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APPRENTICESHIP AND PREPARING YOUNG PEOPLE FOR WORK

THE CASE OF TRINIDAD & TOBAGO AND JAMAICA



Skills development
Outlook



ILO DWT and Country Office for the South Cone of
Latin America
Inter-American Centre for Knowledge Development
in Vocational Training



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Programme to support employment policies and training of young people in Uruguay

Apprenticeship and preparing young people for work The Case of Trinidad & Tobago and Jamaica



SWEDISH INTERNATIONAL
DEVELOPMENT COOPERATION AGENCY

ILO DWT and Country Office
for the South Cone of Latin
America

Inter-American Centre for
Knowledge Development in
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Paulette Dunn-Pierre

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ACRONYMS

CANTA	Caribbean Association of National Training Agencies
CARICOM	Caribbean Community
CBET	Competency-based Education and Training
CTCP	CARICOM Trade and Competitiveness Project
CVQ	Caribbean Vocational Qualification
CXC	Caribbean Examinations Council
ILO	International Labour Organization
LMS	Learning Management System
NCTVET	National Council on Technical and Vocational Education and Training
NTA	National Training Agency
NQR	National Qualification Register
NVQ	National Vocational Qualification
NVQ-J	National Vocational Qualification of Jamaica
PLAR	Prior Learning Assessment and Recognition
QA	Quality Assurance
RVQF	Regional Vocational Qualification Framework
TTNVQ	Trinidad and Tobago National Vocational Qualification
TVET	Technical and Vocational Education and Training

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Apprenticeship and preparing young people for work. The Case of Trinidad & Tobago and Jamaica

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Executive Summary

Programmes that successfully transition young persons from education to employment are key components in addressing labour market demands in any economy. In light of growing labour market demands, both Jamaica and Trinidad and Tobago have created programmes to address the need to properly prepare young people for work.

Historically, both countries have had long periods of implementing such programmes, with laws governing apprenticeship passed in Trinidad and Tobago in 1903 and 1955 in Jamaica. However, these programmes did not evolve to meet the changing socio-economic and labour market demands that both countries faced.

In recent times both governments have responded by establishing national training agencies focusing on competency - based technical and vocational training. These training agencies have successfully:

- Created programmes to transition young persons from education to employment;
- Introduced national vocational qualifications framework facilitating access, articulation and lifelong learning;
- Adopted regionally recognized certification which allows trainees to move freely within country and the wider Caribbean;
- Worked with industry sector groups to develop occupational standards;
- Accredited training providers;
- Certified trainees and apprentices to international standards;
- Established partnerships with industry to train and certify individuals;
- Acted as intermediaries in assisting employers to find trained, competent employees;
- Utilized a combination of innovative training practices to prepare school leavers and young adults for employment.

Private sector enterprises in both countries have also created innovative transition training programmes. In Jamaica, for example the umbrella organization for the private sector, The Private Sector Organization of Jamaica (PSOJ) created Youth Upliftment Through Employment (YUTE) which “closes the gap” by providing long term financial support and mentorship (up to two years) in business ventures after

training. The Shipping Association of Jamaica also created its own apprenticeship programme, accredited by the quality assurance arm of the NTA, the National Council on Technical Vocational Education and Training (NCTVET) of the National Training Agency, HEART Trust/NTA. Similarly in Trinidad, and Tobago, the Metal Industries Company created several innovative apprenticeship programmes some focusing on disadvantaged persons. Non-traditional Skills Programmes have also been introduced for Women. Successful graduates of all training programmes are awarded Trinidad and Tobago National Vocational Qualification (TTNVQ).

Both countries, however, have challenges that need to be addressed to better serve young persons and the employers they work for. Jamaica's greatest challenge will be to expand their current apprenticeship programme.

Jamaica recently reactivated its apprenticeship programme. This revised programme however is currently limited as it is just now in the pilot stage. The programmes offered by its NTA lack some of the key elements of strong transition programmes, for example the programmes do not offer its trainees competitive wages. The apprenticeship programme needs to be expanded so that it is truly demand driven, offers more trainees several years of experience in the workplace and adequate compensation.

The greatest challenge facing Trinidad and Tobago is the need to standardize the wide variety of programmes being offered. There are several employers and a number of Government Ministries that operate their own programmes. The wide variety of programmes has resulted in a plethora of qualifications bearing a variety of titles. These programmes are of varying duration, structure and content. To obtain better efficiencies there needs to be better coordination of programmes, and ideally, one single umbrella that governs and standardizes the programme offerings.

Both countries have robust transition programmes and to increase efficiencies, efforts should be made in to consolidate transition programmes under a single agency. Both countries should provide mentoring and also require the trainees to give back through volunteering their competences. More flexibility in the delivery of training programmes should be encouraged rather than confining all trainees to fixed training periods. This flexibility will allow trainees to focus on gaining competencies rather than completing the programmes in fixed training periods.

1

Jamaica

1. Jamaica

1.1 1.1 Historical overview

During the early 1960's, as a post colonial economy, Jamaica was characterized mainly as a producer of primary goods and raw materials (sugar, banana, coffee, bauxite, etc.). Consistent with the characteristics of a small developing economy, the shortage of skilled labour to support a fledging manufacturing industry was a common feature of the landscape.

Apprenticeship schemes were formally introduced in Jamaica through enactment of laws 55 of 1954 and 26 of 1957. These schemes were designed based on the British model. The primary objectives then were to:

- Prevent labour market failure;
- Create stability & sustainability in the workforce, orderly and timely preparation of future workforce;
- Create a learning platform for transitioning into a career, with infusion of practical experiences accompanied by a structured educational component;
- Create a pool of competent technicians to satisfy the needs of modern industry, through a process of structured on-the-job training and certification

Historically, under the Apprenticeship Act of 1955:

- (a) Training was limited to 23 prescribed trades, each governed by a Trade Order
- (b) Completion of the programme was dependent on predetermined time lines
- (c) The system was male dominated
- (d) Apprenticeship was subjected to Government regulations, with specific terms and conditions
- (e) There was a built-in learning and earning component
- (f) Training was fragmented
- (g) A specific period was allotted for apprenticeship, ranging from 3-5 years, depending on skill area

(h) Provisions were made for the award of certificates of completion on a Part I & Part II Basis.

The legal framework facilitated the establishment of a governance structure whose mandate was to establish and supervise standards of training and to provide skilled workers to satisfy the needs of specific industries and occupations. The following were the entry requirements under the Act of 1955:

- Age - minimum 15 years (no upper limit)
- Education - minimum grade 9 level
- Applicant needed also to present a medical report from a physician attesting to both physical and mental wellness
- Part I certification - awarded on successful completion of both the practical and theoretical components
- Part II certification - for those who completed only the practical component

Up until 1994, the programme was managed directly by Ministry of Education & Culture. Management was subsequently transferred to HEART/NTA under the School Leavers Training Opportunity Programme (SLTOP) and the Enterprise Based Training (EBT), with responsibility for work based or on-the-job training.

Over the years, participation in the programme has declined gradually and consistently, resulting in just over 200 apprentices participating in the programme with fewer than ten (10) firms (Ministry of Education, 2011). The Apprenticeship system clearly had a number of limitations which included the inability to satisfy changing labour market needs, the inability to add new and emerging skill areas for training, the domination of males in the programme and the least of which, the programme being time-bound, rather than competency based.

1.2 The current status in Jamaica

1.2.1 Legal and policy and governance framework

Jamaica has in place a legal governance framework which facilitates the transitioning of youth from school to employment in several occupational sectors. The Apprenticeship Act of 1955 remained dormant for several years. However, in 1982, the Human Employment and Resource Training Act was passed which established HEART as the body responsible for the development of vocational, technical and skills training programmes in Jamaica. The Act was amended in 1992 and the HEART became the National Training Agency of Jamaica (HEART Trust/NTA) operating under the jurisdiction of the Ministry of Education. The National Council on Technical and Vocational Education and Training (NCTVET) was also established as the quality assurance arm of the National Training Agency with responsibility to develop occupational standards, accredit training programmes and institutions and award the National Vocational Qualifications of Jamaica, the NVQ-J. Since 2011, the Apprenticeship Act has been under review and in 2013 HEART/NTA was designated as the implementation agency.

1.2.2 The regional training, assessment and certification model

Jamaica and Trinidad both subscribe to the Caribbean Association of National Training Agencies' (CANTA) Training and Certification Model as well as the Regional Vocational Qualifications Framework (Figs. 1 and 2).

