PREFACE

Over the past twenty years, Technical and Vocational Education and Training (TVET) in CARICOM has received focused attention at the regional level. This early work at the regional level was anchored in the 1990 Regional Strategy for Technical and Vocational Education and Training and has led, inter alia, to the achievement of a system of Vocational Qualifications in the Region, the Caribbean Vocational Qualification (CVQ). In order to better position the Region to meet 21st Century realities, the 1990 Strategy has now been replaced by the current Framework Document titled “TVET Strategy for Workforce Development and Economic Competitiveness”. The new Strategy establishes the pivotal importance of this Region’s Human Capital as we seek to forge a viable Caribbean Single Market and Economy (CSME), with the free movement of skilled and certified citizen-workers within the market place. It provides a framework for guiding Member States in the development of the critical skills needed to attract and sustain decent job-creating foreign and domestic investments, given the imperative of a highly skilled workforce for building and maintaining global competitiveness.

In endorsing the Strategy, the Twenty Fourth Meeting of the Council for Human and Social Development (COHSOD) 23-24 May 2013, emphasised its importance for guiding TVET programming and policy across the Community. The COHSOD also underscored the importance of clear articulation between General Education and TVET and the need for ensuring greater alignment of TVET programmes and systems with the emerging demands of employment.

The impetus for the review and updating of the Strategy came from a proposal to COHSOD by the International Labour Organisation (ILO) in 2010, and activities related to its development benefitted significantly from support provided by the CARICOM-Education for Employment (CEFE), a Programme supported by the Government Canada. Of Importance is the fact that the Strategy was developed through a series of comprehensive, highly participatory consultations undertaken in the Caribbean Community, involving stakeholder groups in twelve (12) Member States, followed by three regional meetings in Barbados, Trinidad and Tobago and Jamaica. There were also several individual meetings with key stakeholders. In total, over three hundred and fifty (350) individuals participated in the consultations.

The achievement of such wide stakeholder participation demonstrated a clear understanding that policy could only be viable if anchored and shaped by the clients for whom it is intended. In addition, the participation ensured that purpose was clearly defined, the critical needs and concerns of clients were addressed and their positions articulated within the final form of the document. Stakeholder participation ensured that the document moved from a theoretical construct to one based on the needs of the market place.

The CARICOM Secretariat congratulates and expresses its sincere appreciation to all those involved in this outstanding achievement and pledges its continued support as the Strategy is implemented across the Community.

Dr Douglas Slater
Assistant Secretary General, Human and Social Development
CARICOM Secretariat
March 2014
Message from Caribbean Association of National Training Authorities (CANTA)

The Caribbean Association of National Training Authorities (CANTA) is proud to have been selected by CARICOM to partner with the Association of Canadian Community Colleges (ACCC) to implement the CARICOM-Education for Employment Program (C-EFE), a program funded by the Canadian International Development Agency (CIDA).

The review of the 1990 Regional TVET Strategy and the drafting of a new Strategy is the first program initiative of this five (5)-year program. This strategy is expected to provide the Region’s TVET stakeholders, policy makers, practitioners and clients with a progressive and prescriptive framework within which to evolve creative focused interventions which will effectively develop and certify, to international standards, the competence and productive capacities of the Region’s workforce. CANTA is convinced that through the promotion of this newly developed high quality Workforce, the Region can sustainably attract and absorb, the high quality job-creating foreign and domestic investments required for both economic growth and competitiveness.

We believe that the bottom up and inclusive approach taken in the development of this strategy was the best way to engage the wider TVET community and build the ownership needed for the strategy’s effective implementation. CANTA wishes to acknowledge the effort of the two consultants, one Caribbean and one Canadian, responsible for conducting the consultations and for the drafting of this strategy, Brenda Cooke and Robert Gregory.

CANTA recognizes the critical historic social and economic cross roads at which the Region is now positioned, facing the challenges and implications of the Global Knowledge-Based Market Economy. We are confident that this new Regional TVET Strategy for Workforce Development and Economic Competitiveness will become a transformative platform on which the Region’s workforce and economy can confidently take advantage the many opportunities presented by this new global dispensation.

Mrs. Elphege Joseph
Chair
November 2012
Message from Association of Canadian Community Colleges (ACCC)

The Association of Canadian Community Colleges (ACCC) is pleased to have been selected by the Canadian International Development Agency (CIDA) to implement the CARICOM Education for Employment Program (C-EFE) in partnership with the Caribbean Association of National Training Authorities (CANTA).

During the inception phase of C-EFE, both CANTA and CARICOM stressed the importance of reviewing and updating the Regional TVET Strategy, a sound document that launched the establishment of National Training Authorities (NTAs) and TVET Councils in the early 1990s. Significant changes in the nature of work and approaches to education and training over the past 20 years made a review of the regional document timely, and C-EFE recognized that updating this document should be the first significant program initiative undertaken in collaboration with CANTA.

A profound vision for change is articulated in this document, “Regional TVET Strategy for Workforce Development and Economic Competitiveness.” CARICOM member states recognize the key role of education and training in building a strong regional economy and stressed the importance of shifting the paradigm of education in the region away from a model of exclusivity to one of inclusivity as a strategy for ensuring the productivity and well-being of all CARICOM nationals.

ACCC would like to thank the NTAs and TVET Councils for bringing together key representatives from each of the social partners responsible for ensuring the strength of an advanced skills training system – educators, employers, workers, and government. The breadth of the stakeholder input led to a richer, deeper vision of the elements required to prepare individuals, from primary through to tertiary education and in the workforce, for employment in the knowledge economy.

This strategy will lead to a stronger system of certification for graduates and the current workforce, increased employment in the region for CARICOM nationals, and a more demand-driven training and education system.

The work of the two consultants, Brenda Cooke and Robert Gregory, with guidance by Dr. Linda Cooke, Regional Coordinator of C-EFE, distills the input from 12 country consultations, the ground-breaking UWI/UNESCO conference on TVET and Human Capacity Development held in March 2012, a series of high level follow-up meetings and stakeholder meetings, as well as research into best practices globally and the views presented at CANTA meetings. ACCC applauds them for their ability to articulate so effectively the region’s vision for the way forward.

Paul Brennan
Vice President, International Partnerships
November 2012
Acronyms

ACCC  Association of Canadian Community Colleges
ACTI  Association of Caribbean Tertiary Institutions
C-EFE  CARICOM -Education for Employment Program
CANTA  Caribbean Association of National Training Authorities
CAPE  Caribbean Advanced Proficiency Examinations
CARICOM  Caribbean Community
CEO  Chief Education Officer
CIDA  Canadian International Development Agency
COHSOD  Council for Human and Social Development
COTED  Council for Trade and Economic Development
CQF  Caribbean Qualifications Framework
CSEC  Caribbean Secondary Education Certificate
CSME  CARICOM Single Market and Economy
CVQ  Caribbean Vocational Qualification
CXC  Caribbean Examinations Council
GSE  General Secondary Education
HEART  Human Employment and Resource Training
ILO  International Labour Organization
LMI  Labour Market Information
LMIS  Labour Market Information System
MoE  Ministry of Education
NTA  National Training Authority
NTATT  National Training Authority of Trinidad and Tobago
OECS  Organization of Eastern Caribbean States
PLAR  Prior Learning Assessment and Recognition
RCM TVET  Regional Coordination Mechanism for TVET
TVET  Technical and vocational education and training
UNESCO  United Nations Educational, Scientific and Cultural Organization
UWI  University of West Indies
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Vision Statement

Sustainable economic prosperity through the creation of a globally competitive regional workforce enabled by a market-responsive education and training system.
Executive Summary

Over a 10 month period in 2012 a comprehensive, highly participatory consultation was undertaken to create a new Regional TVET Strategy for the CARICOM region.

Through a series of 12 country consultations with multi-stakeholder groups, followed by three high level regional meetings in Barbados, Trinidad and Tobago and Jamaica and augmented by several individual meetings with key stakeholder groups, the TVET Strategy of 1990 was reviewed and updated to meet the realities of the 21st century, resulting in this document, the CARICOM Regional TVET Strategy for Workforce Development and Economic Competitiveness. In total, over 350 individuals participated in the consultations.

The consultation was initiated by CANTA and facilitated by a consulting team of one Caribbean and one Canadian consultant, Robert Gregory and Brenda Cooke, supported by the CIDA-sponsored CARICOM-Education for Employment Program implemented by the Association of Canadian Community Colleges.

The consultations identified seven key components of the new strategy, each with action steps. In response to the strong recommendation for greater accountability, an Implementation Plan and Timelines have been developed.

