

CANTA & The Caribbean Vocational (CVQ)



Mrs. Elphege Joseph
National Training Agency
Trinidad and Tobago





Regional TVET Strategy

- The Technical and Vocational Education and Training (TVET) system has evolved under the British Colonial and later the British Commonwealth influence and is only now emerging as a unique Caribbean response to the pressures of the global environment hence inferences that the Region's education system is exclusionary, elitist education and unfit to deliver 21st Century Skills.
- Regional TVET Strategy was established in 1990: CARICOM through endorsement by the Council for Human and Social Development (COHSOD) has adopted the Competency Based Education and Training (CBET) model for vocational training in CARICOM Member States since 2002.
- There exists an established Regional Framework for Vocational Qualifications, developed to encompass both academic and TVET tracks. This framework is intended to facilitate articulation of programmes and Qualifications within as well as across tracks and increase efficiency.
- A working group put together by the CARICOM Secretariat further developed a regional accreditation or equivalency framework for regional certification of vocational competencies.



CANTA

- The Caribbean Association of National Training – CANTA, an association comprised of training agencies and other TVET apex bodies in CARICOM states was established in November 2003.
- CANTA is endorsed as the implementation arm of the CARICOM Regional Coordinating Mechanism for TVET.

Its goals are to:

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

CARICOM MANDATE

The proposal for the free movement of certified skilled workers as one of the protocols of the Caribbean Single Market & Economy (CSME) and mandate from the CARICOM Council for Human and Social Development (COHSOD) has prompted the Caribbean Association of National Training Agencies (CANTA) to develop a mechanism for the establishment of a regional certification scheme to award the Caribbean Vocational Qualification (CVQ)

CANTA TVET OPERATING MODEL

- CANTA's objectives are to:
 - Ensure uniform provision of competency-based training, assessment and certification (CBET)
 - Establish a regional certification scheme – the Caribbean Vocational Qualification (CVQ)
 - Promote career and vocational guidance throughout the CSME
 - Support a regional labour market information system
 - Promote life-long learning and the image and status of TVET in the region
 - Promote the development of national training agencies or TVET Apex bodies

CANTA TVET OPERATING MODEL

- CANTA subscribes to the philosophy of a standards –driven, outcomes –based (competency –based) approach to training and certification.
- Emphasis is placed on the recognition of competencies within an occupation including “ skills set” underscored by demonstrated performance of knowledge, skills and attitudes measured against work-based standards as defined by industry.
- Regional Qualification Framework: A five tiered system of qualifications at different levels of skill, autonomy and responsibility.



Why CVQs?

- Any Technical and Vocational Education and Training (TVET) System must be 'fit for purpose' in order to fulfill its general obligations towards society and government's economic policies. It must therefore be *Effective, Efficient, Relevant, Flexible and Modular, Sustainable, Respondent, Accessible, Affordable and Accountable*.
- The CVQ system follows the philosophy of **Competency Based Education and Training (CBET)** which, as its name suggests, is a philosophy that hinges learning on the individual's ability to carry out well defined activities. The CBET approach is an effective method of delivery for mastery of skills and assessment in TVET. It measures skills and performance/competencies.



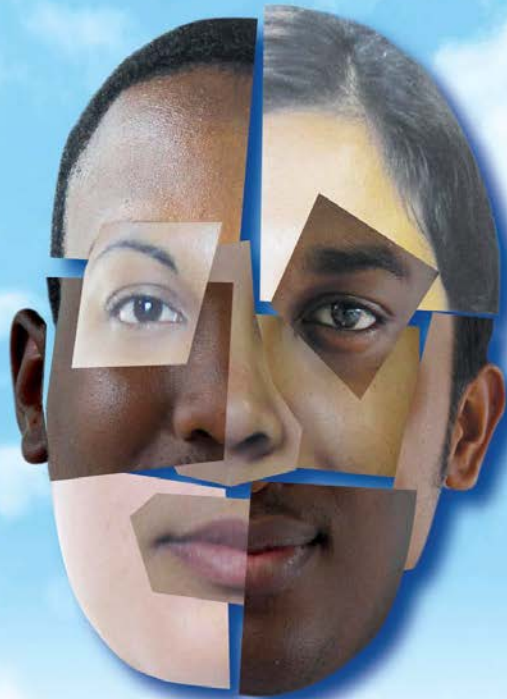
Why CVQs?