Figure 1: CANTA Certification Model

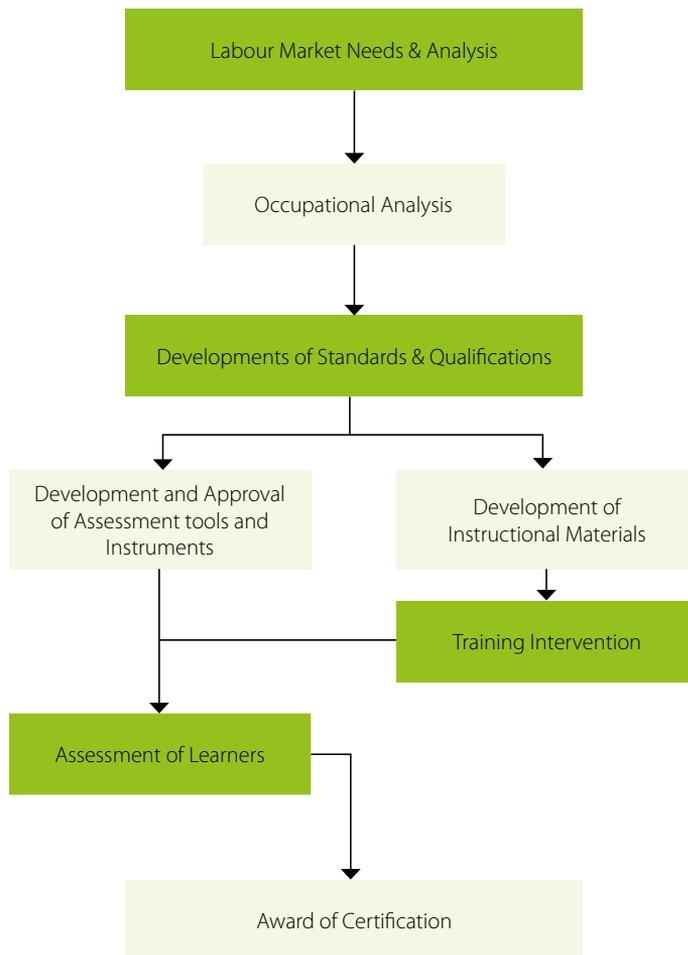
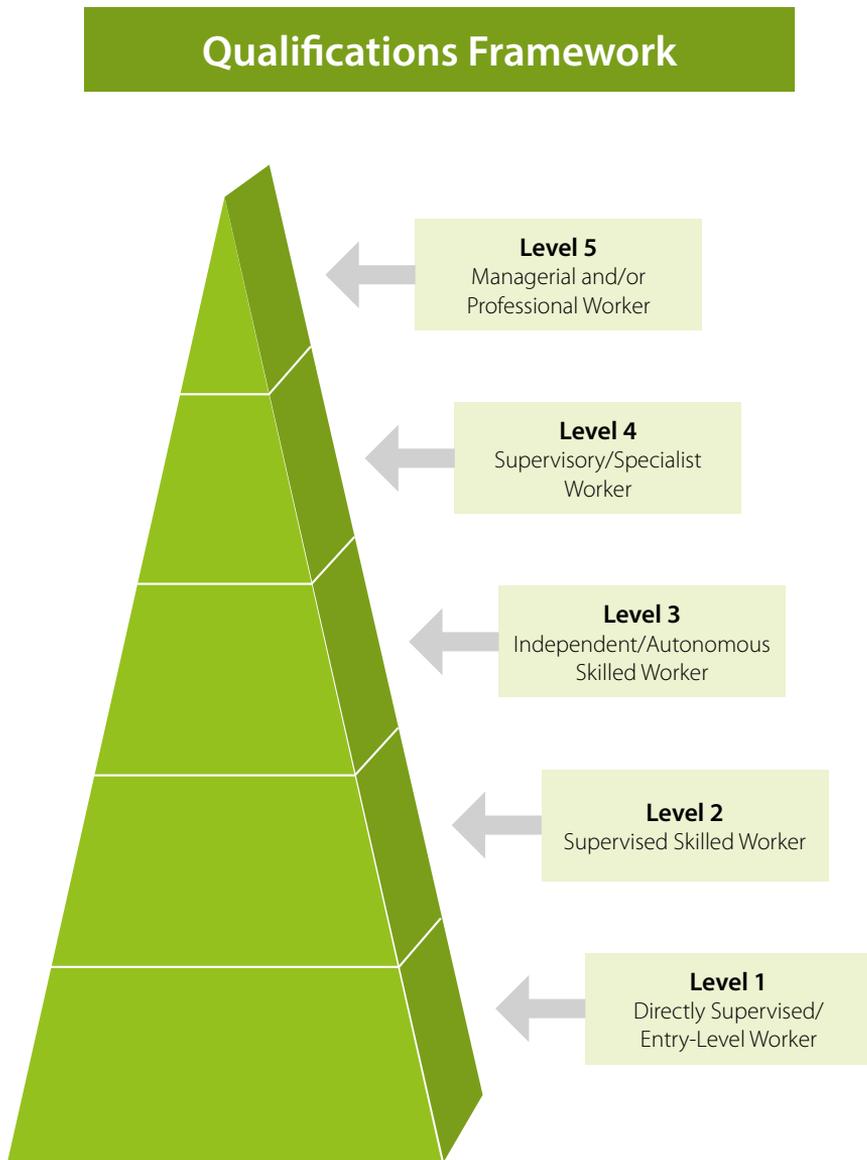


Figure 2: The Regional Vocational Qualifications Framework

CANTA subscribes to the philosophy of standards-based, demand-driven, outcomes/competency-based approach to training and certification. Training is delivered that is informed by labour market needs analysis. Assessment and certification of individuals in the TVET systems of both Trinidad and Tobago and Jamaica work towards the acquisition of the Caribbean Vocational Qualification (CVQ) or the National Vocational Qualifications (NVQ) at Levels 1 to 4. Emphasis is placed on the recognition of competencies within an occupation including “critical employability skills” underscored by demonstrated performance of knowledge, skills and attitude measured against industry-approved work-based standards.

1.2.3 Role of NCTVET

In Jamaica, The National Council on Technical and Vocational Education and Training (NCTVET), a division of HEART, is the quality assurance arm of HEART/NTA and issues the National Vocational Qualifications- Jamaica (NVQ-J). NCTVET subscribes to the five (5) - level Regional Vocational Qualifications Framework (RVQF) which is similar to the National Vocational Qualifications Framework (NVQF) used in Jamaica (Table 1).

Table 1: The National Vocational Qualifications Framework of Jamaica

Level	Description
Level V	Managerial, Professional Worker
Level IV	Supervisory, Specialist Worker
Level III	Independent/Autonomous, Skilled Worker
Level II	Supervised Skilled Worker
Level I	Directly Supervised Worker

1.2.4 Benefits of the Qualifications Framework

- The qualification provides an alternative route to higher education.
- It is a recognized and portable qualification within CARICOM and in other regions.
- It ensures that trainees can perform in the workplace.
- Trainees' past work experience and skills will count towards the CVQ.
- Trainees can achieve unit awards based on the modules that they are competent in.
- If trainees cannot complete the CVQ at a centre or school they can continue at another approved centre.

These models facilitate life-long learning, and are intended to strengthen the relationship between the learning situation regardless of where this takes place, and the world of work. It also makes provision to improve the mechanisms by which the learning experience prepares people for participation in the world of work.

1.3 Policies impacting on the transitioning of youth from school to work

Aside from the Human Employment and Resource Training (HEART) Act, (1982) which was amended in 1992 to include the NTA and the NCTVET, a number of other policies impact the transitioning of youth from school to work. They are described in the following paragraphs.

1.3.1 National TVET Policy

The Ministry of Education recently passed a National TVET Policy which provides an oversight for the governance of TVET in Jamaica. One of the guiding principles impacting on the development of the policy was to enable individuals to become employable with a lifelong learning approach to vocation. Objectives of the Policy include:

- Positioning TVET as an integral part of general education
- Ensuring access, equity, quality, relevance and social currency of TVET
- Timely review and implementation of TVET interventions and offerings
- Facilitating strategic linkages with TVET partners
- Enabling legislation to secure funding for TVET
- Certification and recognition of qualifications, skills and competences at all levels
- Curriculum development and implementation guided by collaboration with industry

The National TVET Policy aims to:

- further guide the development of a comprehensive, integrated, outcomes-based TVET system
- strengthen institutions to create TVET Centres of Excellence
- create a coherent framework for all actors and stakeholders in the TVET systems to guide the planning, monitoring and evaluation of TVET developmental activities
- establish and capacitate the necessary institutional set-up to implement and manage quality and efficiency and to ensure accountability within the TVET system
- implement Career Education in all schools to provide graduates with the needed information to guide employability and promote lifelong learning
- encourage research and development to stimulate productivity
- improve the quality of TVET at all levels, and make it responsive to the needs of the labour market
- facilitate the expansion of relevant TVET offerings in keeping with national strategic goals and objectives
- strengthen the culture of entrepreneurship and support job creation in the economy, with particular focus on emerging industries
- establish a sustainable financing system for building and maintaining TVET structures
- build the necessary human capacities to effectively manage and implement TVET in keeping with the needs of enterprises and nationally endorsed standards

- educate and inform stakeholders on related and emerging issues in TVET
- provide access to suitable TVET programmes for all individuals including vulnerable groups and people with disabilities
- provide a mechanism for poverty alleviation and health and community development.