The Implementation Plan identifies five stakeholder groups (CARICOM/CANTA; NTAs/TVET Councils; Ministries; Institutions; and Employers/Workers/Social Partners) with responsibilities for achievement of the Strategy. It is expected that each country, led by the National Training Authorities, will develop a country plan aligned with the Implementation Plan and approved by the relevant Ministry. CANTA will monitor the progress of the country plans to ensure the coordinated, efficient and effective implementation of the Strategy.

The 7 Components of the Strategy and key action items are as follows:

1. **TVET redefined and promoted as an agent of Workforce Development and Economic Competitiveness**
   1.1. CVQ awarded at all institutional levels
   1.2. CVQ certificate format formalized and portable
   1.3. Introduction of Workforce Assessment Centres and PLAR across the region
   1.4. Promotion, marketing and advocacy of TVET as an agent for Workforce Development and Economic Competitiveness

2. **TVET Integrated with General Education for life and livelihood**
   2.1. Upper-secondary curriculum includes training towards labour-market relevant CVQs available to all students and scheduled, resourced, staffed and promoted appropriately

3. **A CARICOM Training System**
   3.1. Approval of the CARICOM Training System as outlined in the Strategy
   3.2. CANTA with legal status as the regional body reporting directly to CARICOM with mandate for Workforce Development and Certification with responsibilities as outlined in the Strategy
   3.3. NTAs developed across CARICOM with responsibility as outlined in the Strategy, in accordance with procedures approved by CANTA
   3.4. CANTA re-named Caribbean Association of National Training Authorities, rather than Agencies, so as to properly incorporate the nomenclatures of all its members
4. Labour Market Intelligence for Workforce Development

4.1. Each NTA collaborates in and coordinates the gathering of available local labour market information from the major employment sectors of the economy to inform decision making and policy recommendations.

4.2. CANTA maintains a repository of labour market information which is contributed to by each of the NTAs.

4.3. NTAs employ ‘just in time good enough’ labour market intelligence gathering approaches in collaboration with industry to guide specific program planning and workforce development as well as to ensure the continued relevance of existing programmes.

5. Career Guidance and Counselling

5.1. Occupational analysis and CVQ standards developed for Career Guidance Counsellors.

5.2. Career Guidance Services provided to students in schools and tertiary institutions.

5.3. Career Guidance Services provided to members of the workforce accessed through appropriate delivery points.

6. Instructor Training

6.1. Existing occupational standards and CVQ reviewed and approved for TVET Instructors and Assessors.

6.2. Training programs developed for TVET Instructors and Assessors according to approved occupational standards and CVQ that are modularized, flexible, competency-based and that promote adult learning.

6.3. More extensive use made of practitioners from industry as trainers.

6.4. PLAR used in assessing instructor skills and granting qualifications or to prescribe training.

7. TVET Financing: Public Private Partnerships

7.1. Appropriate prioritization of resources of Ministries responsible for Education and Training to reflect the importance of TVET for Workforce Development and Economic Competitiveness.

7.2. Public private partnerships (industry, education and government) developed to support training (in kind, facility support, equipment donation).

7.3. Centres of Excellence (CoE) created through public-private partnerships and linked to economic priorities in countries that have the critical mass of resources and population.

The implementation of the TVET Strategy will be greatly facilitated by a region-wide voluntary network of informed stakeholders and advocates forged through the Region-wide consultative sessions. This approach should prove a good example of effective bottom-up development.

While the remit of this consultation was to focus on the traditional TVET system as defined in the 1990 Strategy, throughout the consultation many stakeholders stressed the importance of broadening the scope of the Regional Strategy to include all secondary and tertiary education and training systems responsible for workforce development. It is hoped that as this Strategy takes hold, all education and training systems responsible for workforce development will embrace and implement it.
Introduction

A TVET strategy for CARICOM was first developed in 1990 within the broader context of the region’s response to the demands of Globalization and Trade Liberalization while still strengthening Regional integration; the strategy prescribed a number of initiatives including the establishment of National Training Authorities along with supporting and complementary mechanisms in each member state of the Community to coordinate, facilitate and enable the training, assessment and certification of the workforce to international standards. The new approach to TVET called for an orientation toward science and technology to assist workers to adapt to the computerization, mechanization and automation transforming work and the workforce.

The need for a new TVET strategy for the Community is better appreciated within the wider context of CARICOM 2012 and the coming into being a few years ago of the Caribbean Single Market and Economy (CSME) intended as the Community’s response to and emersion into the competitive, standards and rules-based, market-driven, global knowledge-based economy. The CSME made provisions for the free movement of capital and labour as measures to enhance the Region’s global competitiveness. However, constraints to free movement of labour persist, ostensibly to protect member states from the feared unfettered and disruptive flow of unskilled labour across Community borders. The abundance of unskilled labour within the Community is the consequence of an exclusionary and elitist education system currently grappling with reform initiatives to develop the mechanisms to support, an efficient, high quality universal Early Childhood, Primary and Secondary system based on the enlightened assumption that every child can learn and every child must.

The Community is challenged by losing 80% of its tertiary level graduates to migration and the challenges to the Region are further compounded by the fact that between 2000 and 2010, the Region’s member states together issued approximately 87,000 work permits, 75% of which went to extra-regional skilled persons.

The annual Global Competitiveness Report continues to rank the Region’s economies between 50th and 130th among 158 countries. The Region’s mainly services-based economies each struggle to attract foreign and domestic job-creating investments to spur both economic growth and employment. To enhance their investment attractiveness, member states continue efforts to critically transform the profile of their workforce from the current low skill and low wage to high skill and high wage, mindful that the low skill profile attracts only job-creating investments in search of cheap unskilled labour, investments which cannot meet member states’ aspirations to lift income levels and expand the middle class.

It is against this backdrop of challenges that the new and redefined TVET system presents a viable solution as set out in this CARICOM TVET Strategy for Workforce Development and Economic Competitiveness and an accompanying Implementation Plan. The by-line, Skills and Credentials—the new global currency, captures the essence of the new reality.

This Strategy focuses on the vision of “Sustainable economic prosperity through the creation of a globally competitive regional workforce enabled by a market-responsive education and training system.” Incorporating and building on the significant foundation provided by the 1990 strategy, its recommendations and prescriptions are logically sequenced in regard to the elements that must be implemented in each member state, while allowing creative latitude regarding “how” to implement, sensitive to the local realities. The Strategy envisions a balanced, even and harmonious Region-wide implementation, where each member state is committed to an accountability framework requiring periodic implementation progress review and reporting to CARICOM through CANTA. This will enable the timely notification of any need for specific support or assistance from the CANTA-coordinated support network and so help to avoid the uneven implementation of the Strategy across the Region.

The New Strategy

COMPONENT 1: TVET REDEFINED AND PROMOTED AS AN AGENT OF WORKFORCE DEVELOPMENT AND ECONOMIC COMPETITIVENESS

In today’s globally competitive environment, where skills and credentials are the new currency, TVET must be, and be seen to be, a critical agent of economic development. TVET programming must supply the market with highly skilled and credentialed individuals who form the core of the region’s competitive workforce.

Responding to the needs of the marketplace requires a shift from the traditional supply-side orientation of TVET to a demand side one. With the market dictating what skills and competencies are needed, the training system can respond with programs that offer the opportunity for high level skill development, credentials that the marketplace values and, most importantly, employment. This new demand-side orientation will lead to a different mix of programs than is currently offered.

The workplace today requires a well-rounded, well-educated and trained individual with a mixture of knowledge and skills, both technical and academic, as well as employability skills and attributes. Two key dimensions of the modern workplace, innovation and entrepreneurship, must be addressed in TVET programming to ensure a flexible workforce that is constantly learning and adapting.

“The idea of TVET as a program for those who can’t make it in the academic stream, for ‘dunces’ or people with disabilities, or for those ‘not academically inclined’ has to be eradicated.”

Participant, Guyana Consultation, April 2, 2012

“We need to profile TVET in its modern day context, for example, Auto Mechanics which used to be 80% mechanical skills is being replaced by Auto technician, which is now 80% electronics skills. Also, we need to show the possible salaries of different occupations, for example, an Executive Chef makes more money than a General Manager.”

Participant, St. Vincent and Grenadines Consultation, March 23, 2012
One of the features of TVET programming that underpins skill development is its use of competency-based curricula and learner-centred methodologies. TVET programming must provide students with an array of opportunities to intersect with industry including internships and cooperative work experiences and mentorships and applied research projects, to name just a few. It must be modularized so that it can be flexibly delivered to the many varied clients of TVET, including existing workers who might need only one module, or for contract training, where a program can be customized to a company’s needs by drawing on various modules of existing programs or designing new modules.

The second and equally important hallmark of TVET, in addition to skills development, is certification. The Caribbean Vocational Qualification (CVQ) system must be expanded to be the universal and benchmark TVET credential in CARICOM. It must be standardized, based on a select single international occupational classification system to allow for consistency both among already-developed CVQ standards and for standards developed for emerging occupations. This is of critical importance as a cornerstone of a successful CSME.

