CARIBBEAN VOCATIONAL QUALIFICATIONS FRAMEWORK (CVQ)

Brasilia, 28 October 2009
Overview

- Context
  - Global
  - Caribbean
- Challenges
- Framework
- Quality Assurance
- Conclusion
English-speaking Caribbean (CARICOM)

- Antigua & Barbuda
- Bahamas
- Barbados
- Belize
- Dominica
- Grenada
- Guyana
- Jamaica
- Montserrat (Br.)
- St. Kitts & Nevis
- St. Lucia
- St. Vincent & the Grenadines
- Suriname (Dutch-speaking but part of CARICOM)
- Trinidad & Tobago
The Global Context

- Global and hemispheric economic *liberalization*
- 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
  - Impact on national training systems
The Changed Economic Context

- The paradigm of Comparative Economic Advantage no longer holds true
  - Economic activities best suited where there was cheap low skill labour

- Now have to shift to the new paradigm of Competitive advantage
  - human capital formation
  - to train and certify to international standards

- Recently – all economies affected by global financial crisis – rising unemployment figures, quality of employment fallen
  - preparation of the workforce critical
Requirements for a modern society

- Well educated population
  - Numerate
  - Literate
  - Trained in science and technology
  - Highly skilled
  - Well – Trained
  - Certified
  - Internationally Competitive
Success seen where education is measured in terms of:

- Standards
- Learning Outcomes
- Competencies
  (Knowledge, Skills & Attitude)

Several training establishments worldwide have adopted this approach to training.
Presently

- Economies of the Region are at a competitive disadvantage in relation to other workforces
- Gradual establishment of national coordinating and standard-setting authorities in the Region
  - Result of the 1990 CARICOM TVET Strategy
  - Endorsed by ALL Ministers of Education across the Region (1990)
What is the Strategy?

The comprehensive **framework** for:

- developing
- improving and
- coordinating

Technical and Vocational Education and Training across the Caribbean
<table>
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<th>TVET Strategy &amp; Role of NTA</th>
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<td>1. Regional Framework</td>
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<td>2. Levels of Articulation</td>
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<td>3. Assessment (<em>on-going</em>) and Certification</td>
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<td>4. Career Guidance</td>
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<td>5. Infrastructure &amp; Support</td>
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<td>6. Quality Assurance</td>
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<td>7. Teacher Training</td>
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<td>8. Competency-Based Training and Sub-systems:</td>
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<td>(a) Institutional training</td>
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<td>(b) On-the-job training</td>
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<td>(c) Enterprise-based training</td>
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Formación profesional, sostenibilidad empresarial y trabajo decente

Caribbean Association Of National Training Agencies

- CANTA comprised of NTAs
- TVET focal points
- Ministries of Education/Ministries of Labour
- NTAs established in Barbados, Trinidad & Tobago and Jamaica
  - St. Lucia, Guyana
  - Belize, Antigua & Barbuda
  - St. Kitts/Nevis
Using a tripartite partnership framework

- The Caribbean TVET community subscribes to the philosophy and practice of Competency-based education and training.

- Locally validated standards which describe the **Knowledge, Skills and Attitude**, form the basis on which individuals are trained and certified leading to an NVQ (CVQ) regionally recognized.
Challenge

- Improve the progression routes for vocational education and training
- Introduce modernised qualifications
- Establish parity of standing between vocational and academic routes
- Develop dual purpose qualifications (employment across the Region and to articulate into higher education)
Challenge

- Promote transparency, comparability, transferability and recognition of skills and qualifications
- Develop a Qualification framework which covered the entire education and training system
<table>
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<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>Level 1/ Certificate</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>Level 2/ Certificate</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>Level 3/ Diploma and Associate Degree</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>Level 4/ Bachelor's Degree</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>Level 5/ Post Graduate/ Advanced Professional</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>
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</tbody>
</table>
National Qualifications Framework

- Provides descriptions of the knowledge and skills and attitudes to be demonstrated
- Common grid of skill levels for all qualifications are 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
Adoption of Regional TVET Qualifications Framework by CARICOM

- 5-Level Qualifications of HEART/NCTVET and over 200 occupational standards adopted by CARICOM

- 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.
Formación profesional, sostenibilidad empresarial y trabajo decente

LEVEL 1

Advanced professional

LEVEL 2

Senior manager

LEVEL 3

Master Craftsman

LEVEL 4

Technologist

Skilled Worker
(Unsupervised)

Semi-skilled, entry level worker
(Supervised)
## Typical Delivery Arrangements for National Qualifications

<table>
<thead>
<tr>
<th>LEVEL AND TYPE</th>
<th>SECONDARY SCHOOLS</th>
<th>TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING</th>
<th>TERTIARY EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Undergraduate Degree</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4 Associate Degree</td>
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<td></td>
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<tr>
<td>3 Diploma</td>
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<td></td>
<td></td>
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<tr>
<td>2 Certificate</td>
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<tr>
<td>1 Certificate</td>
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Model of Certification for Worker Competence

Labour Market Needs & Analysis

Occupational Analysis

Development of Standards & Qualifications

Development and Approval of Assessment tools and Instruments

Development of Instructional Materials

Assessment of Learners

Training Intervention

Award of Certification
Standardized Network

- Provides the mechanism which facilitates and enables the free and orderly movement of skilled certified workers across the Region
- Local Training authorities reciprocate recognition of other countries NVQ’s
- Moving from NVQ to the CVQ is recognized throughout the Region
The Caribbean Vocational Qualification (CVQ)

- Work-based qualifications
- Derived from internationally-bench-marked occupational standards
- Endorsed and validated by local industry practitioners/experts
- Competency-based
- Comprise the knowledge, skills and attitude required by workers in the particular occupational area
The CVQ award has a specific vocational characteristic which allows the holder to be operational immediately in the labour market.
Quality Assurance in the Framework

- **Occupational Standards** (*developed/endorsed by industry practitioners*)
- **Facilities Standards** (*the physical requirements to conduct training*)
- **Accreditation Standards** (*training programmes and institutions*)
- **Approval Guidelines** (*govern the approval of institutions to deliver training*)
- **Qualified assessors** (*trained and certified according to specific guidelines*)
- **Audits, Monitoring & Moderation** (*to ensure compliance*)
Quality Assurance TVET

- National Council on Technical and Vocational Education and Training (NCTVET)


WINNER OF MANY NATIONAL AWARDS for QUALITY
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
Concluding

- All countries in the Region subscribe to the Framework
- Standardized training assessment and certification (CANTA)
- Integration of the education and training system
- Trained to world class standards
- Articulation and flexibility in the Framework
- Recognition throughout the CSME
Concluding

The Q.F allows for:

- Life-long learning to take place
- Recognition of Prior Learning
- A system of articulation from one level to the next
- A viable career path to be established
- An increase in the number of trained certified practitioners
- Expanded opportunities to participate in the CSME
The End

THANK YOU!