The National TVET Policy also addresses Apprenticeship and Work Study and or Work Experience. The goal of the Apprenticeship programme is to provide continuity of education and work experience for apprentices while providing the sponsoring firm with an individual who is a keen learner. The programme is intended to provide the apprentice with a foundation of practical experience in combination with an educational component that leads to nationally recognized credentials upon completion.

Other policies are in the draft stages which are worth mentioning include:

- The National Youth Policy (Draft 2006)
- The Career Education Policy (Draft -2004)

(a) The National Youth Policy (Draft)

Goals

- To foster a culture of positive youth development and participation in decision making around activities that affect the lives of youth
- To increase the capacity of service providers to provide accessible, relevant and high quality services for young people and their families
- To guide for the development of a multi-sectoral approach to youth development in Jamaica
- To promote universal access to quality secondary education
- To advocate for an education system that is relevant to the needs of youth and potential employers.
- To foster participation of students in the administration of their institutions
- To facilitate increased access to quality training opportunities in skills relevant to the global market place and use of cultural and indigenous products
- To develop and implement a programme for identifying and supporting gifted children
- To develop and implement strategies to improve male performance up to the secondary level and matriculation to the tertiary level
- To promote schools as community empowerment points and safe zones

- To facilitate the creation of opportunities for employment and an environment that promotes entrepreneurship
- To increase the employability of youth
- To increase the number of employment opportunities for youth
- To foster an environment conducive to creation of opportunities for self-employment

(b) Career Education Policy (Draft)

Guidance in the formal schooling context should promote technical and vocational education as a viable and attractive choice for young people. It should:

- cover a broad range of occupations and include supplementary visits to workplaces. This educational thrust should make the student aware of the eventual necessity of choosing an occupation and the importance of ensuring that this choice is made as rationally as possible assist students and their parents/guardians in making a positive choice concerning educational streams, and encourage learners to keep open a wide range of options so as to increase their learning and occupational flexibility.

Guidance in technical and vocational education as preparation for an occupational field should:

- inform students of the various possibilities open in the particular field of interest, the educational background required, and the subsequent possibilities for continuing education and further training
- encourage students to choose educational programmes that will not limit their future employment options
- follow the students' progress through their educational programmes;
- supplement the programmes by short periods of work experience and study of real work situations.

Guidance for the infusion of Career Education in Training College Programmes should include:

- alignment of Workforce Education programmes and skill requirements of the new economy
- development of the curriculum frameworks for career and technical education

2

Transitioning programmes in Jamaica

2. Transitioning programmes in Jamaica

Several programmes currently exist to transition young people from school to work. These are managed primarily by HEART Trust/NTA although there are a few private initiatives.

2.1 HEART/NTA training institutional programmes

Over the past year, the Jamaican Government restarted its apprenticeship programme with HEART/NTA playing the role of coordinator. The majority of transition programmes are also operated by HEART/NTA. The Agency has twenty-nine (29) locations across the island and trainees attend workforce colleges, academies and training institutes where they are trained in over 100 skill areas. The Agency also has several partnerships with trade groups, churches, youth clubs, community groups and other stakeholders across the island where training is offered in a variety of skill areas. During 2013/2014, the NTA trained over 62,000 individuals whose average age was 21.

How it works

Trainees with a High School Diploma or School Leaving Certificate equivalency can apply to enter a programme of their choice at any of the training locations across the island. Level 1 programmes can last between 6-12 months. Level 2, 3 and 4 programmes vary in length. Training at all levels is a blend of theory and practice and evaluation is based on trainees demonstrating proficiency at tasks, measured against a particular set of competency standards.

Admission Requirements

Applicants who apply to the Workforce Colleges, TVET Institutes or Vocational Training Centres must be seventeen (17) years or older. Applicants to the Community Training Intervention programmes are required to be 18 years or older. Trainees also need to demonstrate competence in English and Mathematics at the Grade 9 level. Some Levels 2 and 3 programmes may require passes in Caribbean Examinations Council (CXC), Caribbean Secondary School Certificate (CSEC) subject areas or a related qualification.

Programme areas

The following programme areas are offered by HEART/NTA

- Agriculture

- Apparel and sewn products
- Automotive
- Beauty Services
- Building construction
- Business administration
- Early childhood care, development and education
- Hospitality and tourism
- Industrial maintenance
- Information and Communication Technology

Trainee fees

Level I programmes are offered free of cost and programmes at all other levels attract a subsidized fee.

Work experience

After classroom training, trainees are placed in a mandatory workplace for 160 hours to practice hands on skills. Here trainees are evaluated by their employers, as well as given an opportunity to evaluate the firms to which they have been assigned.

Supervision

To continue their career guidance while on work experience, each trainee is assigned a career development officer. This officer monitors the trainee's work and progress through visits to the firm, and by speaking with the trainee's supervisors. Should trainees be faced with particular concerns or difficulties in the performance of their training duties, they can speak to their officer.

Certification

After completing the workplace experience, trainees are assessed and tested to demonstrate that they can perform the required competencies. Once the trainees pass the assessment, they receive the NVQJ/CVQ certification.

Benefits to trainees

- On-the-job training is anchored to set learning outcomes and deliverables
- Personal and professional development as it pertains to work habits and attitudes
- Vocation specific training and improvement of skills competence through 'hands-on' experience

- Employability (social) skills development and reinforcement
- Exposure to and participation in self-directed learning methods and technique
- Performance monitoring systems (appraisals at regular intervals)

2.1.1 Community training intervention programmes

The Agency operates training partnerships with approximately eighty (80) Community organizations. Many of these organizations work informally to upgrade trainees who fall below the required Grade 9 standard in English and Mathematics. The interventions provide some additional academic strengthening to enable persons to successfully meet the certification requirements to gain their NVQ-J programme. Trainees are also placed in industry to gain experience for a minimum of 160 hours.

2.1.2 School Leavers Training Opportunity Programme (SLTOP)

Another programme offered by HEART/NTA is the School Leavers Training Opportunity Programme (SL-TOP). It is designed as a bridging programme to assist recent school leavers transition into the workforce.

Admission Requirements

Applicants must be between the ages of 17-23.

How it works

Trainees work with an organization for up to one year where they are encouraged to fully immerse themselves into the daily operations of that organization. A placement and monitoring officer provides orientation material to help trainees adjust to the world of work. Trainees are referred for interviews to firms with an interest in their selected skill area. While training, the placement and monitoring officer makes contact with the firm every 6 to 8 weeks to evaluate the trainee's experience.

Supervision

Trainees are assigned to a supervisor at their place of work. The supervisor acts as the trainer and evaluates the performance on the job as well as a portfolio the trainee must complete. This portfolio details the skill areas the trainees needs to develop on the job.

2.1.3 HEART Registered Apprenticeship Programme (RAP)

In December 2013, The Ministry of Education in association with the Ministry of Industry, Investment and Commerce announced that it would reactivate the Apprenticeship Programme under a new nomenclature, the Registered Apprenticeship Programme (RAP). RAP (Figure 3) is intended to be a flexible, structured, competency-based, standards-driven, inclusive approach to on-the-job training that is designed to prepare individuals for skilled occupations and careers. RAP is guided by National

Qualifications Framework and will place apprentices in micro, small, and medium-sized enterprises (MSMEs). Trainees will stay in the programme for approximately four (4) years.