- In order to ensure that a TVET System contributes to national development, i.e., a system that is demand driven, it will be necessary to create a system that is flexible, and has a high rate of participation of all concerned parties.
- Flexibility can be obtained through Modularization of the TVET System, as occurs with the CVQ since a **unit award** is issued for each unit achieved. Each unit of activity is further broken down into several **unit elements** that define the range of tasks an employer would expect of an individual. The CVQ also allows for flexibility on the instructor's part since it provides opportunities to employ different methods of teaching that are in sync with the learners' style and abilities. CBET complements and improves upon the traditional academic approach.

Caribbean Vocational Qualification (CVQ)

An award that represents the achievement of a set of competencies that define the core work practices of an occupational area consistent with the levels articulated within the **regional qualifications framework**

PHILOSOPHICAL UNDERPINNINGS



The CARICOM Single Market and Economy

14 million people in one economic space enjoying the right to:

- Provide Services
- Sell their Goods
- Move Freely
- Invest their Capital
- Establish Businesses
- Access Resources



THE CARICOM IDEAL PERSON

- Love life
- Emotionally intelligent
- Environmentally sensitive
- Democratically engaged
- Culturally grounded and historically conscious
- Multiple literacies
- Gender and diversity respectful
- Entrepreneurially capable

UNESCO'S PILLARS OF LEARNING

TO KNOW

- Mastering the instrument of knowledge. Skills include memory, imagination, reasoning, problem-solving and the ability to think in a coherent and critical way

TO DO

- Putting what is learnt or known into practice. Skills include communication, teamwork, social, adaptability to change, transforming knowledge into innovations, taking risks and resolving or managing conflicts

TO BE

- Discovery of others and the experience of shared purposes throughout life. Qualities include knowledge and understanding of self and others, appreciating diversity of the human race, empathy and cooperative social behaviours, respect for other people their cultures and value systems and competence in working towards common objectives

TO LIVE TOGETHER

- Learning to be human. Qualities include imagination and creativity, acquiring human values, developing aspects of a person's potential, developing critical thinking, exercising independent judgment and developing personal commitment and responsibility

Regional Vocational Qualification Framework

Seamless System

Level 5 - Chartered & Advanced Professional (e.g. **Chartered Engineers, Accountants**): Association of Chartered & Certified Accountants (ACCA), UWI GSB

Level 4 – Professional (e.g. **Degree**): University of the West Indies, UTT, Teacher Training Colleges, SBCS, USC etc.

Level 3 – Technician (e.g. **Mechanical Engineering Technician, Nursing, Radiology, Control Room Operator, Chef**): Community Colleges of Trinidad & Tobago etc.

Level 2 – Skilled (e.g. **Electrical Installation Craft, Plumbing Craft**): MIC, NESC, Snr. Sec. Schools etc.

Level 1 – Semi-skilled (e.g. **Masonry, Carpentry, Welding**): YTEPP, MuST, Snr. Sec. Schools etc.