In today’s context, TVET clients are not just school and college students; they are the burgeoning population of workers and unemployed persons, male and female, a large percentage of whom have not passed through secondary school, who need training, re-training, up-skilling and certification. New mechanisms to reach out to those excluded individuals include Prior Learning Assessment and Recognition (PLAR), pre-technology access programs, including a high school level General Education diploma (GED) type certification, and contract training in industry and gender-sensitive measures to ensure equal access to males and females. Workforce Assessment Centres or Business Resource Centres offering mentorships are an important vehicle for such outreach.

Gender must be a prime consideration in the renewal of TVET. At risk youth who are dropping out of the education system need to be reengaged in meaningful economic activity through TVET. TVET also needs to engage the female population differently, ensuring that the training choices they make are informed and lead to careers that offer decent wages to sustain livelihoods, especially for sole support parents.

One of the obstacles to the acceptance of TVET is lack of knowledge or misinformation about it. Many do not know about CVQs and if they do, they do not know how the CVQ system relates to the free movement of skilled credentialed workers within CARICOM or compares with the various better known credentialing systems. The poor image of TVET is a perennial problem. A wide-scale public awareness and marketing campaign that informs the public about the ‘new TVET’, dispels the misconceptions and presents value propositions to the various stakeholder groups must be undertaken. TVET needs to be re-branded in terms of its being an excellent tertiary education option providing the knowledge and skills needed in the workforce with a greater likelihood of leading to related employment and excellent earning opportunities. It needs to be taken out of the context of a school ‘subject’ and into the context of an empowered workforce. The more a ‘culture of certification’ is strengthened, the more appealing TVET becomes.
IMPLEMENTATION STEPS

1.1. CVQ awarded at all institutional levels
1.2. CVQ certificate format formalized and portable
1.3. Introduction of Workforce Assessment Centres and PLAR across the region
1.4. CBET implemented across the region
1.5. Promotion, marketing and advocacy of TVET as an agent for Workforce Development and Economic Competitiveness
COMPONENT 2: TVET INTEGRATED WITH GENERAL 
EDUCATION FOR LIFE AND LIVELIHOOD

Countries are now proclaiming education and training as the key to success in the global marketplace, with TVET having an ascendant role. In fact, the TVET model, with its emphasis on competencies and the practical application of knowledge is serving as a basis for reform across the educational spectrum. TVET’s time has come, and not as a ‘poor second cousin’ to general education, but as an integral part of the education and training system.

“In respect of our views of TVET in relation to General Education, we have taken a view of redolence and shortsightedness, disregarding the equivalence and real importance of technical education. This is the watershed conference when the people come together to say there is no second class position for TVET.”

Hon. Ronald Thwaites, Minister of Education, 
Jamaica, UWI/UNESCO TVET Conference, 
Montego Bay, 
March 7, 2012

The separation of TVET from General Education has generated two polarities and has contributed to the ‘second class’ status of TVET. The reality is that in the modern world, both general education and TVET need a blend of academic and technical skills. Similarly both need workplace and career development skills as well. The adage “education makes you trainable and training makes you employable, while attitude keeps you employed” has found new resonance.
Even though in most Caribbean countries students can take both academic and technical subjects, the secondary school examination system inadvertently discourages participation in TVET: high Caribbean Secondary Education Certificate (CSEC) scores are needed for university entrance and without articulation between TVET programs and college or university programs, TVET students are disadvantaged, or perceived to be, if they wish to study further.

“We need a ‘nice marriage’ of both the technical and the academic. But we need to have demonstrated appreciation by employers and demonstrated acceptance in schools of the value of both streams.”

Eunice Sandy-David, Permanent Secretary, Human Resource Development, MoE, Grenada Consultation, March 26, 2012

“At the end of secondary education, candidates must have a general education; it must include academic achievement, communications skills and competencies that would enable learners to fit into a developed and competitive workforce and community.”

Mr. Randy Taylor, Clarence Fitzroy Bryant College, St. Kitts and Nevis Consultation, February 17, 2012

Changes cannot occur in TVET alone: to produce graduates with the required knowledge, skills and attitudes necessary for the knowledge economy, both academic and TVET programs need to move towards an outcomes and standards-oriented, flexible, well-articulated system with competency-based curriculum and learner-centred institutions. Central to the development of a holistic system is the faithful implementation by all stakeholders of the CQF.

IMPLEMENTATION STEP

2.1. Upper-secondary curriculum includes training towards labour-market relevant CVQs available to all students and scheduled, resourced, staffed and promoted appropriately
COMPONENT 3: A CARICOM TRAINING SYSTEM

CARICOM’s training system was developed as the cornerstone of CARICOM’s Regional Human Resources Development Plan in response to the 1990 Regional TVET Strategy.

Although its implementation to date is uneven, the system model is as follows:

*Note that in this diagram, CARICOM is used to reference official CARICOM organs with TVET responsibility: COHSOD, RCMTVET, CXC, and the Secretariat.
The system consists of National Training Authorities (NTA) in each country and other national oversight bodies, reporting to respective Ministries responsible for Education and workforce development, that coordinate the provision of workforce development and certification based on the Caribbean Vocational Qualification (CVQ) standards. In the case of NTAs, they are coordinated by a regional body, the Caribbean Association of National Training Authorities (CANTA), reporting to CARICOM. (See Annex 1 for full description of the System.)

The TVET system is linked to the educational system by the Caribbean Qualifications Framework (CQF), a multi-leveled framework based on skills and competencies linked to the various levels of institutional programs and certifications from high school to university.

The National Training Authorities in each country serve as the national coordinating and facilitating bodies for TVET, bringing together the disparate agencies and regimes delivering TVET and creating functional linkages between the various Ministries with responsibility for TVET and the organizations and other systems concerned with TVET.

The CVQs are at the heart of the TVET system and the main reason for the establishment of the CARICOM Training system. The CVQs were established with the intention of moving towards a standardized certification-system that would promote the free movement of skilled and qualified workers across the Caribbean. In large part, this has not yet come about. As of 2011, only 5,135 CVQs had been issued: 2,872 in schools and 2,263 in the workplace.

CANTA was formed in 2003 with the goals of promoting the development of a competitive regional workforce and facilitating the free movement of certified skilled workers within the CSME. It has been endorsed as the implementation arm of the CARICOM Regional Coordinating Mechanism for TVET (RCMTVET). Its main functions are to set policy and direction and assure quality of the system.
RCMTVET (or CANTA) must be made up of broad representation from the NTAs, TVET institutions, universities and colleges, the OECS Secretariat, the Caribbean Examinations Council (CXC), and business and professional groups. Its purpose is to oversee the systematic development of TVET according to the regional strategy and to coordinate certain regional activities.

CANTA as it is currently operates is resource poor and vulnerable to the vagaries of domestic politics within the region. It will not be sustainable if it has to rely on ad hoc or ‘core recurrent’ funding; nor can individual countries support it fully from their already-strained budgets. Without legal status and a permanent operating arrangement, it is seriously hampered in fulfilling its supportive role and mandate to its member NTAs and to CARICOM. Heads of government must recognize CANTA as their TVET or workforce development coordinating body and help support it in its efforts to achieve the Strategy. CANTA should be granted the powers that RCM TVET currently has so that CANTA can speak directly to CARICOM and its ministerial bodies such as COHSOD and COTED.

CANTA needs to make better use of communications technology to communicate with its membership and individual countries need to upgrade their telecommunications infrastructure (bandwidth) and ensure availability of a video conferencing suite for purposes of collaborating with regional partners in a cost-effective manner.

A CVQ framework has been established as the basis of an articulation and accreditation system that would allow seamless transfer for students between one institutional system and another; however it is neither widely known nor implemented. Although it is not fully developed or operational, the CQF is ‘active’: as recently as June, 2012, a CARICOM Qualifications Framework Workshop, followed by the development of a working paper that proposed an 8 – level Qualifications structure in August 2012. (See Annex 2)

“We can maximize resources of the region by selling ourselves as a place with a comprehensive training system, building on other countries’ areas of expertise, e.g. Barbados might have training in financial services while Jamaica has training in data mining so together we can go after large contracts in the BPO sector.”

Dr. Carolyn Hayle, Executive Director
HEART Trust/NTA
Jamaica Consultation,
March 14, 2012

“TVET institutions across the Region offer a wide range of courses certified in a variety of ways. This causes problems for determining equivalencies, transfer from one institution to another and validation of programmes.”

