THE REGIONAL TVET STRATEGY & THE QUALIFICATIONS FRAMEWORK
Overview

- Historical Background
- The Strategy
- Imperatives
- CANTA’s Approach
- The Regional Qualifications Framework
- The Components
- Implications for Guyana
- Conclusions
1990 (Trinidad)

All Ministers of Education endorsed a Regional Strategy for Technical and Vocational Education and Training
What is the Strategy?

The comprehensive **framework** for:

- developing
- improving and
- coordinating

Technical and Vocational Education and Training across the Caribbean
Why was the Strategy necessary?

• Onset of globalisation (21\textsuperscript{st} Century)
• Acknowledgement that the Region was at a disadvantage in terms of its competitiveness
• Severe constraints to the development of the Region:
  – Changes in the Eastern Block
  – Diversion of development funding
  – Consolidation of European Market
  – Rise of the Asian Group
  – Rapid advances in I T C
Requirements for a modern society

- Well educated population
  - Numerate
  - Literate
  - Trained in science and technology
- Highly skilled
- Well – Trained
- Certified
- Internationally Competitive
How would we achieve this?

A comprehensive human resource development programme aimed at strengthening science and technology was required.

TVET seen as “the vehicle” – the engine for development
Regional study

• There was a lack of coordination in TVET:
  – at the international
  – regional and
  – local levels

• Resulted in problems
  – Administration
  – Inefficiencies in the TVET system
  – Misalignment between training and industry needs
Worldwide

- Success seen where education is measured in terms of:
  - Standards
  - Learning outcomes
  - Competencies - Knowledge, Skills & Attitude (cognitive, psychomotor and affective)

Competency-based approach agreed
CARICOM agreed that *Education is the Basis for a Competitive Regional Workforce*

CARICOM’s 1990 **TVET Strategy** was a major part of the region’s response to the accelerating processes of globalization and liberalization, in the face of uncompetitive regional Workforces.

National Training Agencies and TVET focal points were then created in the region to facilitate education and training opportunities.
The Strategy would facilitate

• Strengthening of TVET programmes
• Expansion of education and training
• Optimization of use of available resources
• Increase in the impact of resources allocated for education and training
• Consolidation of continued development of TVET
Strategy

• At the Regional Level
  – Establishment of a Regional Coordination Mechanism (Advisory Committee) RCMTVET

• At the local/national level
  – Establishment of National Training Agencies for TVET
  – Establishment of TVET focal points
The NTAs

• Comprise
  • Ministry of Education/Labour
  • Training institutions/providers
  • Industry
  • Public and private sector
  • Trade Unions
  • Community
Components/Functions

• Training needs analysis
• Labour Market Information
  – Manpower supply and demand
• Development of Standards
  – Occupational
  – Facilities
• Training Delivery (all modalities)
• Accreditation
• Monitoring training delivery
• Quality Assurance
• Assessment and certification (including PLAR)
• Evaluation
Functions Cont’d

• Develop/publish materials for the TVET system
• Develop programmes in keeping with LMN
• Develop/acquire/curricula
• Coordinate and Promote TVET
• Infuse Career guidance
• Instructor/Teacher Training for programme delivery
Functions Cont’d.

- Modularisation of programmes
- Articulation of programmes
- Levels of certification
- Harmonisation/recognition of other TVET certificates
- Development of national education and training framework
Major Imperative - CSME

The CSME is intended to provide the Framework for:

- greater opportunities for employment, investment, production and trade
- competitive products of better quality and prices
- improved services provided by enterprises and individuals
- greater opportunity for travel for nationals to study and work in CARICOM countries
- increased employment and improved standards of living
KEY: Free Movement of Labour

- Elimination of work permits
- Legislation protecting the right to work of approved categories of skills
- Establish common standards and measures
- Mechanisms for equivalency and accreditation
- Development of a skills register
- Coordination of social policies
- Recognition of qualifications
• Need to provide potential and existing workforce participants with opportunities to acquire skills appropriate for modern workplace and to adjust to changes in technology and structural changes

• Assuring the relevance and portability of Qualifications

• Facilitating the continuous improvement and upgrading of the workforce
Imperatives

• Improving progression routes for vocational education and training in further education and in higher education
• Modernised qualifications
• Parity of standing between vocational and academic routes
• Dual purpose qualifications
Imperatives

