industry, and summer enrichment programmes.

(C) Middle level school students

- Equip and expand Design and Technology (D& T) within the curriculum for M1— M3 students.
- Expose students to intramural competitions and school competitions in D & T and Allied Health.
- Expose students to careers in the Applied Technology, Allied Health and Career and Technical Education fields through tangible work site activities in M3.
 - Field trips of this nature would be implemented for careers in business.
 - Career day exposures at school with employer involvement
 - Age-appropriate summer enrichment programmes

(D) Senior School

- Contextualize the curriculum for Math and Science from S1 – S 4 that speaks specifically to Applied Technology, Allied Health, and Career and Technical Education.
- Identify minimum competencies in core industry related subject areas for entry into further study for Dual Enrollment at Bermuda College from S3 – S4 in Applied Technology, Allied Health, and Career and Technical Education.

- Expose learners to internships while in high school and apprenticeships during Dual Enrollment where applicable in Applied Technology, Allied Health, and Career and Technical Education.
- Expose students to entrepreneurial studies.

Recommended Curriculum:

- S1: Expose students to careers in Applied Technology, Allied Health, and Career and Technical Education through career expos, speakers from business and industry, career days, etc.
- Outcome: Student selects a career pathway.
- S2: Continue S1 activities, PLUS: Students complete the minimum competencies in their chosen career pathway, and is accepted into Dual Enrollment at Bermuda College. Students participate in intramural and inter-school competitions. in their chosen career pathway (Applied Technology, Allied Health, and Career and Technical Education.)
- S3: Continue S1 and S2 activities, PLUS Students enter Dual Enrollment at Bermuda College.
- S4: Continue S1, S2 and S3 activities, PLUS Students complete experiential learning, e.g, internship, clinical experience, apprenticeship Student successfully completes the Dual Enrollment program and sits for the credentialing exam.

Timeframe: 9-12 months and ongoing

Policy and legislative impact: Approval for the establishment of an Education Officer for Technical and Vocational Education.

Desired Outcomes:

- Increase number of students studying to enter Applied Technology, Allied Health and Career and Technical Education careers.
- Reduce dropout rate.

2). Career advisement

While parents, teachers and school counselors may provide career information, academic assessment, and career counseling, these functions are best offered at the One Stop Career Centre by professional workforce development staff.

Each young person needs guidance in selecting a career pathway, and developing a career plan and an individual employment plan. Financial information on the cost to attain his or her career goals as well as identifying resources that may be available to offset those costs are also needed. Again, the One Stop has access to this data and should be used as a resource for the schools, Bermuda College and youth.

Recommendations:

1. Introduce Career Pathway counseling in the School system at all levels.
2. Align counseling throughout the educational career of the individual by implementing a system that allows counselors to review education and career choices that were made by the individual at critical milestones in their career.

Timeframe: 9-12 months and ongoing

Policy and legislative impact: Provide support for consistent career counseling from Primary school through post-secondary.

Desired Outcomes:

- Increase number of students who select a Career Pathway and persist in its completion.
- Decrease the number of dropouts.

3). Prepare for post-secondary education, training, and employment

Career Pathways, defined in Strategic Priority 3, present options to the individual to follow:

- A specific career goal with progression up the career ladder
- Career opportunities as they arise along a lateral path, or a career lattice
- Transitions to related Career Pathways by identifying crossover skills from one pathway to the next.

Youth should be given the opportunity to explore a Career Pathway as young as possible, but no later than middle level school students. Steps along the Career Pathway for youth are included in Strategic Priority 3.

Recommendations:

1. Develop a strategy within the educational system to formalize the process of selecting a Career Pathway.
2. Integrate Career Pathways into the academic curriculum.
3. Provide support for dropouts to enter a Career Pathway.
4. Provide support for unemployed youth to gain employment.

Timeframe: 9-12 months and ongoing

Policy and legislative impact: Provide support for Career Pathways for post-secondary youth and dropouts.