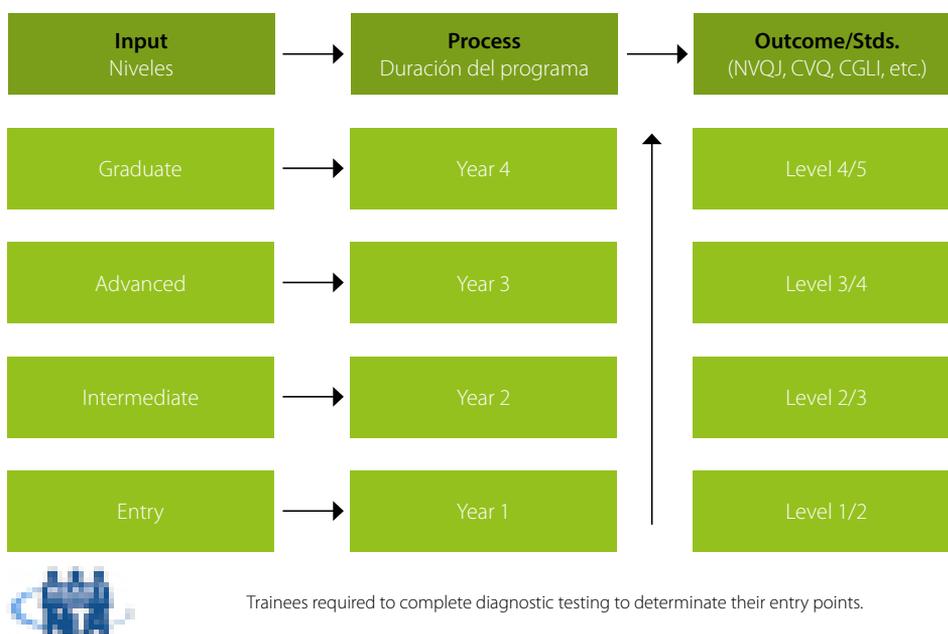
A new Apprenticeship Board was established to review the old Apprenticeship Act of 1955, with HEART as the implementing agency. The Board's role is to establish and recommend standards for training apprentices that are benchmarked to international standards of performance and industry trends.

Based on labour market needs, the programme will focus on placing 500 apprentices in the following sectors:

- Agriculture
- Manufacturing
- Mining & quarrying
- Construction
- Creative Industries
- Sports
- Information & Communications Technology
- Services and Tourism.

Figure 3 : Registered Apprenticeship Programme

RAP - Articulation



A pilot project commenced in September 2014, where 63 trainees were placed in various roles in a number of organizations (a pilot of a School Based Model of Apprenticeship is also scheduled to begin in October 2015 with 100 students). A budget of JMD \$86 million (USD \$860,000) was approved by the Apprenticeship Board to facilitate the training of 500 apprentices as follows:

Table 2: Breakdown of Training for RAP - 2015

Apprenticeship Level	No.
Graduate	200
Advanced	150
Intermediate	100
Entry	50
TOTAL	500

How RAP Works

The apprentice will alternate between periods of work “on-the-job” (up to 80% of the time) and periods of “in-class” instruction (up to 20% of the time). Once the on-the-job and in-class requirements have been met (*anywhere from 1 to 3 years or more, depending upon the trade*), the apprentice will:

1. take a summative evaluation along with the ongoing continuous assessments towards the NVQ-J certification
2. have the legal right to work as a fully-qualified tradesperson having been deemed competent in all units
3. learn skills through practical work and training on-the-job

During the period of training, employers instill work ethics such as company loyalty, good work practices, and positive work attitudes. In addition, it ensures training standards of the trade are met while improving training standards in the industry.

Obligations of parties involved in the apprenticeship contract

(a) The National Training Agency will

- provide guidelines for the smooth operation of the programme
- provide special incentive for the participating employer based on number of apprentices successfully completing and obtaining certification
- provide funding support for participating SMEs in the form of business development training
- support mechanisms for assessment and issuance of qualifications (e.g. NVQ-J/ CVQ) and certificate of apprenticeship
- register contracts of apprenticeship between apprentices and employer
- address HR related issues/complaints
- organize, manage and administer partnerships with the participating firms and maintain a database of participating employees and apprentices

(b) The Employer contributes by

- engaging apprentices as agreed in the apprenticeship contract
- providing the apprentices with training in his/her trade
- meeting their share of expenditure in imparting training including payment of stipend to apprentices
- releasing apprentice for classes either on a day or block-release basis (i.e. 20% in-class)

- addressing the health, safety and welfare of apprentices
- utilizing fully the facilities available in industry for imparting practical training with a view to meeting the requirements of skilled workers

(c) The Apprentice is expected to

- learn the prescribed trade conscientiously and diligently
- attend the practical and related instruction classes regularly at assigned TVET institution
- carry out his obligations under the contract of Apprenticeship to be executed by him at the time of admission

Requirement

Potential apprentices must meet the same requirements as entry level trainees in the wider TVET system. In addition s/he must:

1. Undertake a diagnostic evaluation and
2. Have the legal right to work as a fully-qualified tradesperson once meeting the requirements for certification.

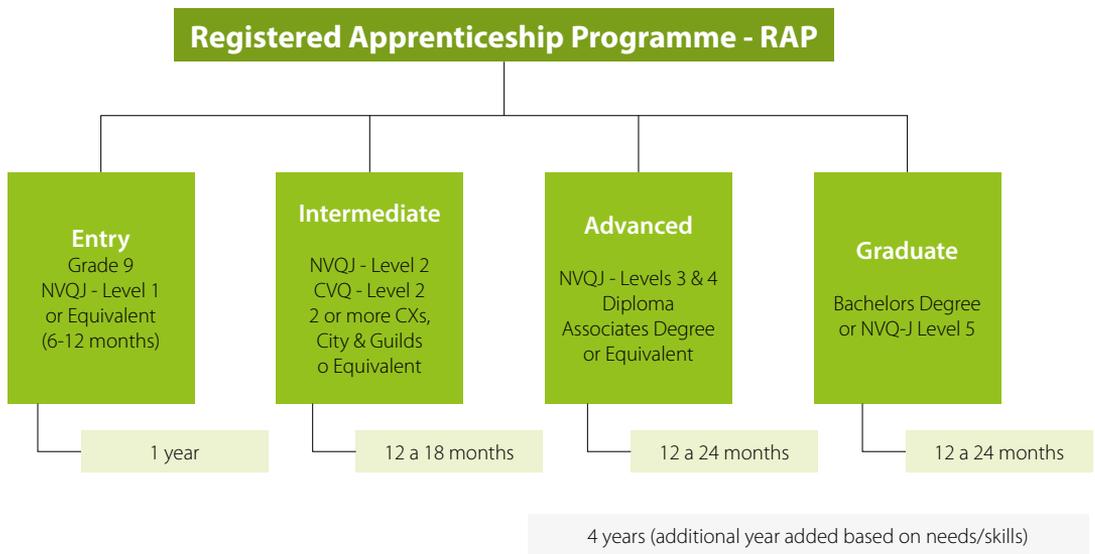
During the period of training, employers can instill work ethics such as company loyalty, good work practices, and positive work attitudes. In addition, it ensures training standards of the trade are met while improving training standards in the industry.

Key Features

- There will be a Contract of Apprenticeship which establishes an on-going relationship between the employer and the apprentice, setting out the obligations of each party
- There will be a Mentorship Model which allows for skills development in the work place (learning by doing), with a qualified “in house” company employee “teaching and supervising the apprentice

Programme Structure

The following figure outlines the structure of the programme with anticipated time frames:

Figure 4 : Programme Structure for the Registered Apprenticeship Programme

There are four levels of training under RAP:

- (i) Entry: 6 – 12 months, gaining Level 1 Certification
- (ii) Intermediate: 12 – 18 months, gaining Level 2 Certification
- (iii) Advanced: 12 – 24 months, gaining Diploma/Associate/Level 3 and 4 Certification
- (iv) Graduate: 12 – 24 months, gaining a Bachelors degree of NVQ-J Level 4 Certification

Apprentice Wages

HEART/NTA currently pays each apprentice up to JMD \$22,000 a month (USD \$220).

Job Placement

Participating MSMEs are expected to provide permanent posts for the graduates.

Certification

Trainees will receive:

- NVQ-J
- CVQ

- City & Guilds
- Red Seal or equivalent certification

2.1.4 National Youth Service (NYS)

Another important program that provides vocational and job training opportunities for youth is the National Youth Service (NYS), which also falls under the umbrella of the Ministry of Education. NYS is specifically targeted to youth between the ages of 17 and 24 who are out of school and unemployed. It seeks to provide a bridge from school to career.

The NYS was established in 1973, and re-launched in 1995 after a 12 year break after major concerns were expressed about the high level of youth unemployment, academic underachievement, the lack of training opportunities for young people and their escalating trend toward anti-social behaviour. The organization, aims to equip youths with the necessary life coping skills to foster their personal and career development as well as enhance their contribution to community and national development. Through its diverse programmes offerings, the organization trains a Corps of young people as support personnel for schools, health facilities, business entities, the uniformed organizations and other public and private sector entities.