• Promoting transparency, comparability, transferability and recognition of skills and qualifications

• A Qualifications framework which covers the whole of the education and training systems
At the regional Level

• Establishment of an advisory Committee RCMTVET
  – Implementation arm of COHSOD

Membership

• NTA’s
• CANTA
• Ed. Reps.
• ACTI
• CXC
• CCL
• UTECH
• OECS Secretariat
• CARICOM Secretariat
Functions of RCMTVET

- Advisory body to COHSOD
- Positioning the region to be competitive
- Articulation, certification & accreditation
- Quality Assurance in the region
- Harmonization of occupational standards
- Implementation arm of COHSOD
- Developing a TVET data base
Mission of CANTA

“To promote quality, relevance and equity in education and training towards the development of a certified competent and globally competitive workforce”

Key Objectives

• To harmonize the implementation and promulgation of the “CANTA Process for Workforce Training and Certification”
• To ensure uniform provision of the standards-driven, outcomes-based approach to training, assessment and certification

CANTA plays a major role in the region by ensuring that the requirements for training, assessment and certification are met by schools, enterprises and other training providers
ILO Recommendations

“Members should develop a national qualifications framework to facilitate lifelong learning, assist enterprises and employment agencies to match skill demand with supply, guide individuals in their choice of training and career and facilitate the recognition of prior learning and previously acquired skills, competencies and experience…”

What is a NQF?

An NQF is a framework which classifies and registers qualifications, according to a set of nationally agreed standards or criteria for levels of learning and skills obtained.
<table>
<thead>
<tr>
<th>Type/Level of Program</th>
<th>Orientation And Purpose</th>
<th>Credits</th>
<th>Entry Requirements</th>
<th>Occupational Competence</th>
<th>Academic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1/ Certificate</strong></td>
<td>Completion of a preparatory programme leading to further study in a given academic or vocational area or entry qualification for a particular occupation</td>
<td>Minimum 10 Credits</td>
<td>To be determined by the local training institution</td>
<td>Semi-skilled, entry level. Supervised worker</td>
<td>Grade 10</td>
</tr>
<tr>
<td><strong>Level 2/ Certificate</strong></td>
<td>To prepare a skilled independent worker who is capable of study at the next level (post-secondary)</td>
<td>Minimum 20 Credits</td>
<td>Grade 11 or Equivalent</td>
<td>Skilled Worker Unsupervised Worker</td>
<td>Grade 11</td>
</tr>
<tr>
<td><strong>Level 3/ Diploma and Associate Degree</strong></td>
<td>A post-secondary qualification emphasising the acquisition of knowledge, skills and attitudes (behavioural competencies) to function at the technician/supervisory level and pursue studies at a higher level.</td>
<td>Diploma: Minimum 50 Credits, Associate Degree: Minimum 60 Credits</td>
<td>4 CXC's, Level 2 Certification or Equivalent</td>
<td>Technician, Supervisory</td>
<td>Associate Degree Entry to Bachelor's Degree programme with or without advanced standing</td>
</tr>
<tr>
<td><strong>Level 4/ Bachelor’s Degree</strong></td>
<td>Denoting the acquisition of an academic, vocational, professional qualification, who can create, design and maintain systems based on professional expertise</td>
<td>Minimum 120 Credits</td>
<td>5 CXC's, Level 3 Certification or Equivalent</td>
<td>Competence which involves the application of knowledge in a broad range of complex, technical or professional work activities performed in a wide range of contexts. This includes Master Craftsman, Technologists, Advanced Instructor, Manager, Entrepreneur</td>
<td></td>
</tr>
<tr>
<td><strong>Level 5/ Post Graduate/ Advanced Professional</strong></td>
<td>Denoting the acquisition of advanced professional post-graduate Competence in specialized field of study or occupation.</td>
<td>Level 4 Certification or Equivalent</td>
<td></td>
<td>Competence which involves the application of a range of fundamental principles at the level of chartered, advanced professional and senior management occupations.</td>
<td></td>
</tr>
</tbody>
</table>
Advanced professional
Senior manager

Master Craftsman
Technologist

Technician
Supervisor

Skilled Worker
(Unsupervised)

Semi-skilled, entry level worker
(Supervised)
Regional Qualifications Framework

5 - TIERED SYSTEM OF CERTIFICATION

LEVEL 1  DIRECTLY SUPERVISED WORKER
LEVEL 2  SUPERVISED SKILLED WORKER
LEVEL 3  SKILLED INDEPENDENT WORKER
LEVEL 4  SPECIALIZED WORKER (Supervisor)
LEVEL 5  MANAGERIAL/PROFESSIONAL WORKER
Regional TVET Qualifications Framework

• 5-Level Qualifications over 100 occupational standards adopted by CARICOM as the Regional Q.F.