Desired Outcomes:

- Increased number of youth in gainful employment
- Increased number of youth in Career Pathway preparation
- Decreased number of dropouts.

4). Career and Technical Education

Connecting youth, particularly high-risk and older youth, to employment is challenging, but can be overcome by introducing hands-on, project-based learning. Employer support is critical to the success of channeling youth into employment.

Recommendations:

1. Balance classroom work with experiential learning at employer sites.
2. Provide funding for paid internships, externships and apprenticeships.
3. Promote hiring of youth who successfully complete training.
4. Assist employers with the oversight and administration of experiential learning.

Timeframe: 6-9 months and ongoing

Policy and legislative impact: Provide support for paid internships, externships and apprenticeships.

Desired Outcomes:

- Increased number of youth who complete experiential learning and secure employment.
- Increased number of employers who are willing to accept youth interns and apprentices.

Strategic Plan

Strategic Priority 5:

Universal Access to Education, Training and Career Services

A key priority to Bermuda's Workforce Development Plan is providing universal access to the entire array of education, training and support services. Ensuring every jobseeker has the education, employability skills, work experience and credentials needed to move into sustained employment and economic self-sufficiency. Bermuda's Workforce Development System must be prepared and able to provide high-quality customized services to job seekers from diverse social and educational backgrounds that possess unique barriers. Job seekers who will participate in the Workforce Development System include:

- Unemployed
- Recent high school graduates
- High school drop-outs
- Current workers
- Individuals with disabilities
- Individuals on financial assistance
- Adult learners
- Youth
- Part-time-workers
- individuals in the justice system

Accessibility of services within the Workforce Development System is a critical component to connecting job seekers to jobs. There is a need to develop a system that provides the necessary advanced education, training and career services that equip people with the skills and knowledge needed to participate in the labour force.

Further to identifying **career pathways** which map out the skill acquisitions necessary for job seekers to obtain a job and progress within the job market, core training programmes and career services are needed to support job seekers in building the required competencies and skills to be successful in the job market. This will be achieved by:

- Researching and promoting work-based learning opportunities within businesses and industry;
- Developing integrated, accelerated, contextualized learning strategies;
- Providing flexible delivery methods;
- Providing career services, case management and comprehensive support services; and
- Providing employment assistance and retention services.

The Workforce Development System must be comprehensive, and one that meets the needs of job seekers. Education and training programs should provide a clear sequence of education courses and credentials combined with continual, seamless support systems that prepare job seekers, regardless of their skill levels at the point of entry, for post-secondary education, training, and employment.

To that end, a **one-stop career center** will be introduced into the Workforce Development System, and become the primary location of service delivery focusing on adult workforce services, youth services, business services and services for individuals on Financial Assistance. The core services provided will be split into Career Services, Training Services and Follow-up Services.

Career Services: Career Services include assessment, job search and placement assistance, availability of labor market information around high-demand occupations and industry sectors, information about education and training services, access to supportive services, and help with other essential needs.

Career services also includes the provision of information about programmes and supports that can assist job seekers with skill development and acquisition efforts, whether through classroom training, work experience, or other opportunities. Fundamentally, these services emphasize career planning and guidance and are provided in a manner that most appropriately meets the individual needs and interests of job seeker customers.

- *Training Services:* Training Services include vocational skills training, on-the-job training, integrated vocational and academic training, skills upgrading/retraining, entrepreneurial training, pre-apprenticeship and apprenticeship training, business customized training, job readiness training in combination with vocational training, and adult education and English language training in combination with other training services. Training services are designed as one or more courses or classes, or a structured regimen, that upon successful completion leads to: (1) a certificate, associate degree or baccalaureate degree; or (2) the skills or competencies needed for a specific job or jobs, an occupation or occupational group, or generally for many types of jobs or occupations, as recognized by employers and determined prior to training.