Ms. Patricia Thomas,
Quality Assurance Officer, NTATT
Trinidad & Tobago Consultation,
April 4, 2012
Operationalizing the CQF is critical for the achievement of articulation between the various bodies responsible for Workforce Development in the education and training system at all levels. Not having a fully-articulated system has several repercussions: students unable to pursue a continuous career path in the Caribbean education and training system, may go abroad to study, thus perpetuating the ‘brain drain,’ and foreign institutions may sense the opportunity and locate in the Caribbean to provide the opportunities that Caribbean institutions do not.

Collaboration is important, both within each country and regionally, not only as a cost-effective measure, but also as an asset in regional bargaining power when attracting investments. Without a strong articulated system, it is feared that the Caribbean region will fall behind the rest of the world. A more open and accessible system that allows multiple pathways to careers and lifelong learning is needed. The academic system that may have served the Caribbean countries well in earlier years is now holding the region back in a time when the world is demanding high skills and internationally-benchmarked qualifications and when students are demanding well-articulated programs and systems.

IMPLEMENTATION STEPS

3.1. Approval of the CARICOM Training System (see Annex 1); including CANTA as regional coordinator of the NTAs with the role of setting policy and direction and assuring the quality and integrity of the standards-based assessment and certification award system; and NTAs in each country with delegated authority and accountability for TVET certification; with input from industry, government, education and social partners at both levels.

3.2. CANTA with legal status as the Regional Body reporting directly to CARICOM with mandate for Workforce Development and Certification with responsibility for the following:

1. Regional Coordination of NTAs with regard to their development and implementation of the Regional TVET Strategy.
2. Regional coordination for the development, monitoring and updating of Occupational Standards and Classifications.
3. Focal point for Workforce Development Policy, interface with other stakeholders including CARICOM, Donors, International Partners and Regional Organizations and Social Partners, partnerships and projects.
4. Quality Assurance of Occupational Standards, Classification, Assessment, certification and the Accreditation of training delivery facilities

“We need to have a clear model for TVET – including specifying who does what, where, when. Clarity is needed on the following: What TVET will be done in primary, secondary and tertiary; how it will be done; and what certification will be granted.”

Mr. Merrill Matthew, Chairman, TVET Council Dominica Consultation, April 13, 2012
7. Accreditation and monitoring of NTAs as bodies able to quality assure the assessment and award the CVQs at the National level.
8. Promotion of Workforce Development and Certification as a means of achieving Economic Competitiveness
9. In collaboration with the appropriate teacher training organizations and private partners development of an appropriate TVET instructor training

3.3. NTAs developed across CARICOM with responsibility for the following, in accordance with procedures approved by CANTA:

1. Development and renewal of Occupational Standards
2. Accreditation of Training institutions
3. Training and certification of Assessors
4. Gathering and disseminating Local Labour Market Information and Intelligence to inform program development, career guidance and policy and monitoring of results.
5. Promotion of Workforce Development and Certification as a means of Economic Competitiveness
6. Provide advice to responsible Ministries regarding the necessary development of a cohesive, efficient demand-driven education and training system.
7. Award CVQ Certification
8. Promote and facilitate the Career Guidance strategy and activities.
9. Develop and monitor standards-based curriculum and program design for CVQs.
10. Responsible for Gender Equality and Access to TVET and employment opportunities and to promote Environmental Sustainability across the TVET system.

3.4. CANTA re-named the Caribbean Association of National Training ‘Authorities’, rather than ‘Agencies’ so as to properly incorporate the nomenclatures of all its members.
Accurate and timely Labour Market Information in the Caribbean region is difficult to obtain, but it is essential to the design of relevant TVET programs. Although Ministries of Labour have national statistics, they tend to track historical trends at a macro level and generally are not useful at a micro level to inform new program solutions.

It has become recognized that, while certainly important, an LMIS is not a panacea for TVET planning. In this information age, the problem is often not so much a lack of information as it is an overabundance of it, and success lies in knowing what information to use for what purpose. Training providers need labour market ‘intelligence’ rather than ‘information’ to bring focus to the level of detail needed to be able to prepare the needed skills in the right place at the right time.

In addition to having demographic and employment information, TVET leaders need to have information on strategic national and regional investment promotion priorities; information from the private and public sector investment communities, both foreign and domestic; information from other government departments such as Trade, Industry, and Line Ministries relevant to key economic sectors; tracer studies; ‘snapshots’ of skills demand as gathered through such mechanisms as measuring the number and categories of work permits issued and want ads; and information from employers as to their present and future needs.

The information gathering is from formal and informal sources, with both primary and secondary data, driven by the particular skills demand of the sectors being considered. The educational community wants to be engaged in the dialogue about economic development planning so that they can better align and plan their programming response to trends and investment priorities.

One trend in the collection of LMI for TVET planning is a more customized sectoral approach to developing a ‘just-in-time, good enough’ LMIS. It is a practical and pragmatic process of engaging education, industry and government in partnership with the goal of confirming labour market current and future needs and developing a shared plan for responsive human resource development within the sector. The LMI process begins with the identification of a potential growth sector/program which is then studied in depth, using a process that augments existing LMI and with intelligence from dialogue with industry and sector bodies through the use of such mechanisms as rapid surveys, focus groups and interviews. The demand-side TVET planning model starts with LMI on areas of potential promise in identified national strategic growth sectors.

“The concept of ‘Manpower Planning’ represents an outdated view of a planned economy and as such is too narrow for the realities of today’s dynamic, competitive, market-driven, rapidly changing economies. Central planning is a thing of the past.”

Mr. Clyde Christopher, Chairman, St. Kitts and Nevis TVET Council, St. Kitts and Nevis Consultation, February 17, 2012

“You need many ‘tentacles’ to keep a handle on the marketplace – not just the LMIS. It should be looked at as a resource of the TVET Council, not as an end in itself.”

Mr. Felix St. Hill, Permanent Secretary, Ministry of Labour St. Lucia Consultation, February 24, 2012

“There is no systematic approach to TVET planning based on labour market information. Similarly there is no process for reviewing TVET programming according to labour market information.”

Mr. Leonel Soetosenjo, Assistant Permanent Secretary, Ministry of Education and Community Development, Suriname Consultation, April 9, 2012
For CSME to be effective in achieving the free movement of skilled certified workers and for the effective issuing of work permits, countries need to be prepared to share their information regarding where the jobs are and where the qualified people are in the region. Having LMI readily available would lessen the dependence on foreign labour, which at this time represents a significant percentage of work permitted jobs holders (75% of the total 85,000 from 2000 – 2010.)

**For the CSME to be effective in achieving free movement of workers and for the effective issuing of Work Permits, we need to know where the jobs are and where the qualified people are.”**

Mr. David Prendergast, Head CSME Unit, Ministry of Foreign Affairs & Foreign Trade Jamaica Consultation, March 14, 2012

IMPLEMENTATION STEPS

4.1. Each NTA collaborates in and coordinates the gathering of available local labour market information from the major employment sectors of the economy to inform decision making and policy recommendations

4.2. CANTA maintains a repository of labour market information which is contributed to by each of the NTAs

4.3. NTAs employ ‘just in time good enough’ labour market intelligence gathering approaches in collaboration with industry to guide specific program planning and workforce development as well as to ensure the continued relevance of existing programmes

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3http://www.thehabarinetwork.com/caricom-leadership-concerned-about-work-permit-issuance
COMPONENT 5: CAREER GUIDANCE AND COUNSELLING

Career guidance increases students’ likelihood of remaining in school and of being meaningfully employed. In TVET in particular, where costs are exceptionally high and resources exceptionally scarce, having students make the right career choices is critical.

With the exception of the recent establishment of Workforce Assessment Centres in Trinidad and Tobago, very little has been done in a systematic way in the Caribbean to integrate Career Guidance services into the educational system. While there are isolated instances of exemplary practices in particular institutions, these are ad hoc and as such not sustainable. Where there are counsellors, many are untrained, unqualified and ill-suited for the job.

Career Guidance, in the context of ‘TVET for Workforce Development and Economic Competitiveness,’ requires a paradigm shift in terms of the knowledge, skills and attitudes that are required for the profession. Guidance Counsellors need to understand the requirements of the global knowledge-based economy and they must appreciate and value TVET’s critical role in it. They need to have labour market intelligence and be aware of the occupational landscape of the local and regional labour market, knowledge of the job market, contacts with local employers, and skills to assess clients’ interests and aptitudes. They need to be knowledgeable about all aspects of the education system including the CVQs and the CQF. And, they need tools to help clients discover their own aptitudes and interests.

Career guidance is an excellent vehicle for redressing the current inequities in participation in the workforce. Armed with demographic and labour market information, Career Guidance Counsellors can be instrumental in encouraging participation in non-traditional training for both males and females and also persons with disabilities.