• Provides for a credible, fair and transparent system of assessment of skills learned and competencies gained, irrespective of how and where they have been learned.

• Competencies include the linking of academic and technical skills as well as the human relation skills needed to be successful in the workplace.
  - The award has a specific vocational characteristic which allows the holder to be operational immediately in the labour market.
Model of Certification
for
Core Competencies

Labour Market Needs & Analysis

Occupational Analysis

Development of Standards & Qualifications

Development and Approval of Assessment tools and Instruments

Development of Instructional Materials

Training Intervention

Assessment of Learners

Award of Certification
Essentials in the Framework
Within the Framework

- Standards
  - Occupational Standards
  - Facility Standards
- Learners
- Assessors
- Facilities – Training establishments
- Instructors, Facilitators, Managers
- Training Materials
- Support Materials
The Regional Qualifications Framework

- Promotes the development of a competitive regional workforce
- Facilitates free movement of certified skilled workers within the CSME
- Ensures uniform provision of competency based training, assessment and certification
- Establishes a regional certification scheme - Caribbean Vocational Qualification (CVQ)
• Provides descriptions of the knowledge and skills and attitudes to be demonstrated

• Common grid of skill levels for all qualifications were included in the framework.

• Allows for prior learning assessment and certification

• Facilitates pathways of progression routes between levels

• Qualifications can be obtained through formal and non-formal education and training
Where we are today - imperatives

- Global economic fallout
- Emergence of new economic activities based on information and knowledge
- Demand for higher quality of goods and services to enable competition in the global market
- New jobs associated with higher technology occupations requiring higher entry-level skills
- Rapidly changing skill sets required for jobs
Today

• Traditional industries facing threats of open borders, internationalization and fierce competition

• New forms of organization require workers with much higher levels of education and training

• Grant funding tied to education & training

• Training has therefore become
  – more important
  – more difficult to measure up to the new and more stringent requirements of the world of work.
Where we are today

- Sound basic and secondary education an important enabler
- Reorientation to competency based approaches based on occupational standards
- Benchmarking to international standards
- Enterprise development
Today

• Creation of a seamless certification system

• Coordination of training at national and regional levels

• Training as joint responsibility of providers and end users and also a strategic component of labour relations systems
CANTA’s Role

• CANTA documented the model - “Regional Process for Workforce Training, Assessment and Certification”

• Forms the basis for the award of the worker certification in the region by Training Agencies the CVQ

• Based on:
  – Agreed occupational standards
  – Agreed processes for assessment
  – Regional Qualifications Framework

• The award of the CVQ will facilitate the free movement of skilled persons through the Region
Enhancement of TVET Project

- The Reform of TVET to provide skilled labour necessary to drive the economy
- To improve the management and administration of TVET
- To improve the quality and quantity of training in Guyana
- To improve the curriculum and programme offerings
- To strengthen institutional capacity to plan, implement, and monitor training
Implications for Workforce Development

• Need to provide *potential* and existing workforce participants with opportunities to acquire skills appropriate for modern workplace and to adjust to changes in technology and structural changes.

• Assuring the relevance and portability of Qualifications.

• Facilitating the continuous improvement and upgrading of the workforce.
Imperatives

- Improving progression routes for vocational education and training in further education and in higher education
- Modernised qualifications
- Parity of standing between vocational and academic routes
- Dual purpose qualifications
- Qualifications framework which covers the entire education and training system
Role of the TVET Council Critical

- Skills Training
- Provision of Learning Support Materials
- Assessor Training
- Verifier Training
- Instructor Training
- Training and Certifying the Workforce
In Concluding

• The 1990 TVET Strategy playing an important role in TVET in the Region
• Sets the framework for ALL skills training throughout the region
• One major outcome – CVQ to allow the movement of skilled labour throughout the region
• Guyana also playing its part in facilitating education and training towards economic development
THE END

Any Questions?