Registered Engineer

Civil Engineer

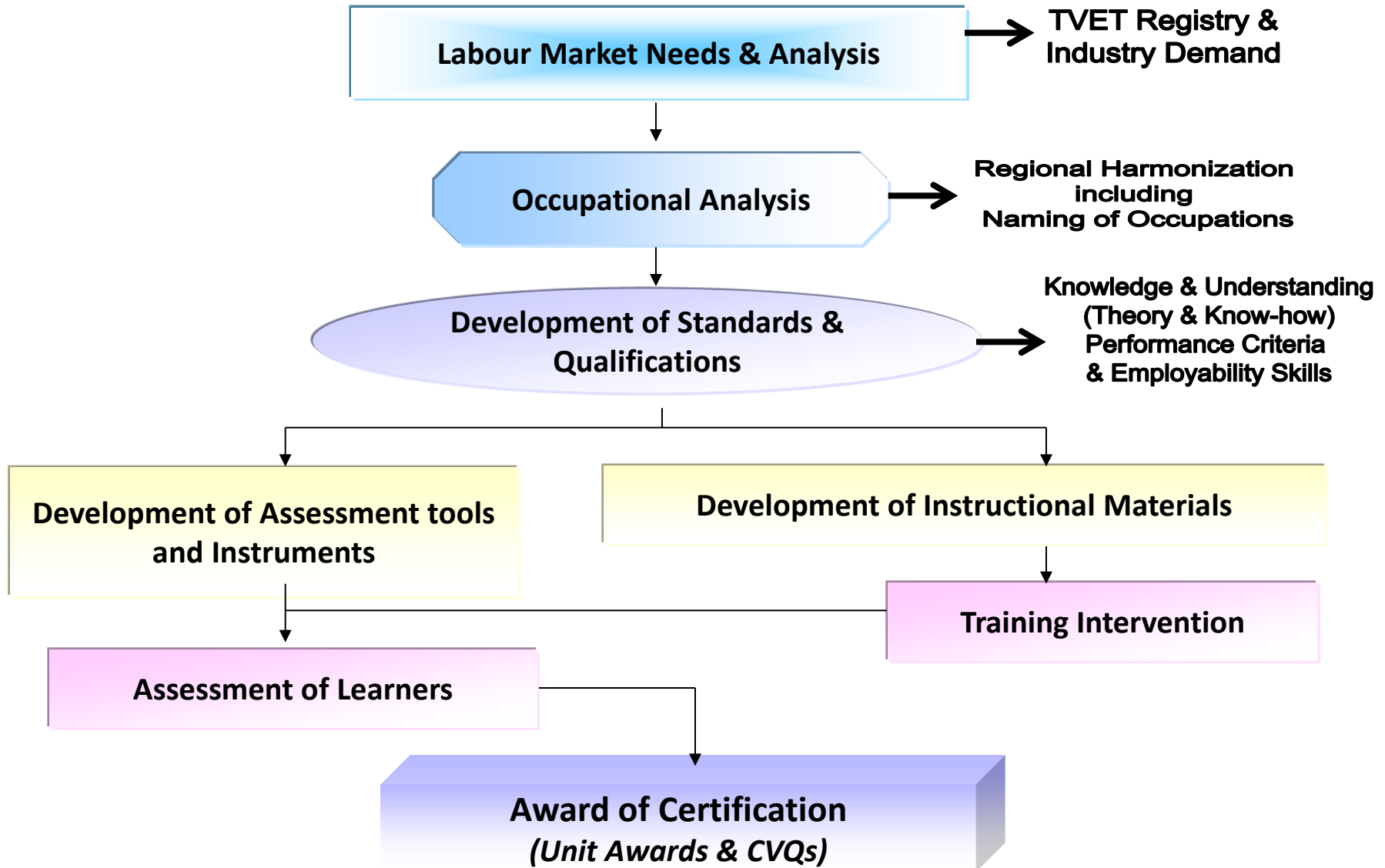
Construction Supervisor

Mason

Tradesman Assistant

TVET Operating Model using CBET Approach

Caribbean Vocational Qualifications





The TVET System

CANTA envisions

- Sound basic and secondary education an important enabler.
- Reorientation to competency based approaches based on occupational standards.
- Benchmarking to international standards.
- 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 our labour relations systems.
- A Vocational Training Information system (VTIS) to collect and manage TVET program information on a regional basis.
- Career guidance to support citizens in making better career choices.