“It is important to break away from the current practice of schools pushing kids into sciences because they’re bright rather than letting them choose according to their aptitudes.”

Participant, Guyana Consultation, April 2, 2012

“The situation described in the 1990’s strategy persists and still needs to be addressed, i.e. non-existent or severely limited services, mainly ad-hoc delivered by unqualified individuals, focused mainly on behavioural issues.”

Fitzroy Marcus, NTATT Trinidad and Tobago Consultation, April 4, 2012
Career Guidance is a profession, and as such, people entering or practicing it need to be trained and certified. The NTA community has the wherewithal to conduct an occupational analysis of the profession and identify what is required. Training for both new and existing staff is required.

Career Guidance is not just for school children. As TVET strives to engage the existing workforce, the unemployed, the aging population, the disaffected youth and other untapped markets, there is a need to have a variety of access points and gender-sensitive measures to ensure equal access of both males and females. Workforce Assessment Centres are considered an excellent vehicle in this regard. Entrepreneurs, who are a key part of the new workforce of the 21st century, also need to have advice and assistance in developing their competencies, business ideas and marketing plans. NTAs are the appropriate body to coordinate vocational and career guidance services. In addition to the Career Guidance Counsellors, there are many informal promoters of TVET that can be recruited such as instructors, parents, HR professionals in the private sector and informal bodies such as churches, Scouts, labour unions and service organizations. In some countries, such as Barbados, public employment services exist and should be included in the array of services.

There are many events and activities that could be initiated across the Region, such as Career Fairs, a Caribbean Youth Science Forum, Teen Cuisine Programs, Career Days, Mentorship Programs, Skills Competitions and Employment Services. Universities, colleges and other TVET training providers could initiate ‘Career Samplers’ as short summer programs to attract students into TVET careers.

Career Guidance should be mandatory throughout school with age-appropriate interventions at all levels. A three-tiered model is recommended, whereby in early primary children would begin to explore the work environment of their neighborhoods (Career Awareness); in early secondary, students would begin to identify careers they might be interested in or have an aptitude for (Career Exploration); and in late secondary, students would begin to prepare for a particular career, perhaps through training and work experience (Career Preparation.)

**IMPLEMENTATION STEPS**

5.1. Occupational analysis and CVQ standards developed for Career Guidance Counsellors
5.2. Career Guidance Services provided to students in schools and tertiary institutions
5.3. Career Guidance Services provided to members of the workforce accessed through appropriate delivery points

“The current school system has kids on a ‘treadmill—more like a conveyor belt’, which moves kids along the academic belt, not allowing them to express who they are and pursue their dreams.”

Participant, Jamaica Consultation, March 14, 2012
COMPONENT 6: INSTRUCTOR TRAINING

As TVET is redefined and repositioned in the CARICOM over the next decade it is of critical importance to have an adequate supply of knowledgeable, skilled and up-to-date TVET instructors and systems and mechanisms in place for the ongoing recruitment and training of TVET professionals.

The sourcing of TVET instructors or learning facilitators has been and continues to be a challenge in CARICOM countries as it is in most developing countries and to some extent in developed countries as well. The challenges are similar—salaries that are not competitive with those of the private sector; the poor image of TVET; the lack of availability of suitably trained professionals with requisite literacy and soft skills; and, in some cases, unfavorable working conditions.

The ideal TVET instructor/facilitator needs to have both technical and pedagogical competencies and credentials. He/she must have current knowledge and skills in his/her occupational field and possess credentials relevant to the area of expertise.

In terms of recruitment, “It is easier to teach a plumber to teach than it is to teach a teacher to ‘plumb’” and therefore hiring practices should favour selection on the basis of occupational skills and qualifications, which would then be supplemented with modularized, self-directed instructor training in pedagogy and other TVET-related subjects. In the trades, qualifications would be at the craft level as a minimum and in tertiary institutions candidates would have to possess whatever technical certification the institution grants as a minimum. Maintaining currency in industry operations and possessing up to date qualifications must be a condition of continued employment. Prior Learning Assessment and Recognition is an important tool that will assess and recognize an instructor’s skills and level of competence.

In keeping with new approaches to education and training world-wide and in particular with the competency-based approach of TVET, the term ‘instructor’ or ‘learning facilitator’ is more appropriate than ‘teacher.’

At the current time Caribbean countries differ in their capacity to train TVET instructors. With regard to pre-service training some countries offer only General Teacher Training, whereas others also offer specialized TVET Instructor training. In addition to pre-service training, some countries also offer in-service training that is modularized. This allows institutions and Ministries to draw from a broader spectrum of instructor candidates, for example, to be able to hire TVET professionals in the off-season for evening and part time courses providing them with training modules in pedagogy and other TVET-related subjects according to the nature of their employment assignment. Modularized training also supports recurrent training of TVET instructors.
In addition to occupational and pedagogical subjects, instructor training should also include CBET methodology, facilitation of learning, entrepreneurship, and mentorship. In addition to basic instructor training as requirement for entry to the profession, instructors should also be required to undertake recurrent training and upgrading to maintain their currency in the field. An instructor training regime should provide opportunities for involvement in sabbaticals, consultancies, return-to-industry leaves, etc. Instructors should be encouraged to maintain currency through subscription to trade journals. They should also develop their industry contacts through participation in professional organizations and community events. Doing so will bring value back to the profession and to the organization. It will help enormously to build the education-industry partnerships.

TVET instructor training should be systematized across the region. All countries should adopt and institutionalize on a national level the standards and CVQ for instructor training that has been developed by CANTA. Once standards are set and become a requirement for employment the NTAs need to implement a quality management system to assure the maintenance of standards. It is recommended that teachers be required to be re-certified every few years according to set standards.

**IMPLEMENTATION STEPS**

6.1. Existing occupational standards and CVQ reviewed and approved for TVET Instructors and Assessors  
6.2. Training programs developed for TVET Instructors and Assessors according to approved occupational standards and CVQ that are modularized, flexible, Competency-based and that promote adult learning  
6.3. More extensive use made of practitioners from industry as trainers  
6.4. PLAR used in assessing instructor skills and granting qualifications or to prescribe training
COMPONENT 7: TVET FINANCING: PUBLIC PRIVATE PARTNERSHIPS

At the same time as the world has begun to realize the significant role that TVET has to play in the development of a competitive workforce, an equally daunting realization has emerged that governments can no longer be expected to fund TVET to the levels required to meet the needs of the modern world of work. The challenge of keeping TVET infrastructure up to date and relevant in an increasingly sophisticated and rapidly changing world requires new and creative solutions.

Increasingly, around the world, countries are looking towards public private partnerships (PPP), not only to improve program quality and relevance, but also to leverage the resources of industry and government to support training. These PPPs involve government, education and industry in areas of sectoral economic development. With TVET repositioned as ‘TVET for Workforce Development and Economic Competitiveness’ there is a great opportunity for TVET to be funded as part of major economic development initiatives undertaken by broad based partnerships of regional and national sectoral bodies and various government departments.

“TVET is spread out too thinly, with the result that the classrooms/workshops are under-resourced and do not simulate an actual workplace.”

Participant, Dominica Consultation, April 13, 2012

“In the PPP model, TVET is not seen as the sole purview of the Ministries of either Education or Labour. It is also the concern of line Ministries such as Energy, Mines, Transportation, Industry and Investment or Agriculture, and it is the concern of the investment partners, and the industry specific organizations and unions interested in developing the workforce they represent. There is work to be done for the investment community and government as a whole to take a more holistic approach to its economic development planning, and include education as an equal partner at the planning table.”

“Policy regarding contributions from Multinationals investing in TVET is needed; e.g. any development project should have x% of the contract dedicated to training.”

Mr. Harris Khan, Project Manager, Energy Industry Competency Development Initiative, Trinidad and Tobago Consultation April 4, 2012

“If you look closely, we are trying to make milk out of water: we are trying to prepare today’s people for the world of work tomorrow using yesterday’s technology. With our labs being so antiquated, we are trying to do the impossible-- to prepare our young people to work in this digital age.”

David Fleming, Dean, School of Continuing Education, T. A. Marryshow Community College and Deputy Chair of the Grenada Council for TVET, Grenada Consultation, March 26, 2012
PPPs often result in the establishment of Centres of Excellence (CoE) for their training, which are an excellent means of sharing and maximizing scarce resources while at the same time increasing quality. They are also a powerful mechanism for attracting industry investment and for raising the profile of the training.

In addition to the big public-private partnerships, TVET needs to get closer to industry at the local level. Greater efforts need to be made in involving industry in the planning, evaluation, development, review of training and in training students using a variety of modalities. These local level efforts to involve industry meaningfully in training have the potential to lead to larger partnerships.