How it works

The NYS trains youths within the 17 – 24 age cohort in practical skills and services to serve as entry level staff in Public and Private sector organizations. Participants undergo a period of training in employability skills needed to function in the world of work. Skills are primarily those in:

- Education
- Health
- Business
- Uniformed organizations

Participants are paid a stipend while in training and after a six-month period of training, participants are placed in jobs such as Teacher Aides, Health Service Aides, and Administrative Assistants and in public and private organizations.

(a) The Corps Programme

The NYS Corps programme combines training in specific career skills, re-socialization and work experience to develop positive attitudes and values among participants in the areas of self, work place, community and nation, as well as provide opportunities and orientation for their entrance into the labour force.

(b) *The National Summer Programme (NSP)*

An annual programme that provides work experience to over 4,000 youths island-wide during the summer holiday.

Cognizant of the dire unemployment facing youth and school leavers, the NYS recently (2014) expanded its programme offerings to help transition school leavers, youth and young tertiary graduates to employment to include:

(i) Youth Road Map to Success

NYS provides a complete set of guidance materials which can be presented in a classroom environment, augmented with on-line support facilities. The kit includes resume creation, self assessment tools, relevant applications and links to appropriate databases of “how-to” and other self development documents. Tools are tracked and monitored by staff of the NYS.

(ii) Entrepreneurship Programme

This programme is geared towards training youths who have expressed an interest and an aptitude for owning and operating a business. NYS assists by providing coaching, developing business plans and seeking finance for each venture.

(iii) Empowerment Programme

This six-month long programme is oriented to youths who are intellectually challenged and is geared towards providing basic personal and professional developmental skills. It exposes them to possible career options and guides their participation in voluntary, cultural and sporting activities. The overall target is on social and economic inclusion. There is no cost attached to the programme which was successfully piloted in the Summer Empowerment Camp Project.

(iv) ICT Training

This programme engages youth in animation, graphic design and videography training and relevant exposure and internships opportunities to develop their technical expertise for careers in those disciplines.

(v) Graduate Work Experience Programme

This programme was developed to provide valuable work experience to tertiary graduates up to 24 years of age. It is a response to the dual challenges of graduates being unable to find jobs without experience and who cannot gain meaningful experience without jobs.

Participants are placed in a job for up to six (6) months during which NYS pays a stipend to assist with their expenses. 25% of the job placements go to young persons with disabilities. The NYS collaborates with the Ministry of Social Security and Labour in implementing this programme.

2.1.5 The Career Advancement Programme (CAP)

CAP is an initiative of the Ministry of Education and is funded by HEART/NTA. It is aimed at improving access to quality education in Jamaica for all students. CAP provides youth aged 16–18 with free education and training that helps them to get a career for life, and to earn vocational certification. Students are typically those who are out of school and unemployed. Arrangements are made for students to access academic and technical courses in several secondary schools across Jamaica, primarily in the evenings when the regular school day ends.

Through CAP students are provided with new and expanded education and training programmes/courses customized for and/or relevant to their career choices. Student can also obtain training in Technical Vocational specializations and exposure to life-coping skills; personal development and civics among others. Courses offered under CAP include:

- Business Skills
- Construction
- Customer Service
- Early Childhood
- Food Preparation and Culinary Arts
- Health Care
- Information Technology
- Motor Vehicle and Repairs
- Phlebotomy
- Sales and Marketing

Students are awarded the NVQ-J Certification or City and Guilds Certificate on successful completion of the programme.

2.1.6 Upcoming Programmes

The Government through the Ministry of Education (MOE) has also planned a number of initiatives to facilitate the transitioning of students from school and education to the work of work. These are described below.

(i) School-to-work transition programme

The MOE through its Education System Transformation Programme has recognized the need to develop a school-to-work transition programme in order prepare students exiting the secondary level with the

requisite skills for employment and independent living. This transition preparation will be delivered through a carefully structured curriculum including:

- (a) Career interest and readiness evaluation
- (b) Career Development
- (c) Job Preparation
- (d) Work Experience
- (e) Preparation for post-secondary educational and other pursuits

The programme will support school leavers through the transition process and aims to increase their labour market outcomes in initial employment opportunities. To this end, the role of (TVET) will become an important transition stage as it can improve the employability of youth and be a major vehicle for facilitating the transition to the world of work. This programme is currently being developed, however there is no scheduled implementation date.

(ii) MOE TVET infusion initiative

In April 2014, The Ministry of Education directed that with effect from 2015, secondary school students in Jamaica are to sit at least one technical or vocational subject at the end of the school-leaving year (fifth form). The Ministry of Education (MOE) is advancing work to infuse Technical and Vocational Education and Training (TVET) into the secondary schools curriculum.

TVET infusion in schools is expected to produce more educationally rounded graduates possessing skills suitable for the labour market. The initial goal, which will increase over time, is for school students are to sit at least one technical or vocational subject in an external examination at the end of fifth form.

(iii) Career development mentorship programme

The HEART Trust/NTA Career Development Mentorship Programme is another initiative aimed at honing the employability skills among trainees. The programme seeks to place trainees (mentees) with mentors who are accomplished senior and middle management professionals (mentors) in mentor – mentee relationships so as to foster the skills these critical skills.

Aims and Objectives

The aims and objectives of the Career Development Mentorship Programme are to:

- Develop essential employability skills through coaching and role modeling;
- Expose trainees to social, professional acceptable behaviours, protocol and practices prior to exiting training;

- Expose trainees to a successful role model and assist them in learning the process by which that mentor achieved success

2.1.7 Public – private training partnerships

In the absence of a formal Government apprenticeship programme, private sector enterprises over the years have also implemented a number of innovative programmes that have benefitted both the employer and the apprentice; the majority of these have involved HEART/NTA as the coordinating body.

(a) Shipping Association of Jamaica (SAJ)

The SAJ in 2009 developed an apprenticeship stevedoring programme. The SAJ received accreditation as a training organization in 2011 from the National Council on Technical and Vocational Education and Training (NCTVET) for its core offering of Level One stevedoring. The SAJ also provides an avenue for certification of its employees in both the technical and operational areas required for performing the role of stevedore. In 2013 there were 123 apprentices registered. This type of programme allows for the Association to create a demand driven programme that is tailored to their needs.

(b) Digicel

In 2008, Digicel, a telecommunications provider, created an apprenticeship programme that created a key public-private partnership. Digicel signed a memorandum of understanding with the University of the West Indies, Northern Caribbean University, the University of Technology and the University College of the Caribbean. This programme hosted more than 80 students, seven of whom were recruited into permanent positions. Students were undertaking studies in the field of finance, marketing, accounting and physics, among other disciplines.

(c) Northern Caribbean University – Research Apprenticeship Programme

Starting in 2005, Northern Caribbean University operated a Research Apprenticeship Programme (RAP). In this programme approximately 30 students from secondary schools across the island participated annually. RAP was a residential summer research programme, aimed at stimulating interest in careers in science and agriculture, business and social sciences, religion and politics.

Apprentices remained on dorms throughout the programme and were required to participate in research in one of the academic disciplines offered at the university. The participants worked along with selected NCU faculty members to complete assigned research activities, most of which are based off-campus. Along with daily research, the students are also taught by research experts and scientists who are brought in to give lectures on various research-based topics. The research that the students engage in range from areas in which outcome is tangible, such as soap and paper making, to areas where outcome will only be seen in the long term, such as the behavioural sciences.

This programme was unique as the research field is non-traditional field for apprenticeship programmes. The programme ended in 2008.

(d) Youth Upliftment through Employment (YUTE)

This programme is coordinated by another Jamaican private sector-led coalition. Youth Upliftment through Employment (YUTE) leverages resources through multi-sectoral partnerships (public, private sector, social actors and civil society) including the Private Sector Organization of Jamaica (PSOJ), the Planning Institute of Jamaica (PIOJ) and other Government agencies to leverage and maximize existing and planned training initiatives.

YUTE is a holistic programme designed to empower young people in troubled communities by:

- Improving their employability through mentorship and skills upgrading
- Providing opportunities for gainful employment – work experience and real jobs

It zeroes in on some of the root causes of violence and unemployment among young people through an aggressive 2 year programmatic approach.

Phase1 lasted from January 2011 through to June 2013 and impacted on 2,200 *unattached youth* in eight Kingston communities:

Denham Town	Mountain View
Parade Gardens	Rockfort
Olympic Gardens	Tivoli Gardens
Jones Town	Trench Town

The lessons learned from Phase 1 are expected to inform Phase 2 which is expected to expand to the rest of the country.