The TVET System

CANTA envisions cont'd

- Improving progression routes for TVET in further education and in higher education
- Modernised qualifications
- Parity of standing between vocational and academic routes
- Promoting transparency, comparability, transferability and recognition of skills and qualifications
- A Qualifications framework which covers the entire of the education and training system

Challenges

- Unable to compete in a global market.
- Region's education system unfit to deliver 21st century skills.
- Unsatisfactory characteristics of Region's primary and secondary education.
- Migration of 80% of tertiary level graduates.
- Region's economies ranked between 50th and 130th of 158.
- Region struggles to attract foreign and domestic job-creating investments.

STRATEGIES

In 2010, ACCC and CIDA signed a signed a Contribution Agreement for \$19m

Provide support to education and training institutions & National Training Agencies (NTAs)

Provide Canadian colleges and institutes the opportunity to support alignment of education with employers' needs through institutional strengthening

Eighteen (18) institutional partnerships, allocated across several countries, will be established

Outcomes

- Contribute to economic growth through a more competitive, productive and gender-equitable workforce in the Caribbean.
- Strengthen Caribbean institutional capacity to implement, promote and conduct quality assurance.
- Improve access to pertinent labour market information.
- Lead to increased and more meaningful employment for TVET graduates and skilled workers in the region.



CANTA's Achievements

- Laying the Groundwork
- Program Launch
- Regional Strategy Consultation
- Program Steering Committee
- Gender Working Group
- National TVET Programming Sub Committees
- CARICOM Education For Employment Programme (C-EFE)
- Labour Market Intelligence (LMI) Workshop
- Caribbean participation in The World Congress of Colleges and Polytechnics



The New CARICOM TVET Strategy

The new regional TVET strategy has identified 7 components:

- TVET Redefined and Promoted as an Agent of Workforce Development and Economic Competitiveness;
- TVET Integrated with General Education for Life and Livelihood;
- A CARICOM Training System;
- Labour Market Intelligence for Workforce Development;
- Career Guidance and Counselling;
- Instructor Training;
- Financing: Public/Private Partnerships



Strengthening CARICOM TVET System

- CARICOM's training system developed as the cornerstone of CARICOM's Regional Human Resources Development Plan in response to the 1990 Regional TVET Strategy is still relevant and must provide the platform for harmonization of training in the Caribbean.
- A Labour Market Information Systems (LMIS) established at regional and national levels to inform decision making in TVET.



CONCLUSION

- CARICOM needs to act now on how to survive and prosper against the giants in the global arena
- Lack of competitiveness is to remain in poverty and dependence.
- CARICOM action will include learning lessons and benchmarking the many countries who have met the challenges, for example, Ireland, Finland, Korea, Brazil, South Africa and Singapore
- C-EFE should provide that elusive bridge to allow for a TVET system that is:
 - inclusive
 - accessible
 - flexible and articulated
 - one in which lifelong learning is facilitated and the output empowered with the ability to learn, to solve problems, to think critically and to master new learning and skills throughout life.
- The Caribbean Sea, its expanse and depth must be viewed by its people as potential for significant new economic activities not only in energy but in tourism, food, sport & recreation going forward.



CONCLUSION

- Finally, we must be guided by the following accepted and well known characteristics of relevant sustainable education and training:
 - Education cannot be separated from training. Good quality basic and secondary education is the foundation on which an effective vocational education system should be built.
 - The divide between academic and vocational training is becoming blurred. The young people need skills that are immediately applicable to work as well as a knowledge base that will enable them to adapt as products and production methods change.
 - TVET is expensive since facilities, materials, equipment and maintenance have a high cost.
 - As industries and businesses adapt to changing markets, TVET facilities can soon be out of date.
 - A top priority must be to harmonize and improve labour market intelligence-gathering as key to demand-driven training.