In addition to forging industry partnerships, TVET must also use its existing resources more efficiently. The primary change called for at the country level is the rationalization of existing resources. TVET budgets are most often not prioritized within overall education budgets, with TVET often suffering from relative underfunding. Even though governments may declare the importance of TVET, the budgets often do not reflect their priority. In many instances, TVET is spread among several Ministries, with no single point of oversight and no rationalization of resources. This makes it difficult for the newly formed NTAs to plan for a coherent system that reflects the needs of the labour market and to develop the kind of credentials and standards-based system they are mandated to provide.

In most instances, particularly in countries with widely spread out populations, TVET resources are spread too thinly to provide any one centre with sufficient equipment. Not able to be ‘everything to everyone’ some countries are concentrating training by sector in Centres of Excellence.

Currently most countries’ facilities and equipment are underutilized: they could be open to evening or weekend use. Greater sharing within institutions and among institutions would similarly increase efficient use of resources. Similarly, using blended learning, with some more theoretical program components offered through distance learning, would increase efficient use of resources.
There is a general call for institutional reform, particularly in the area of greater institutional autonomy. Institutions want to have more control over the management of their own resources. Not only would they be able to reallocate resources to priority areas but they would also be in a position to generate revenue from the selling of training and consulting services and TVET products in an effort to increase institutional budgets.

At the current time there is little incentive for an institution to generate its own revenue, since all earned revenues are generally returned to the consolidated fund of central government. Having autonomy would greatly improve the public image of TVET institutions and would also help in building relationships with their business and industry communities. Institutions, particularly in the more populous and developed countries, express the need to more fully develop their institutions along a business model: they need to have the ability to handle the many functions demanded of a market-driven training system, namely, program planning, evaluation and review, labour market analysis, quality assurance, instructor development, revenue generation, industry needs assessment, etc.

Similarly, NTAs, with the mandate for labour market analysis and strategic program planning and review, in many cases, need increased institutional flexibility as well as capacity building to be able to undertake such functions.

**IMPLEMENTATION STEPS**

7.1. Appropriate prioritization of resources of Ministries responsible for Education and Training to reflect the importance of TVET for Workforce Development and Economic Competitiveness

7.2. Public private partnerships (industry, education and government) developed to support training (in kind, facility support, equipment donation)

7.3. Centres of Excellence (CoE) created through public-private partnerships and linked to economic priorities in countries that have the critical mass of resources and population

“TVET institutions need to operate on a horizontally integrated business model. We need instructional leadership to manage the educational processes. Institutions need to broaden their capacity to do educational support functions such as QA, public awareness, institutional development, etc.”

Dr. Carolyn Hayle, Executive Director, HEART Trust/NTA Jamaica Consultation, March 14, 2012
### IMPLEMENTATION PLAN

**REGIONAL TVET STRATEGY FOR WORKFORCE DEVELOPMENT AND ECONOMIC COMPETITIVENESS**

#### Roles and Responsibilities

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<th>Employers/ Workers/Social Partners</th>
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<tbody>
<tr>
<td><strong>1. TVET redefined and promoted as an agent of Workforce Development and Economic Competitiveness</strong></td>
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<tr>
<td><strong>1.1 CVQ awarded at all institutional levels</strong></td>
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<td>• Maintain Occupational Standards</td>
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<td>• Ensure quality systems</td>
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<td>• Liaise with awarding bodies, including CXC, NTAs</td>
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<td>• Seek CANTA accreditation to award CVQ</td>
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<td>• Set up NVQ system</td>
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<td>• Approve training centres to award the CVQ</td>
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<td>• Liaise with CXC, CANTA, secondary schools, tertiary institutions</td>
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<td>• Support introduction of CVQ in schools</td>
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<td>• Support introduction of CVQ in tertiary institutions</td>
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<td>• Put systems in place for CBET</td>
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<td>• Seek Centre approval for awarding CVQ</td>
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<td>• Award dual certification (e.g. associate degree and CVQ)</td>
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<tr>
<td>• Tertiary level Institutions initiate awarding of CVQs</td>
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<td>• Tertiary and Secondary institutions initiate collaborative partnerships to offer CVQs</td>
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<td>• Provide external verifiers, adjunct trainers</td>
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<td>• Contribute to setting standards</td>
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<p>| <strong>1.2 CVQ certificate format formalized and portable</strong> |
| • Develop certificate and policies for awarding it |
| • Link NVQs to CVQs |
| • Authorize and recognize CVQs |
| • Promote requirement for certification through policies in variety of ministries |
| • Promote CVQs to receiving institutions |
| • Publicize CVQ certified graduates through graduation ceremonies, etc. |
| • Require CVQ for recruitment |</p>
<table>
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</table>
| **1.3** Introduction of Workforce Assessment Centres and PLAR across the region | • Establish guidelines for WACs  
• Establish assessment policies | • Establish national priority sectors, host locations  
• Train assessors  
• Promote certification through PLAR | • Provide start up financing for WACs | • Host WACs  
• Provide assessors  
• Develop training plans to fill gaps | • Support assessment of workers both on site and at WACs  
• Use PLAR to certify workers  
• Develop in-house training plans |
| **1.4** CBET implemented across the region | • Establish guidelines for CBET | • Establish plans for implementation of CBET | • Support plans for implementation of CBET  
• Provide mechanisms to ensure training of existing staff in CBET | • Develop training programs and plans for CBET | • Develop plans to implement CBET in in-house training  
• Advocate for CBET |
| **1.5** Promotion, marketing and advocacy of TVET as an agent for Workforce Development and Economic Competitiveness | • Advocacy with COHSOD, COTED  
• Communication with employer groups, labour groups, etc.  
• Develop a regional marketing campaign promoting the CVQ  
• Conduct research to show the economic value of certified workers | • Advocacy with ministries  
• Develop national TVET strategies  
• Use sector councils/lead bodies to inform and promote TVET programming  
• Develop national marketing campaigns  
• Conduct tracer studies and collect testimonials from successful trainees | • Integrate TVET in economic, labour, and financial planning  
• Develop campaigns to promote the value of TVET to parents  
• Engage industry representatives in program delivery  
• Promote TVET careers to parents, students, and others at all education levels including promotion of non-traditional careers for both males and females.  
• Promote programs that lead to employment | • Engage industry representatives in program delivery  
• Promote TVET careers to parents, students, and others at all education levels including promotion of non-traditional careers for both males and females.  
• Promote programs that lead to employment | • Advocate for training to fill skills gaps  
• Participate in career fairs and promote the value of certification |
## Implementation

### steps

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<tbody>
<tr>
<td>2. TVET Integrated with General Education for life and livelihood</td>
<td>• Advocacy with COHSOD and COTED • CANTA to ensure availability and currency of standards on which CVQ curriculum is based</td>
<td>• Collaborate with Ministries of Education and curriculum bodies such as CXC to link curriculum to occupational standards</td>
<td>• Develop strategy for integration and implement • Support institutions to offer integrated programs • Ministries introduce policies that require students to have both qualifications</td>
<td>• Develop and implement mechanisms for integration of TVET and General Education</td>
<td>• Assist in development and endorsement of standards • Contribute to work placements, career fairs, etc. • Advocate for applied learning</td>
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<tr>
<td>3. A CARICOM Training System</td>
<td>• CARICOM reviews and approves the Regional TVET Strategy and Implementation Plan</td>
<td>• Commit to participation • Institutionalize their role within the Training System functions</td>
<td>• Resource NTAs appropriately</td>
<td>• Participate on various bodies as requested • Set up necessary structures, protocols to implement CVQs</td>
<td>• Participate on various bodies as requested • Endorse the training system and support skills training and certification</td>
</tr>
<tr>
<td>3.1 Approval of the CARICOM Training System as outlined in the Strategy</td>
<td>• CARICOM appoints CANTA as regional authority • Develop policies and procedures to function as the authority • CANTA reports to and is accountable for monitoring Regional Implementation Plan</td>
<td>• Make commitment to support and participate in work of CANTA</td>
<td>• Support NTAs’ participation in CANTA</td>
<td>• Adhere to quality assurance guidelines and requirements established by CANTA for awarding of CVQs</td>
<td>• Participate in CANTA-led activities to ensure training and certification reflect demand</td>
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<tr>
<td>3.2 CANTA with legal status as the regional body reporting directly to CARICOM with mandate for Workforce Development and Certification with responsibilities as outlined in the Strategy</td>
<td>• Make commitment to support and participate in work of CANTA</td>
<td>• Support NTAs’ participation in CANTA</td>
<td>• Adhere to quality assurance guidelines and requirements established by CANTA for awarding of CVQs</td>
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### Implementation Steps | CARICOM/ CANTA | NTAs/TVET Councils | Ministries | Training Institutions | Employers/ Workers/Social Partners
---|---|---|---|---|---
#### 3.3 NTAs developed across CARICOM with responsibility as outlined in the Strategy, in accordance with procedures approved by CANTA
- CANTA establishes and ensures compliance with standards for NTA performance
- Support NTAs in their core functions by providing centralized services
- CANTA monitors National Implementation Plans
- Establish the NTAs to provide core functions to award CVQs
- Develop National Implementation Plan, approved by Ministry and submitted to CANTA for inclusion in regional plan and ongoing monitoring
- Accountable for the National Implementation Plan
- Ensure the requirements for awarding CVQs are in place
- Participate in NTA-led activities to ensure training and certification reflect demand
- CANTA establishes and ensures compliance with standards for NTA performance
- Support NTAs in their core functions by providing centralized services
- Establish the NTAs to provide core functions to award CVQs
- Develop National Implementation Plan, approved by Ministry and submitted to CANTA for inclusion in regional plan and ongoing monitoring
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- Support NTAs in their core functions by providing centralized services
- Establish the NTAs to provide core functions to award CVQs
- Develop National Implementation Plan, approved by Ministry and submitted to CANTA for inclusion in regional plan and ongoing monitoring
- Accountable for the National Implementation Plan
- Ensure the requirements for awarding CVQs are in place
- Participate in NTA-led activities to ensure training and certification reflect demand