Follow-Up Services: Follow-Up Services are a critical component to ensuring the success of individuals who receive career development, employment, and training services through the career center. Follow-Up Services can be particularly helpful to many of the priority populations that the Career Center serves, as unexpected challenges with childcare, transportation, and other issues can result in the loss of employment. To this end, the Career Center, with its contracted service providers, will help ensure that there are people and resources who can support participants with resources that will facilitate employment retention.

The role of the **Bermuda College** will be strengthened within the Workforce Development System, enabling it to increase programme offerings in response to current and future job market demands. Programme offerings will be aligned with industry needs and real job opportunities. Programme curriculum and design should be in alignment with industry expectations.

In addition, it is imperative that the delivery of education and training services adopt a flexible method. Understanding the need to quickly get low-skilled adults into the workforce, training providers within the Workforce Development System, such as the One-Stop Career Center and the Bermuda College, will need to create accelerated basic skills courses that are accessible to job seekers. The flexible delivery methods should include:

- Offering non-semester-based classes;
- Offering classes on evenings and weekends;
- Offering alternative locations for training, including offering training on-worksites;
- Offering credit for prior learning;
- Providing flexibility around course completion when learners encounter unforeseen barriers;
- Providing reasonable accommodation for workers with disabilities; and
- Developing alternative options such as web-based training for individuals who may lack easy access to education and training facilities, but who can complete online coursework from home computers.

Operational Plan

Strategic Priority 5: Universal Access to Education, Training and Career Services

A key priority to Bermuda's Workforce Development Plan is providing universal access to the entire array of education, training and support services, ensuring every jobseeker has the education, employability skills, work experience and credentials needed to move into sustained employment and economic self-sufficiency. Bermuda's Workforce Development System must be prepared and able to provide high-quality customized services to job seekers from diverse social and educational backgrounds that possess unique barriers. Job seekers who will participate in the Workforce Development System include:

- Unemployed
- Recent high school graduates
- High school drop-outs
- Current workers
- Individuals with disabilities
- Individuals on financial assistance
- Adult learners
- Youth
- Part-time workers
- individuals in the justice system

Accessibility of services within the Workforce Development System is a critical component to connecting job seekers to jobs.

Strategic Priority 5 will address:

- 1. A One Stop Career Center**
- 2. Cross-agency Referral System**
- 3. Programme Offerings**
- 4. Applied Technology and Talent Pipeline**

1) A One Stop Career Center

The purpose of the Bermuda One Stop Career Center is to provide universal access to education, training and career services. To offer comprehensive services, pre-employment training, job search assistance and retention services requires coordination between staff.

The proposed solution is a comprehensive One Stop Career Center with supportive services offered by sister agencies.

The objective of the Workforce Development System is to *Connect People with Jobs*. The Strategic Priorities of Workforce Development Plan have identified that the minimum services that must be provided. These services should fall under the purview of the One Stop Career Center.

The One Stop Career center will provide an opportunity to align the current Department of Workforce Development Career Development and Training divisions to allow a smoother transition for the client to receive services. The One Stop Career Center will energize the staff and create a collaborative environment.

The Bermuda One Stop Career Center is the national workforce system that provides excellent customer service to jobseekers and employers for all services related to employment, recruitment and hiring, and job training.

As the workforce system, the One Stop plays an active role in community, economic and workforce development by following the strategic plan developed by the Bermuda Workforce Development Board, and approved by the Ministry of Education and Workforce Development.

Recommendations:

Transition the Current Department of Workforce Development and Community Education and Development Program into a One Stop Career Center. This process will include:

- (A) Identifying the functions that need to be performed within One Stop Career Center.
- (B) Aligning the functions with the target client population, and determine the intensity of the required service.
- (C) Developing a process to assess client needs and the resources to address those needs.
- (D) Developing a matrix of which functions should be performed by a sister agency outside the One Stop Career Centre.
- (E) Creating an Organizational Chart for the One-Stop Career Centre, one that is client focused.
- (F) Creating job descriptions for each position within the One Stop Career Center.