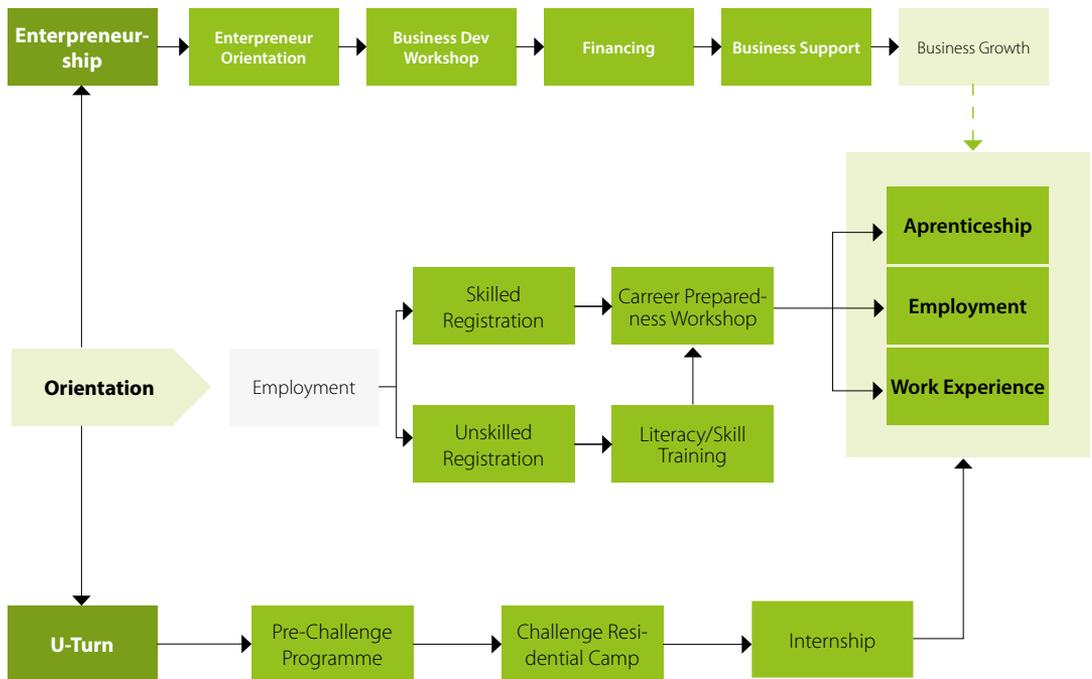
Programme Structure

YUTE seeks to increase the individual marketability of unattached youth in troubled communities. To achieve this feat the programme (Figure 5) is divided into 3 streams as outlined below:

- **YUTE Employment** – Opportunity to get valuable work experience (full-time jobs & internships);
- **YUTE Entrepreneurship** – Opportunity to start or develop their own business;
- **YUTE U-Turn** – Opportunity to make a turn-around and develop certain life skills and disciplines while getting skills training.

The programme is supported by active mentorships for the 2 200 young people across all 3 streams.

Figure 5 - Programme Structure for YUTE



Results

During Phase 1, YUTE provided more than 2,600 participants with training, coaching and/or job placement opportunities; 850 participants with employment opportunities; 514 participants received remedial or pre-skills training; 383 participants received skills training; 470 participants received entrepreneurship training and 80 participants at risk youth received intensive social intervention in the U-Turn programme.

Expansion

For Phase 2, The Government, through the National Housing Trust (NHT), provided JMD \$32 million (USD \$270,000) in 2014. This second Memorandum of Understanding included the NHT, the Ministry of Transport, Works and Housing, the Ministry of Education, the HEART Trust/NTA, and the Youth Upliftment Through Employment Limited. The MoU is aimed at building the capacity of 100 young persons under Phase 2 of the programme. It is designed to increase access to employment for young men and women between 18 to 29 years, from inner-city communities, who have a strong interest in the construction industry.

During Phase 2, the programme will be expanded to train 100 at-risk youth, and also expand the duration of the programme to 18 months, as well as enhance the counseling support provided to the participants. The programme will include “pre-skills” literacy and numeracy training for 50 participants who are enrolling in the programme but who lack the minimum qualifications required by the HEART

Trust/NTA; and opportunities for up to 10 participants to receive training in construction skills at HEART Level II. Some of these persons would have participated in YUTE Build 1 and received commendations from their instructors. There will be two cohorts of participants who will be given a stipend of JMD \$1,000 per day (USD \$8.7) for two days, while participating in classroom training, and JMD \$1,600 per day (USD \$14) for four days while participating in the four-month work experience phase.

Table 3 is a composite of school to work training programmes in Jamaica over varying time periods.

Table 3: Breakdown of Training School to Work Transition Programmes Jamaica

	Programme	Participants	Time Frame
Public Programmes			
1.	HEART/NTA Training Institutional Programmes	58,249	2012-2013
2.	School Leavers Training Opportunity Programme (SLTOP)	7,970	2009 – 2011
3.	HEART/NTA Registered Apprenticeship Programme	563	2014-15
4.	National Youth Service (NYS)	7 500	2013 – 2014
5.	NYS - National Summer Programme	4 000	Annually
6.	The Career Advancement Programme (CAP)	14,732	2012-2013
7.	School-to-Work Transition Programme	450	2013 – 14
Private Programmes			
8.	Shipping Association of Jamaica (SAJ)	123	2013
9.	Digicel	80	2008
10.	Northern Caribbean University – Research Apprenticeship Programme	120	2005-08
11.	Youth Upliftment through Employment (YUTE)	2,700	2011-14

3

Trinidad and Tobago

3. Trinidad and Tobago

3.1 Background

Like Jamaica, Trinidad and Tobago have had several programmes over the years which provide opportunities for youth to transition from school to work. The coordinating body for training is the National Training Agency of Trinidad and Tobago (NTATT) which was established in 1999, by the Government of the Republic of Trinidad and Tobago under the National Training Agency (Vesting) Act. The NTA's role is to coordinate, regulate, promote and facilitate a coherent system of quality technical and vocational training (TVET) in the country. The NTATT falls under the Ministry of Science, Technology and Tertiary Education (MSTTE). The Ministry has ultimate oversight for the growth, development and management of the TVET sector and plays a key role in ensuring the effective coordination of activities of all stakeholder groups, and in monitoring and evaluating activities and outcomes.

3.2 Governance, Management Policies and Legal Framework

3.2.1 Role of the Ministry of Science, Technology and Tertiary Education

The MSTTE's Strategic Plan outlines a vision for the Ministry as being *“a responsive and research-driven organization, optimally resourced with the capacity and intelligence systems to satisfy the needs of all stakeholders, provide seamless human development and achieve national aspirations”*. The MSTTE plays a strategic and catalytic role in the transformation of the tertiary education as well as the TVET sector and focuses on:

- (a) The rationalization and harmonization of the national TETVET system;
- (b) The establishment of targets and performance expectations for the system;
- (c) The development of funding strategies and formulae;
- (d) The provision of oversight to statutory boards and other bodies charged with the regulation and/or delivery of technical, vocational, postsecondary and tertiary level education and training programmes;

- (e) The monitoring of cost effectiveness and efficiency in the use of public funds for tertiary education and TVET development, including financial aid;
- (f) The monitoring of institutional effectiveness as a basis for the provision of funding/ budgetary allocations;
- (g) The conduct of sector research to inform planning, policy formulation and review;
- (h) The formulation of policy and the development and implementation of related sector-level initiatives and projects, including financial and technology-based projects, designed to enhance citizens' access to tertiary education programmes;
- (i) The facilitation of public/private partnerships for the development of tertiary education and TVET; and
- (j) The facilitation/establishment of technical cooperation agreements and linkages with Governments and international agencies to advance and support the Ministry's mandate.

To effectively discharge these responsibilities, the MSTTE draws on the expertise of professionals with knowledge and experience in tertiary education and TVET administration and management.

Another imperative of the Government through the MSTTE is an item on the agenda for Vision 2020 which seeks to make training more responsive to the needs of industry and for the establishment of a (revamped) National Apprenticeship System. The concerns are articulated in the Vision 2020 Subcommittee Reports on Skills Training, Labour and Industry and Enterprise. The thoughts, directions and recommendations were officially formalized through Cabinet Minute 736 of 27/03/08 which gave the directive to develop a National Certification Drive and a National Apprenticeship System to alleviate critical shortage of skilled persons.

