



# Trinidad & Tobago



**Mrs. Elphege Joseph**  
National Training Agency  
Trinidad and Tobago

*"Preparing Tomorrow's Workforce, Today"*

# SNAPSHOT OF TRINIDAD & TOBAGO

**LOCATION** – Southern most islands of the Lesser Antilles, located close to South America.

**GOVERNMENT** - Parliamentary Democracy

**POULATION** - 1,500,000 citizens

**SOCIETY** – Multicultural

**ECONOMY** – Based on Petroleum, Natural Gas, Asphalt, Petrochemicals, Iron & Steel, Manufacturing, Construction . Tourism (Plan for industrialisation in place)

**IDENTITY** - Known internationally as the Land of Steelpan, Calypso, Limbo and The Soca Warriors. Renowned for its annual Carnival celebration. Eco-tourism.



# THE NATIONAL TRAINING AGENCY

The National Training Agency (NTA) of Trinidad and Tobago was established in 1999 and currently operates under the Ministry of Tertiary Education and Skills Training.

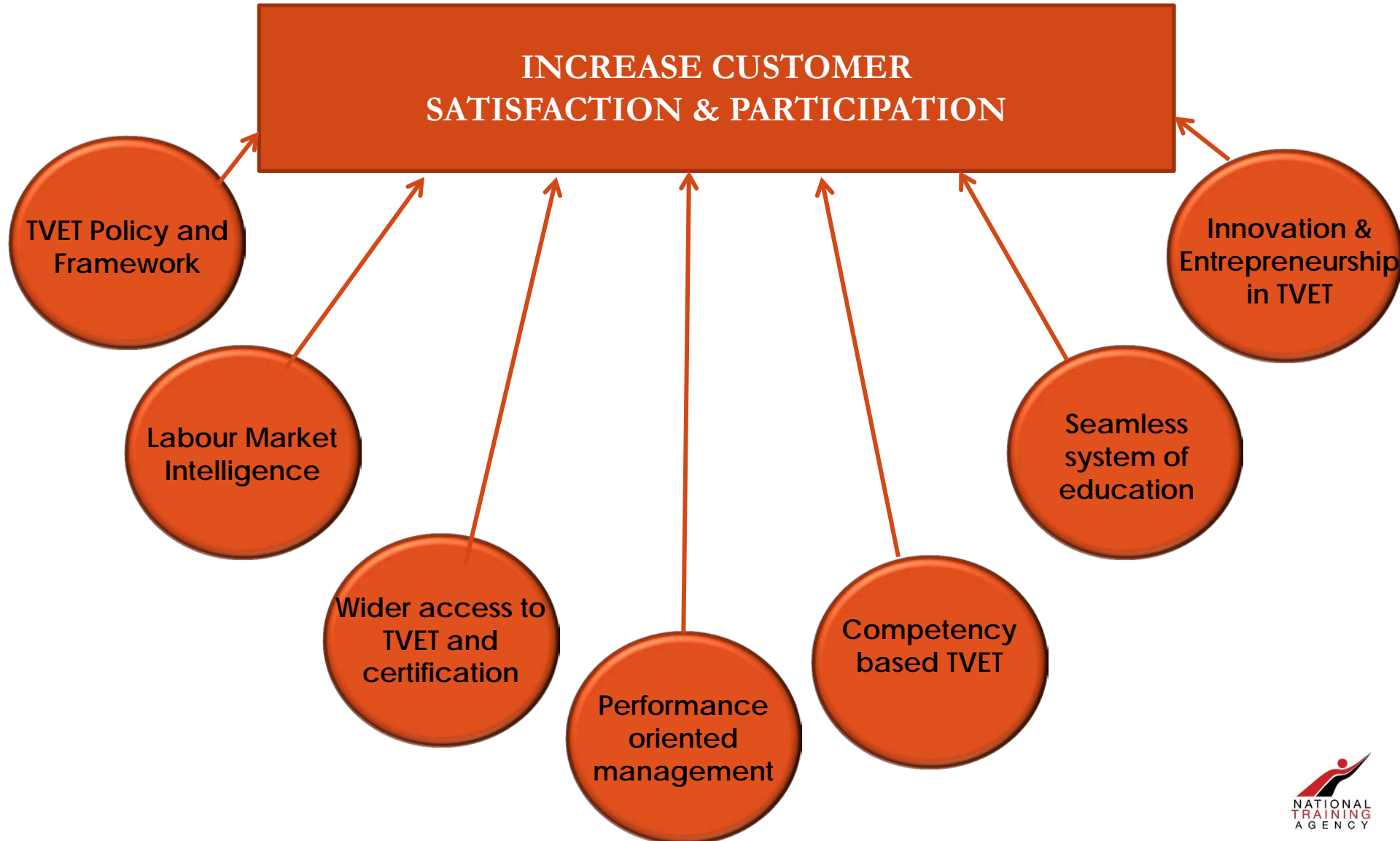


Its mission is “to coordinate, harmonize, standardize, monitor and evaluate all Technical and Vocational Education and Training (TVET) in Trinidad & Tobago through the establishment of a National TVET System.”

# PRODUCTS AND SERVICES OF THE NTA



# TVET FOR WORKFORCE DEVELOPMENT, ECONOMIC COMPETITIVENESS & JOB CREATION





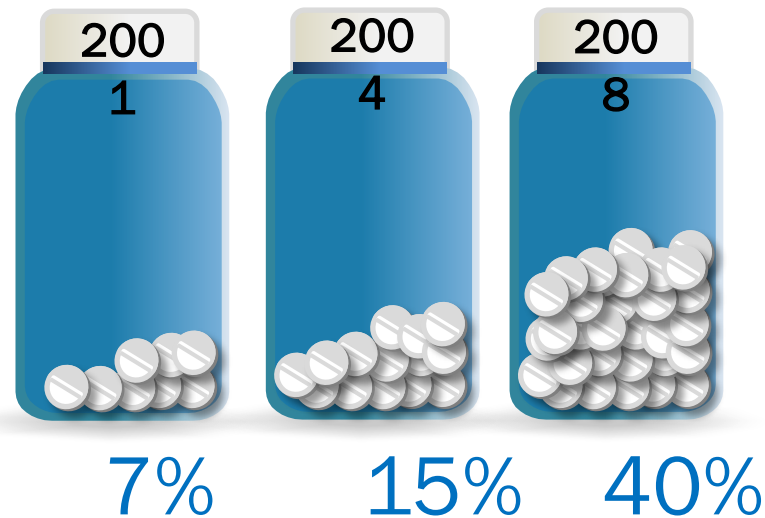
# NATIONAL PERSPECTIVE

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- † The agenda of the Government of Trinidad and Tobago is to create “A More Diversified, Knowledge Intensive Economy – Building on the Native Genius of Our People.”
  
- † The principal strategy is to increase participation rate by 60% ensuring access to tertiary education to:
  - disadvantaged
  - differently-abled
  - financially challenged
  - academically under-prepared,
  - rural communities

# GOVERNMENT'S AGENDA

- † The country has reported significant increases in the local tertiary education participation rate within recent years.



- † Steadily increasing through government incentives so as to achieve a targeted participation rate of at least 60% by 2015.

# TVET REFORM IN TRINIDAD & TOBAGO

## KEY CHALLENGES FACED

- † Lack of a coherent TVET system
- † Need for rationalization of the TVET System





# CHALLENGES IN TVET

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- † Weak foundational skills (especially literacy, numeracy, communication and life skills) at all levels of the education system and the impact this has on the ability of individuals to successfully transition from secondary to post-secondary and tertiary education, or to enter into the workforce
- † Untrained and/or under-qualified administrators and teachers at the education and training level

# CHALLENGES IN TVET

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- † This is particularly important in TVET where a proliferation and duplication of training programmes, technical and vocational education courses, and skill preparation activities, along with the associated certificates, diplomas, and miscellaneous qualifications, have been offered by ministries and ministry-led programmes, other public institutions as well as private institutions.