Timeframe: 6-9 months

Policy and legislative Impact: Cabinet approval for the creation of the One Stop Career Center.

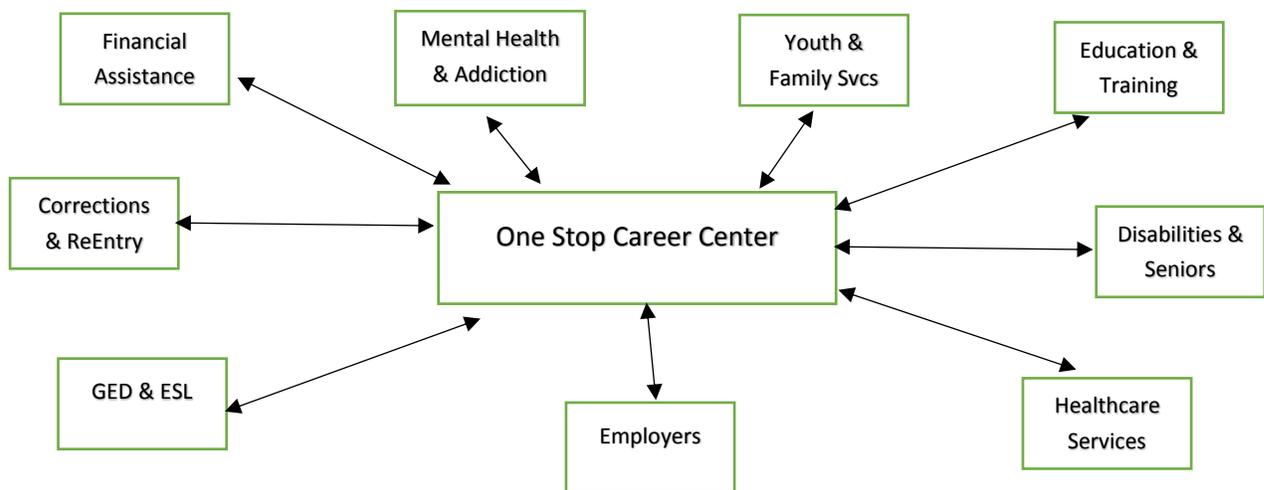
Desired Outcomes:

- A customer-focused organization that Aligns services with outcomes.
- Increased services to job seekers

- Increased number of training and career services
- Increased number of job placements
- Reduction in unemployment

2) Cross-agency Referral System

The development of a cross-agency referral system is required so that job seekers can readily receive the services needed. A comprehensive career center requires the involvement of all agencies peripherally associated with workforce development.



Recommendations:

- Identify the functions that each agency provides related to workforce development.
- Define touchpoints where each agency “touches” a client, and which agency is best equipped to serve the client at each touchpoint.
- Define “swim lanes” for the agencies to stay within their own boundaries. This will define when a client should be referred to a sister agency.
- Identify missing functions that either do not exist at all, or exist within the private sector, and determine if these functions should be absorbed within a government agency.
- Determine the role of the private sector in providing services.
- Develop a cross-agency client referral process, with the stipulation that no client goes unserved.
- Develop a plan with a timeline to align the functions with appropriate organization.

- H. Oversight of the cross-agency referral system and delivery of service is monitored by the National Workforce Development Board.

Timeframe: 6-9 months

Policy and legislative impact: Cross-agency policy changes need to be developed to define the relationship of all agencies serving clients seeking services from workforce development.

Desired Outcomes:

- A. A guideline for government agencies to interact with each other when serving job seekers.
- B. A cross-agency referral system that ensures that all clients receive the services needed when those services are needed.
- C. Collaboration between agencies to deliver comprehensive services with the assurance that no client goes unserved.
- D. A single physical and virtual location for all workforce development needs.