3.2.2 The National Training Agency of Trinidad and Tobago

TVET in Trinidad and Tobago has evolved over a period of more than 100 years, commencing with the establishment of the Board of Industrial Training (BIT) in 1906, followed in the post-independence era by the National Training Board (NTB) in 1970, and the National Training Agency (NTA) in 1999. The NTA was established to serve as the single national training agency with full responsibility for planning, coordinating and administering the national training system for TVET. With the establishment of the NTATT, the functions of the Board of Industrial Training and the National Training Board were absorbed into those of NTA.

The NTA's role in education and training is to ensure that Trinidad and Tobago has a workforce that is certified, competent, innovative, enterprising and entrepreneurial, and capable of contributing to the continued development of Trinidad and Tobago.

The mandate of the National Training Agency is:

- (a) To develop, implement and maintain a National Technical and Vocational Education and Training (TVET) Plan that will create a workforce that is competent, certified, innovative, enterprising and entrepreneurial;
- (b) To establish and maintain a National TVET System to harmonize, standardize, monitor and evaluate all formal and non-formal national training efforts in TVET;
- (c) To continually assess and provide relevant information on TVET and workforce development, which includes the demand for and supply of human resources in collaboration with state and other agencies;
- (d) To assist, support and encourage the development of training programmes designed to develop innovation, enterprise and entrepreneurship in the nation's human resources;
- (e) To develop a structured and active system of communication and partnership with stakeholders to ensure continued relevance and value of the Agency's products and services;
- (f) To assess individuals against approved competency standards and as the awarding body for TVET, issue the Trinidad and Tobago National Vocational
- (f) Qualifications (TTNVQs) and the Caribbean Vocational Qualifications (CVQs) to successful candidates.

3.2.3 Underlying Principles

NTATT's strategic direction is informed by global and regional realities; in particular, the emerging global economic order which is driven by information management and knowledge capacity. This demands rapidly changing skill sets and much higher levels of education and training of the workforce to satisfy the more stringent requirements of the world of work. The NTATT's goals are therefore aligned to those of the Government's and to policy recommendations of international conventions to which Trinidad and Tobago is a signatory. These include:

- (i) ILO Recommendation No. 195 which focuses on human resources development (2004), especially as it involves the participation of social partners in identifying, promoting and recognizing competencies as a means of facilitating education, training, lifelong learning and employability through policy measures aimed at creating decent jobs and achieving sustainable economic and social development;
- (ii) The concept of decent work, which summarizes and encapsulates the aspirations of individuals concerning their working life;
- (iii) The Millennium Development Goals, especially that of developing a global partnership for development, and emphasizing the design and implementation of strategies to give young people decent and productive work;

- (iv) Quality assurance and the application of ISO standards where human resources are considered a key factor in quality management and security.

At the regional level, the country also subscribes to the CARICOM Single Market and Economy (CSME) (as does Jamaica) which provides a framework that facilitates regional co-operation for developing a regionally competitive workforce. Through the CANTA Certification Model (Fig. 1) and the Regional Qualifications Framework (Fig. 2 and Table 3), the training system is standardized and all systems and processes regarding TVET in the region and locally in Trinidad and Tobago are harmonized. Outputs of the training system are awarded competency-based qualification, the NVQ-TT or the CVQ.

Table 4: Categories and Levels of Technical Vocational Education and Training

Level	Description
Level 5	Chartered and Advanced Professional (e.g. Chartered engineers, accountants)
Level 4	Professional (e.g. Degree)
Level 3	Technician (e.g. Air conditioning and refrigeration, mechanical engineering technicians)
Level 2	Craft (e.g. Electrical installation craft, plumbing craft)
Level 1	Pre-craft (e.g. Masonry, carpentry, welding)

One of the strategies implemented which is directly related to this study is the facilitation of youth employment and transition of youth from school to work. Critical to this is the availability of a seamless education system, through the integration of the basic education, technical education, certified vocational training, dual training, apprenticeship in enterprises and labour insertion for young people, with an emphasis being placed on the articulation of vocational training with basic education and labour policies.

3.3 Policies Impacting on the Transitioning of Youth from School to Work

(a) The Tertiary Education and TVET Policy

One of the major policies impacting the transitioning of youth from school to work is the Tertiary Education and TVET Policy. The policy falls under the auspices of the Ministry of Science, Technology and Tertiary Education (MSTTE). As the name implies, the Ministry is responsible for science, technology and tertiary education, as well as technical and vocation education and training. The Ministry's policy for the development of tertiary education, TVET and lifelong learning is to ensure that the systems, structures and mechanisms are coherent, properly regulated and well-governed to create all the necessary linkages for the establishment of a seamless education and training system.

The system takes into account the policies and goals of early childhood, primary and secondary education, as well as those which facilitate social, economic, industrial and sectoral development. This policy seeks to establish integrity, relevance, quality, access, accountability and performance as

hallmarks of the educational system to ensure that social and economic needs are met, and fulfill the expectations of a nation that is in transition to a competitive, knowledge-driven and sustainable society.

To achieve this, the Ministry's priorities are to:

- a. Rationalize and harmonize tertiary education, TVET and lifelong learning to achieve seamlessness through the development of a National Qualifications Framework (NQF);
- b. Reform curriculum reform to increase relevance, to improve quality and to facilitate the development of a common sense of citizenship and the mainstreaming of gender issues in curriculum planning and implementation;
- c. Strengthen sectoral and institutional governance for greater effectiveness and efficiency;
- d. Reform the framework for funding to establish a more purposeful link between education and training activities and national and regional development needs, while increasing participation rates and ensuring quality, accountability, transparency and sustainability;
- e. Build capacity and develop human resources focusing on teaching, research, educational leadership and performance-based management to ensure the efficient and cost-effective functioning of the expanded and transformed tertiary education system.

The Tertiary Education and TVET (TETVET) policy framework emphasizes capacity-building and complements ministerial resources by harnesses the pool of knowledge and experience of education and training practitioners and specialists through the establishment of a National Commission for Higher Education.

(b) The National Apprenticeship Policy

The aim and objective of this Apprenticeship Policy is to create a National Apprenticeship System that is: Relevant, Flexible, Effective, Efficient, Accessible, Sustainable, and which fulfils its general obligations to Trinidad and Tobago.

Relevance

The National Apprenticeship System should be relevant, in the sense, that it should provide training that corresponds with the needs of the labour market, i.e. a system that is demand driven. Relevance, thus, is ensured through a system of labour market monitoring, for instance in the form of employer surveys and student tracer studies.

Although the system should primarily be demand driven, it should also serve as a catalyst, in providing an excess pool of qualified trained persons who can readily fit into the work environment. This decision is based on a number of arguments, one of which: is that, training does not create jobs, but a pool of skilled labour which will be attractive for investors.

Flexibility

In order to ensure the National Apprenticeship System truly 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. Today, the demand for skills is difficult to predict, as technology develops at an ever increasing rate, and some skills accordingly become obsolete, new skills are required and others in more demand. Thus, flexibility of the Apprenticeship System becomes paramount. More importantly, flexibility is obtained through modularization of the system, as small modules can easily be changed, abolished or developed in accordance with the perceived needs.

Effectiveness and efficiency

The effectiveness of the system, or the extent to which training outputs correspond, especially in terms of quality, is ensured through comprehensive and continuous training of trainers, teachers and the development of occupational standards and curricula. At the same time, it is of paramount importance that the Apprenticeship System focuses on exposing students primarily to practical work in an industrial like environment, rather than chalk and talk lectures.

The efficiency of the system, or the relationship between inputs and outputs, will be improved by making better use of the existing training institutions, and by integrating the vocational education institutions currently under the authority of the Ministry of Science Technology and Tertiary Education and by improving the link with industry. Both changes will reduce the present fragmentation of the Apprenticeship Training, and thus improve efficiency.

Sustainability

Any Apprenticeship training system that is relevant, flexible, effective and efficient will be sustainable, as long as sufficient financial resources are available. The financing of the Trinidad and Tobago National Apprenticeship System will be based on: Government funding and a levy/tax on employers.

Accessibility

Although it has been decided to create a demand driven system, it is realised, that the system has a responsibility towards the weaker groups of society; therefore it is imperative that the Apprenticeship training system provides equal education and training opportunities for all groups.

General obligations towards society

The National Apprenticeship System, as the rest of the TVET & educational system, holds an obligation to assist in the preparation of its citizens towards life in a democratic society, and towards the contribution to the economy of Trinidad and Tobago.

Accordingly, emphasis will be put on instilling certain values in the citizens who contribute to that end: Critical and independent thinking, self reliability, and finally a set of professional ethics, such as reliability, high quality, and honesty.