# CHALLENGES

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- † The persistent mismatch between the output of the education and training sector and the needs of an increasingly technologically-oriented economy in terms of the relevance, quality and quantity of skilled human resources.
- † Duplication and overlap in government programmes, institutional programmes and service provision continue.

# TVET REFORM IN TRINIDAD & TOBAGO

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## BUILDING SYSTEM CAPACITY

- † Government's Agenda
- † Curriculum Reform
- † Infrastructural Development
- † Improving Governance

# TVET RATIONALISATION IN TRINIDAD & TOBAGO

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## POLICY DECISIONS

- † Competency Based Education and Training (CBET)
- † Widen Access
  - National Certification Drive,
  - Workforce Assessment Centre (WAC) establishment
  - National TVET Control Centre
- † Creation of a Seamless Education System and Training

## FOCAL POINTS

- † Demand driven,
- † Occupational Standards Development,
- † Training and Certification

# CHANGING THE NEGATIVE CVQ PERCEPTION

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- † The NTA's in Jamaica and Trinidad and Tobago have also developed significant expertise to assess and certify persons using Prior Learning Assessment and Recognition (PLAR).
- † The competency-based assessment embedded in the CVQ allows it to be used to certify individuals who did not acquire their skills within a formal programme.
- † In the case of the PLAR a portfolio of verifiable evidence as well as a programme of controlled observation and testing is conducted to determine whether the candidate has acquired competence for a CVQ award.