3) Programme Offerings

To meet the needs of both the job seekers and employers, it is imperative that the delivery of education and training adopt a flexible method. The guiding principle is that unemployed workers need to complete training in their chosen career field as quickly as possible.

Training providers, such as the One-Stop Career Center and the Bermuda College, will need to create accelerated courses that are accessible to job seekers, and are aligned with the needs of employers, and current and future job market trends.

The flexible delivery methods should include:

- Offering just-in-time, non-semester-based classes;
- Offering classes on evenings and weekends;
- Offering alternative locations for training, including offering training on worksites;
- Offering credit for prior learning;
- Aligning the training completion with the anticipated hire date;
- Providing flexibility around course completion when learners encounter unforeseen barriers;
- Providing reasonable accommodation for workers with disabilities; and
- Developing alternative options such as web-based training for individuals who may lack easy access to education and training facilities, but who can complete online coursework from home computers.

In addition, building a pipeline for the workforce of the future must be addressed, to include:

- Increased dual enrollment
- Engaging employers in the classroom as early as middle level school students, including public schools, home school and private schools
- Career exploration programs
- Alignment of career exploration with academic subjects
- Increased focus on technology
- Coordinating career counseling across all venues, from middle level school students through high school, Bermuda College and the One Stop Career Center

Recommendations:

- A. While Bermuda College is the training provider of choice, the College needs to strengthen its delivery of job training to accommodate the needs of employers. To meet the needs of business and industry, Bermuda College needs to assess its processes and constraints to determine changes that will improve flexibility and responsiveness to achieve the following:
 1. Increase programme offerings in response to current and future job market demands.
 2. Align programme offerings with industry needs and real job opportunities.
 3. Garner feedback from business and industry on programme effectiveness, and make appropriate changes to align curricula with industry expectations.
- B. Bermuda College is encouraged to be as flexible and competitive as possible. In the event that Bermuda College cannot offer the required training, the One Stop Career Center must have the option of engaging third-party trainers, and must be able to invest time to cultivate these relationships.
- C. Training providers in the private sector must be able to demonstrate their capabilities in delivering quality programmes that lead to employment.
- D. Reasonable, market-driven guidelines for tuition and fees need to be established by One Stop Center for all programmes.
- E. All training providers and their programmes will be approved by the National Training and Certification Committee of the National Workforce Development Board.

Timeframe: 6-9 months and ongoing

Policy and legislative impact: Standards for acceptable delivery of training must be established and adopted by the National Workforce Development Board.

Desired Outcomes:

- Bermuda College will establish lead time for programme development within the cost constraints of the client.
- All high-demand careers have an associated training programme that meets the needs of the business community.
- Training is readily available and easily accessible to job seekers.

4). Applied Technology and Talent Pipeline

The talent pipeline into the workforce should begin in School system. The labour market is in demand of locals in the areas of Automobile Technology, Plumbing, Electrical Engineering, Electrical, Wood Technology, HVAC, Welding, Construction, Information Technologies, Nursing, and Cosmetology. Focusing on these critical occupations is key to addressing the talent pipeline crises in Applied Technology, Allied Health and Career and Technical Education.

(A) Primary through Senior School

Introducing career exploration and development is discussed in detail in Strategy 4: Youth Workforce Programmes. All school children in all schools should be given the opportunity to explore their interests and be able to connect them and their academic studies to a Career Pathway. In today's generation, the proliferation of new career options due to technology, and the impact of globalization make it mandatory for the school curriculum at all ages to include career education.

(B) Bermuda College

- Ensure fulltime instructors at Bermuda College in each Vocational and Technical area to facilitate the in-demand training in respective areas.
- Re-tool each learning institution with contemporary resources, aiming to involve industry engagement in order to do so.
- Each student will complete the respective internationally-recognized academic and/or vocational certification.
- Develop an Early College Programme tied to Dual Enrollment specifically for Applied Technology, Allied Health and Career and Technical Education.
- Expansion of Apprenticeships

Timeframe: 9-12 months and ongoing

Policy and legislative impact: Support to expand the focus of Bermuda College to include a robust noncredit career and technical education program.