#### 3.4 CANTA re-named Caribbean Association of National Training Authorities, rather than Agencies, so as to properly incorporate the nomenclatures of all its members
- Undertake legal steps to change the official name of CANTA if required
- Revise official documents to reflect the new name
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- Revise official documents to reflect the new name

#### 4. Labour Market Intelligence for Workforce Development

#### 4.1 Each NTA collaborates in and coordinates the gathering of available local labour market information from the major employment sectors of the economy to inform decision making and policy recommendations
- Establish function to collect and disseminate labour market information
- Monitor work permits issued
- Establish function to collect and disseminate labour market information
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- Monitor work permits issued

- Collaboration between Labour, Education, Economic Planning and relevant Sector Ministries (Transportation, Mining, etc.)
- Use linkages with industry to stay current with labour market trends
- Supply NTAs with relevant labour market information
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- Use linkages with industry to stay current with labour market trends
- Supply NTAs with relevant labour market information
- Collaboration between Labour, Education, Economic Planning and relevant Sector Ministries (Transportation, Mining, etc.)
- Use linkages with industry to stay current with labour market trends
- Supply NTAs with relevant labour market information
- Collaboration between Labour, Education, Economic Planning and relevant Sector Ministries (Transportation, Mining, etc.)
- Use linkages with industry to stay current with labour market trends
- Supply NTAs with relevant labour market information
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<th>Implementation Steps</th>
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<th>Employers/ Workers/Social Partners</th>
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<tbody>
<tr>
<td>4.2</td>
<td>CANTA maintains a repository of labour market information which is contributed to by each of the NTAs</td>
<td>• Collate and disseminate the available LMI from NTAs</td>
<td>• Supply CANTA with available LMI</td>
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<td>• Regional organizations supply CANTA with available LMI</td>
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<td>4.3</td>
<td>NTAs employ ‘just in time good enough’ labour market intelligence gathering approaches in collaboration with industry to guide specific program planning and workforce development as well as to ensure the continued relevance of existing programmes</td>
<td>• Keep record of best practices in just in time good enough labour market intelligence gathering</td>
<td>• Collaborate with the Training institutions to ensure market-driven training</td>
<td>• Relevant sector Ministries collaborate with the NTAs and Ministries in program planning functions</td>
<td>• Institutions collaborate with NTAs and Ministries for program planning</td>
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<td>• Participate with NTAs, Ministries and Institutions in program planning</td>
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5. **Career Guidance and Counselling**

| 5.1 Occupational analysis and CVQ standards developed for Career Guidance Counsellors | • Coordinate a regional group to develop regional standards and CVQ by looking at existing materials and programs and institutionalize region-wide wide if found suitable | • Participate in and support development of regional standards and CVQ | • Institutionalize Career guidance Services and support the training and certification of Guidance Counsellors | • Institutionalize career guidance services to students | |

<p>| 5.2 Career Guidance Services provided to students in schools and tertiary institutions | • Provide Career Counsellors with relevant and timely Labour Market Information | • Develop policies to ensure schools and tertiary institutions offer Career Counselling | • Make available gender-sensitive career counselling to students | • Support efforts of institutions through participation in Career Fairs, Guest Speaking, etc. | |</p>
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<th>Implementation Steps</th>
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<tbody>
<tr>
<td>5.3 Career Guidance Services provided to members of the workforce accessed through appropriate delivery points</td>
<td>• Monitor and support NTAs in provision of gender-sensitive Career Guidance Services to wider workforce • Keep record of best practices to share among members</td>
<td>• Enable and facilitate establishment of Career Guidance Services through various delivery points</td>
<td>• Support NTAs in provision of Career Guidance Services to members of workforce</td>
<td>• Make available career guidance services to members of workforce</td>
<td>• Promote use of Career Guidance services by members of workforce</td>
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<td>6. Instructor Training</td>
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<tr>
<td>6.1 Existing occupational standards and CVQ reviewed and approved for TVET Instructors and Assessors</td>
<td>• Coordinate a regional group to develop regional standards and CVQ by looking at existing materials / programs and institutionalize if found suitable</td>
<td>• Participate in and support development of regional standards and CVQ</td>
<td>• Institutionalize standards-based training for instructors / assessors, ensuring that persons hired to deliver CVQ have proven competence appropriate to the field of instruction and at least one competency level above the level being taught</td>
<td>• Institutionalize standards-based training for instructors / assessor for existing and new staff • Provide training according to standards</td>
<td>• Promote the use of standards-based trained instructors and assessors and utilize in Industry • Participate in training in order to work in training institutions</td>
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<tr>
<td>6.2 Training programs developed for TVET Instructors and Assessors according to approved occupational standards and CVQ that are modularized, flexible, Competency-based and that promote adult learning</td>
<td>• Coordinate a regional group to develop training programs for Instructors and Assessors</td>
<td>• Hiring regimes in each country reviewed to ensure flexibility, responsiveness and quality (i.e. up to date industry skills and skills in facilitating learning)</td>
<td>• Participate in program development as needed</td>
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<td>• Participate in program development as needed</td>
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<td>Implementation Steps</td>
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<td>6.3 More extensive use made of practitioners from industry as trainers</td>
<td>• Ensure availability of modularized, flexible instructor/ assessor training that promotes adult learning facilitation</td>
<td>• Facilitate modularized flexible training for instructors and assessors</td>
<td>• Endorse and support ability of institutions to hire part time practitioners from industry</td>
<td>• Institutionalize practice of using qualified practitioners from industry</td>
<td>• Support the use of qualified practitioners from industry as instructors and assessors</td>
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<tr>
<td>6.4 PLAR used in assessing instructor skills and granting qualifications or to prescribe training</td>
<td>• Endorse use of PLAR</td>
<td>• Institutionalize and support use of PLAR through various delivery sites</td>
<td>• Endorse use of PLAR</td>
<td>• Accept people with PLAR credentials into training and employment</td>
<td>• Endorse use of PLAR</td>
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**7. TVET Financing: Public Private Partnerships**

**7.1 Appropriate prioritization of resources of Ministries responsible for Education and Training to reflect the importance of TVET for Workforce Development and Economic Competitiveness**
• Provide NTAs with tools and information for determining training priorities
• Provide Ministries advice and information on training priorities
• Prioritize resources based on information from NTAs
• Align program offering with priorities established by the Ministries
• Support alignment of program priorities to better meet labour market needs

**7.2 Public private partnerships (industry, education and government) developed to support training (in kind, facility support, equipment donation)**
• Support NTAs with best practices and models for PPPs
• Act as resource centre for PPP models information
• Review country’s training activities and identify and support opportunities for PPPs
• Encourage, support and initiate appropriate PPPs
• Participate in PPPs
• Review institutional opportunities for increasing PPPs
• Support and participate in PPPs
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<tr>
<td>7.3 Centres of Excellence (CoE) created through public-private partnerships and linked to economic priorities in countries that have the critical mass of resources and population</td>
<td>• Maintain records of best practices and models for CoE</td>
<td>• Identify opportunities for establishing CoE</td>
<td>• Review current situation and identify opportunities for establishing CoE</td>
<td>• Liaise with other line Ministries (Transportation, Agriculture, Mining, etc.) to identify opportunities for establishing sector-specific CoE</td>
<td>• Review current situation and identify opportunities for establishing CoE</td>
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### Timelines for Implementation of TVET Strategy for Workforce Development and Economic Competitiveness