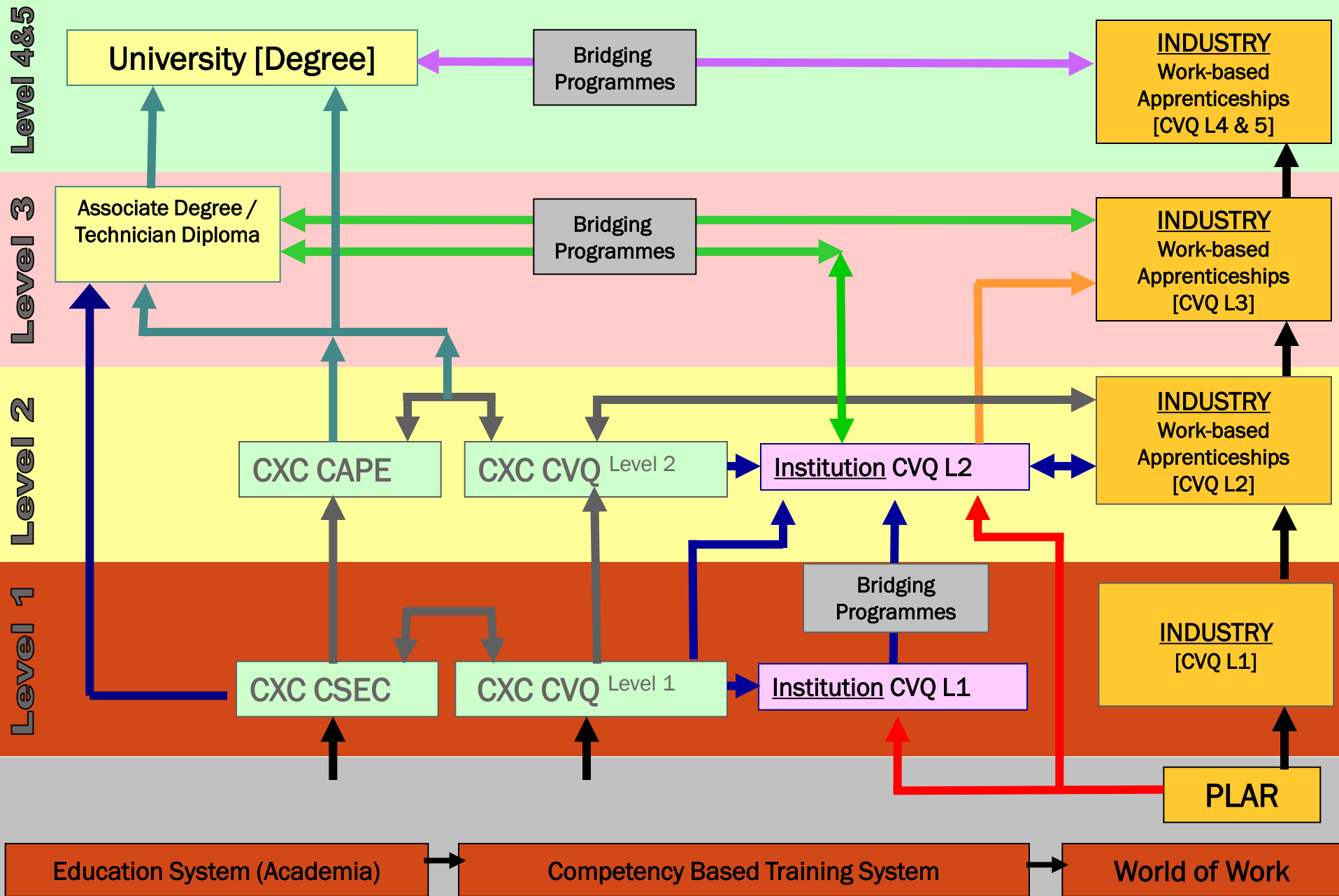
# CVQs IN THE WORKPLACE

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- † Energy Industry Competency Development (EICDI) Project
- † Reintroduction of the National Apprenticeship System–Culinary Arts, Media, Agriculture Environment and Medical
- † Certification of skilled/uncertified citizens through Workforce Assessment Centres (WACs) -WASA, VMCOTT and PTSC