Bermuda National Workforce Development

Operational Plan

15 February 2018

Strategic Priority: 5 Universal Access to Education, Training and Career Services

Desired Outcomes:

- Increase number of students studying to enter Applied Technology, Allied Health and Career and Technical Education careers.
- Increased number of certified Bermuda in Applied Technology, Allied Health and Career and Technical Education professions.

Strategic Plan

Strategic Priority 6:

Government Resources and Funding

The creation of this National Workforce Development Plan is a critical step in the Workforce Development System. This Plan creates the basis for allocation of Government resources. This Plan will ensure that priority is placed on workforce development initiatives; meaning they are adequately resourced. Policy decisions such as creating incentives to encourage businesses to increase training and opportunities for Bermudians should emanate from the Plan. It is imperative that the Government and the Workforce Development Board provide the required leadership to promote and steer partnerships that are necessary to build and sustain an effective Workforce Development System. This can be achieved by:

- 1) Encouraging better coordination of resources across Government departments in support of workforce development initiatives;
- 2) Supporting acceleration of learning through dual enrollment/ dual credit;
- 3) Integrating academic and CTE programs and elevating the profile of these programmes as a means to develop crucial workplace skills;
- 4) Expanding the mission and purview of workforce development organizations and other economic development organizations;
- 5) Establishing more robust career information and advising systems linking online resources and appropriate counseling from teachers, mentors and others through student work-based learning plans;
- 6) Developing policies that incentivize business involvement and work-based learning.

The Government will ensure that new policies and legislation are in alignment with the priorities set out in this Plan.

National Workforce Development Plan Technology Plan

1) Data Capture and Administration

The ability to easily and quickly reference approved training providers and curricula is critical to success, as is having information on certifications and licensing of students who complete the credentials.

The Department of Workforce Development will fulfill the following responsibilities:

- A. Define the data elements needed to register and track individuals enrolled in workforce development programmes through an intra-government case management system.
- B. Develop a system to track the skills and credentials of each permanent resident for life.
- C. Develop/identify the database to track the name of the individuals certified and license number;
- D. Establish a database of employers willing to provide experiential learning opportunities.

2). One Stop Website

The One Stop website will be the primary interface of the One Stop Career Centre. Stakeholders will be able to:

- A. Explore Careers
 1. Assess Skills and Interests
 2. Set Short and Long Term Career Goals
 3. Research Bermuda Careers and Industries
 - i. Career Cluster and Pathways
 - ii. Career videos
 4. Career and Industry Search Tool
- B. Develop an Education Plan
 1. Explore Local Education Options
 - a. Workforce Development
 - b. Bermuda College
 - c. Online
 2. Prepare for College Overseas
 3. Pay for Education
 - a. Scholarship opportunities and applications
 - b. Calculating College Costs
 4. Apply to College
 5. Education Search Tools

- C. Find a Job (Bermuda Job Board)
 - 1. Explore the job market
 - 2. Develop your resume and cover letter
 - 3. Search and Apply for Jobs
 - 4. Interview and Negotiate
- D. Additional Resources for Specific Populations
 - 1. Career Counselors
 - 2. Recently Unemployed
 - a. Manage Job Loss and Transition
 - 3. Ex-Offenders
 - 4. Parent Centre
 - 5. People with Disabilities

Timeframe: 9-12 months

Policy and legislative Impact: Will require approval and investment of data collection software and storage. One Stop Career Centre website will be managed by the Department of Workforce Development, which will require the necessary IT support.

Desired Outcomes:

- One Stop Information Centre
- Accurate, easily accessible data
- Centralized data collection