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<td>1.1 CVQ awarded at all institutional levels</td>
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<td>1.2 CVQ certificate format formalized and portable</td>
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<td>1.3 Introduction of Workforce Assessment Centres and PLAR across the region</td>
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<td>1.5 Promotion, marketing, advocacy of TVET as agent for Workforce Development</td>
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<td>2. TVET Integrated with General Education for Life and Livelihood</td>
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<td>2.1 Upper-secondary curriculum includes training towards labour-market relevant CVQs</td>
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<td>3.1 Approval of the CARICOM Training System as outlined in strategy</td>
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<td>3.3 NTAs developed across CARICOM with responsibility as outlined in the Strategy</td>
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<td>3.4 CANTA re-named Caribbean Association of National Training Authorities</td>
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<td>4.1 Each NTA collaborates in and coordinates the gathering of available local LMI</td>
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<td>4.2 CANTA maintains repository of labour market information contributed by each of the NTAs</td>
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<td>4.3 NTAs employ ‘just in time good enough’ labour market intelligence gathering approaches</td>
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<td>5.1 Occupational analysis and CVQ standards development for Career Guidance Counsellors</td>
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<td>5.2 Career Guidance Services provided to students in schools and tertiary institutions</td>
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<td>5.3 Career Guidance Services provided to workforce through appropriate delivery points</td>
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<td>7. TVET Financing: Public Private Partnerships</td>
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<td>7.3 Centres of Excellence created through PPP linked to economic priorities</td>
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CANTA (or Regional Coordinating Mechanism responsible for Workforce Development) (Membership from NTAs, Tertiary Institutions, ACTI, CATTAC, Regional Industry and Employee Groups, Instructor Training Institutes, Donors)

National Government

Ministries responsible for Workforce Development

NATIONAL TRAINING AUTHORITY and other National Oversight Bodies responsible for Workforce Development

- National Employers Federations
  - Chambers of Commerce
- National Labour Organizations
- National Sector Groups
- Civil Society Organizations

Economic Development, Planning, Investment Ministries
- Sector Ministries with TVET Training Responsibilities
- Youth Ministries
- Gender and Access Focal Points

EDUCATION, TRAINING and CVQ AWARD SYSTEM
- Secondary Schools, Colleges and Universities, Training Institutions

ASSESSMENT DELIVERY and CVQ AWARD SYSTEM
- In-plant enterprise-based training and assessment, community and non-government organization-based training

UNECSO
ILO
CXC
CAIC
CEC
### ANNEX 2: PROPOSED CARIBBEAN QUALIFICATIONS FRAMEWORK

<table>
<thead>
<tr>
<th>Levels</th>
<th>LEVEL SUMMARY</th>
<th>Qualifications</th>
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</thead>
<tbody>
<tr>
<td><strong>Access 1</strong></td>
<td>Achievement at Access 1 reflects the ability to use elementary skills, knowledge and understanding to carry out simple tasks and activities with support and close guidance.</td>
<td>CCSLC</td>
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<tr>
<td><strong>Access 2</strong></td>
<td>Achievement at Access 2 reflects the ability to use skills, knowledge and understanding to carry out structured tasks and activities with the appropriate support and guidance when required.</td>
<td>CCSLC, CVQ Level 1</td>
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<tr>
<td><strong>Level 1</strong></td>
<td>Achievement at Level 1 recognises the ability to use relevant knowledge, skills and procedures, to complete basic and routine tasks with direct supervision and support. It includes the ability to communicate simple information using appropriate communication tools. Collaboration with others through work groups or teams may often be a requirement.</td>
<td>CVQ Level 2, CSEC</td>
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<td><strong>Level 2</strong></td>
<td>Achievement at Level 2 recognises the ability to select and use relevant knowledge, ideas, tools, skills and procedures to complete well-defined tasks in a range of contexts some of which are complex and non-routine. It includes the ability to communicate ideas and information using appropriate communication tools and representation. It includes taking responsibility for completing tasks and procedures and involves some level of autonomy, teamwork and guidance.</td>
<td>CVQ Level 3, CAPE, Certificate</td>
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<tr>
<td><strong>Level 3</strong></td>
<td>Achievement at Level 3 reflects the ability to identify, select and use relevant and appropriate knowledge, skills and technology to complete tasks and procedures and address problems with a measure of complexity with autonomy and judgment. Within these parameters, demonstrate leadership, teamwork and critical thinking skills.</td>
<td>CVQ Level 4, Diploma</td>
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<tr>
<td><strong>Level 4</strong></td>
<td>Achievement at Level 4 reflects the ability to identify, select and use relevant and appropriate knowledge, skills and technology to complete tasks and procedures and to address problems that are complex and non-routine. Within these parameters, demonstrate leadership, teamwork and critical thinking skills, exercising autonomy and judgment while appreciating different perspectives and approaches in an area of study or work.</td>
<td>CVQ Level 5, Associate Degrees</td>
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<tr>
<td><strong>Level 5</strong></td>
<td>Achievement at Level 5 recognises the application of relevant knowledge, methods and skills for the workplace and for further learning; plan, assess, develop courses of action in response to a broad range of situations, exercising judgment and autonomy; communicate to varied audiences; reflect understanding of different perspectives and schools of thoughts and the reasoning behind them.</td>
<td>Bachelor Degrees</td>
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<tr>
<td><strong>Level 6</strong></td>
<td>Achievement at Level 6 demonstrates the ability to take responsibility to refine, integrate and apply advance knowledge and skills to solve complex problems with limited data; initiate and develop courses of action for change and improvement utilizing applicable theories; continue to advance knowledge and understanding and develop new skills to a high level;</td>
<td>Post Graduate Diploma</td>
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<tr>
<td><strong>Level 7</strong></td>
<td>Achievement at Level 7 demonstrates the ability to apply knowledge and understanding to real life situations. It reflects the responsibility for planning and developing courses of action that impact organisational change within the working environment. It reflects broad autonomy and judgement. It also reflects an understanding of the relevant theoretical and methodological area of study or work.</td>
<td>Masters Degrees</td>
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<tr>
<td><strong>Level 8</strong></td>
<td>Achievement at Level 8 demonstrates the ability to generate new ideas/knowledge and understanding and expand on an area of knowledge and professional practice. It demonstrates the ability to address complex issues through initiating and designing research, development and strategic activities. It reflects a profound understanding of complex theoretical and methodological principles and analysis to bring about change in the profession and/or workplace. It indicates an ability to exercise autonomy judgement and leadership in taking/sharing responsibility in the development of an area of work or study or in influencing substantial change in a profession, organisation or society.</td>
<td>Doctoral Degrees</td>
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</tbody>
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3. Discussion Paper, Caribbean Qualifications Framework Workshop, June 11-13, 2012, Rodney Bay, St. Lucia. This has been further elaborated in the First Draft CARICOM Qualifications Framework, August 2012. It is a work in progress.
ANNEX 3: GROUPS CONSULTED

Stakeholder Groups Coordinated by NTAs/TVET Councils (approximately 206 persons)

St. Kitts and Nevis, February 14, 2012
St. Lucia, February 24, 2012
Barbados, February 27, 2012
Antigua and Barbuda, March 5, 2012
Jamaica, March 14, 2012
Belize March 16, 2012
St. Vincent and Grenadines, March 23, 2012
Grenada, March 26, 2012
Trinidad and Tobago, April 4, 2012
Surinam, April 10, 2012
Guyana, April 2, 2012
Dominica, April 13, 2012

CANTA Presentation for Validation

St. Lucia, March 29, 2012

Regional Validation Meetings (approximately 143 persons)

Trinidad and Tobago, Sept. 5, 2012
Jamaica, Sept. 21, 2012
Barbados, October 4, 2012

Individual Stakeholder Meetings

1. Minister of Science, Technology and Tertiary Education, Port of Spain, Trinidad, February 7, 2012
2. CANTA, Chaguangas, February 8, 2012
3. ILO, Trinidad and Tobago, February 9, 2012
4. UWI/UNESCO Caribbean Conference on TVET, Montego Bay, Jamaica, March 7-9, 2012
5. ILO, Trinidad and Tobago, March 28, 2012;
6. UWI St. Augustine Campus, Port of Spain, Trinidad, September 6, 2012
7. Minister of Ministry of Tertiary Education and Skills Training, Port of Spain, September 7, 2012
8. UWI St. Augustine Campus, Port of Spain, Trinidad, September 6, 2012
9. UTT, Port of Spain, Trinidad, September 7, 2012
13. Caribbean Examinations Council (CXC), Bridgetown Barbados, October 3, 2012

Written Submissions

1. NTATT
2. Energy Chamber of Trinidad and Tobago
3. Mr. Mervyn Extavour, Individual

Conference Attended

UWI/UNESCO conference on TVET and Human Capacity Development, March 2012