# T&T - SEAMLESS SYSTEM OF EDUCATION & TRAINING

## ARTICULATION PATHWAYS – “BRIDGES & LADDERS”

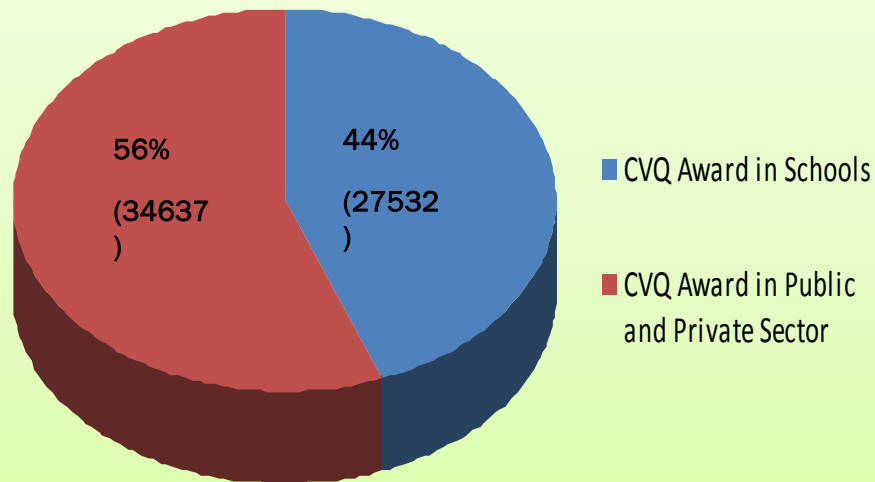




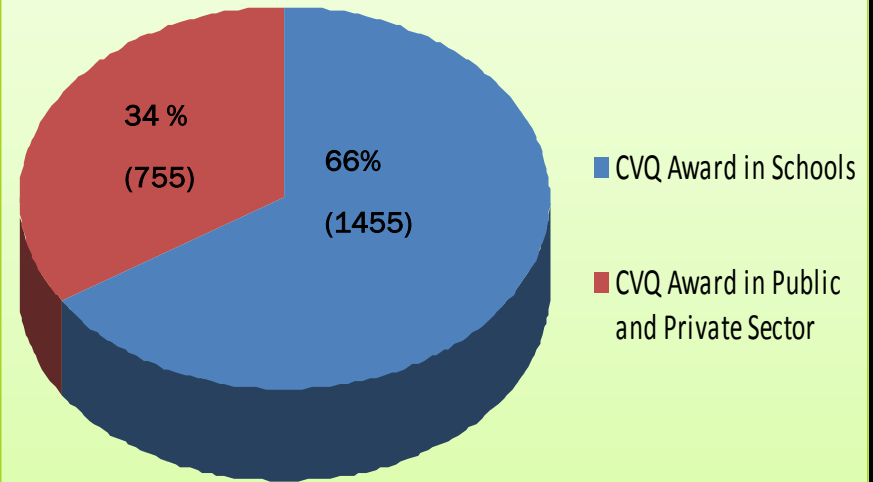
# CVQs IN SECONDARY SCHOOLS

To date 62,169 unit awards and 2210 full certificates have been conferred through the secondary school system and public and private sector training providers as seen below

## Unit Awards



## Full Certificates



# TVET PROVIDERS OFFERING CVQs

<i>Intuitions</i>	<i>Stated Mandate/ Mission</i>	<i>Target Group</i>
Civilian Conservation Corp	To train and develop targeted young adults to make them better able to seek employment by raising their self-esteem and thereby combating socially undesirable behaviours among them.	18 – 25 years old
Multi Sector Skills Training Programme	To provide individuals with skills training that would enhance their opportunities to access viable employment in priority sectors.	18 – 50 years old
National Energy Skills Centre (NESC)	To build the human resource capital of Trinidad and Tobago in order to meet the projected demands for certified craftsmen, arising out of the growth in the energy sector and consequently, the construction and related industries.	18 – 25 years old

# TVET PROVIDERS OFFERING CVQs

<i>Intuitions</i>	<i>Stated Mandate/ Mission</i>	<i>Target Group</i>
Retraining Programme	To develop a pool of trained and efficient industry ready individuals adaptable to the changing needs of industry. The programme focuses on retooling and re-skilling individuals to access sustainable and lucrative employment and self-employment opportunities.	30 – 45 years old
Youth Training and Employment Partnership Programme (YTEPP)	To provide training in career enhancement services inclusive of numeracy and literacy skills, vocational skills training, entrepreneurial and attitudinal training to youths out of school and unemployed.	15 – 25 years old

# WAY FORWARD

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- † TVET Rationalisation
- † Increase the Participation within TVET in line with the GORTT aim of 60%
- † Facilitate the expansion of GATE for TVET through increase in the number of training providers offering CVQ's
- † Use of PLAR to certify workers in three (3) new occupational areas
- † Develop customised awards to facilitate CVQ's in the workplace
- † Utilise TVETCC to provide information and access to TVET Graduates (National Skills Bank)

# WAY FORWARD

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- † Implement National Apprenticeship Programme for the Energy Sector
- † Engage in Sectorial Planning and establish additional Sector Advisory Committees
- † Labour Market Intelligence - produce the Jobs report
- † - Conduct additional Labour Market Survey
- † Curriculum Development – develop and maintain curricula, instructional materials and assessment instruments
- † National Qualifications Framework – integrated and seam less approach
- † Create Additional Centre of Excellence – CVQ in priority areas

# CONTACT INFORMATION

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**THANK YOU!**  
**GRACIAS!**