3.4 School to Work Transition Programmes in Trinidad and Tobago

Trinidad and Tobago has several programmes to help youth transition from education to employment. Aside from the programme offerings under the NTATT, several Government Ministries are also involved in offering transition programmes:

3.4.1 Programmes offered by the Ministry of Tertiary Education and Skills Training:

(a) The National Apprenticeship Programme (NAP)

This programme is operated by the National Training Agency and provides structured apprenticeships in the private and public sectors. Apprentices receive a combination of on-the-job training and related classroom instruction where they learn the practical and theoretical aspects of a highly skilled occupation. Apprentices are certified by Trinidad and Tobago National Vocational Qualification.

Admission Requirements

Applicants must be between the ages 16-30.

How it works

Approximately eighty percent (80%) of the training takes place on the job, while twenty percent (20%) takes place off the job through formal instruction and at training providers.

Trainee Fees

Trainees are offered training free of charge.

Apprenticeship Wages

Apprentices earn a percentage of the skilled workers wage in their occupational skill area at the organization in which they are employed. The apprentice's wage depends upon the occupational area, level of training or how much training the apprentice has completed.

Job Placement

Based on the work performance as an apprentice and the existence of vacancies within the apprenticeship provider's organization, apprentices may be offered a position on a more permanent basis. The NAP assists all apprentices who successfully complete training in identifying permanent job opportunities.

Supervision

Employers are required to supervise the apprentice's training for the period of apprenticeship, by providing a trainer, a training plan, a competency outline and any off-the-job training requirements.

The employer also ensures the continuous assessment of the apprentice's performance on the job, leading to the TTNVQ.

Responsibilities of the Employer

Employers are responsible for

- Providing on-the-job training to the apprentices under supervision and in keeping with occupational and environmental health and safety requirements
- Supervising and ensuring the progress and training and development of the apprentices
- Paying a stipend to the apprentices, and in general, all costs associated with the training
- Allowing and ensuring that the apprentice attends the required formal instructions
- Identifying suitable worker-trainer(s) to pursue the training of trainers programme
- Providing Workmen's Compensation
- Conducting assessment for certification

Responsibilities of the Apprentice

Apprentices are responsible for:

- Completing the required on-the-job training as assigned by the employer
- Attending the required on-the-job training as assigned by the employer
- Attending the required formal instruction (off the job training)
- Complying with all laws, regulations and rules governing the employer's operation
- Making arrangements to meet his/her financial needs while attending formal instructions
- Successfully completing the requirements of the formal instructions, the assessment and examinations, and the term of the Apprenticeship.

b. On-The-Job Training Programme (OJT)

This programme provides opportunities for participants to gain practical experience and work-based training within companies.

Admission Requirements

Applicants can apply if:

- They are between the ages 16-35.

- Possess at least three (3) CXC passes or CVQ qualifications

Applicants can also apply if they:

- Possess CAPE, Advanced Levels, Associate Degrees or Technical/Vocational Qualifications
- Possess an Undergraduate Degree or a Postgraduate Degree (Masters or Ph.D.)

How it works

The O-J-T programme sends training specialists to work with employers to develop a structured training programme for trainees. This training programme is designed to enable workplace learning and development of competencies and ensure that the training provided meets the requirements for the Trinidad and Tobago National Vocational Qualification (TTNVQ) or Caribbean Vocational Qualification (CVQ). The specialists also conduct “train the trainer” workshops to ensure that providers have the capacity to assess trainees’ performance effectively.

Programme Offerings

The OJT programme covers the following sectors:

- Airports
- Agriculture
- Culinary Arts
- Digital
- Engineering
- Environment
- Media
- Medical

Trainee Fees

This programme is offered free of charge to trainees.

Apprenticeship Wages

Apprentices are paid according to their qualification level. The approximate ranges are shown in the following table:

Table 5: Wage Range for an OJT Trainee

Level	Description	Monthly Wage Range (\$TT)	Equivalent Monthly Wage Range (\$USD)
Level 1	CXC or Craft Level Training	\$2,000 to \$2,500	\$315 to \$400
Level 2	Two "A" Level/ CAPE/ Associated Degree/Technical Diploma)	\$3,000 to \$3,600	\$475 to \$560
Level 3	Undergraduate Degree	\$5,000 to \$6,250	\$790 to \$990
Level 4	Post graduate Degree	\$6,000 to \$7,200	\$950 to \$1140

Businesses receive up to a 60% subsidy from the government on their wage cost.

Supervision

Each trainee can be placed in the programme for a maximum of twenty-four (24) months of training. During the training period, trainees are monitored and evaluated by assigned officers of the OJT and the employer to assess performance.

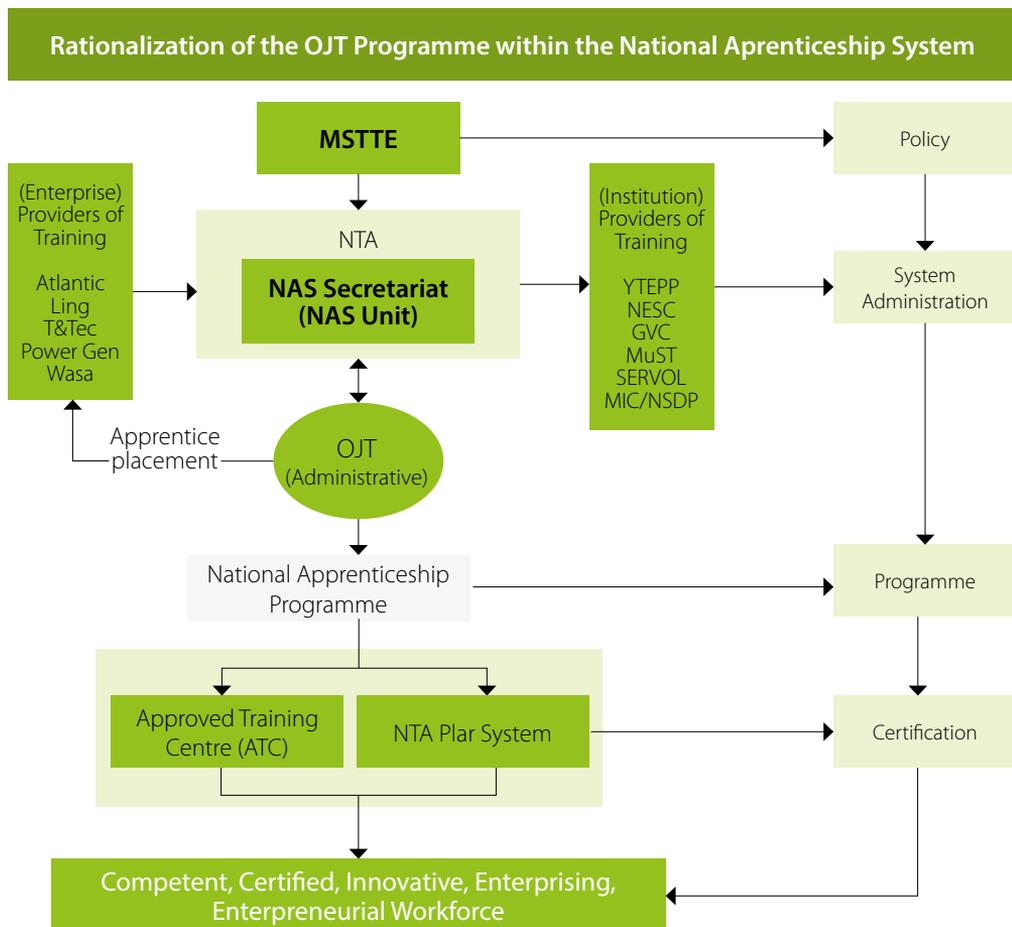
Job Placement/Recruitment

Businesses can use the OJT Human Resource services to access a pool of qualified trainees to work in their businesses.

Certification

Trainees who pass the assessment receive the TTNVQ certification at the end of their training

Figure 6: On- the- Job Strategy



Results

As of 2010, over 60,000 young people have benefited from the programme since its inception.

c. The Youth Training and Employment Partnership Programme - YTEPP

Overview

The Youth Training and Employment Partnership Programme (YTEPP) is an intervention strategy aimed at addressing the issue of escalating unemployment which started in 1988. The objectives of the programme is to provide training for 7,000 young persons annually.

Admission Requirements:

Applicants are required to be between the ages of 15 and 35.

How it works

YTEPP Limited offers over eighty (80) vocational courses in twelve (12) occupational areas, and training is conducted in six-month cycles. The programme is open to eligible persons who are interested in entrepreneurship or acquiring Level I and II (craft and pre-craft) technical and vocational training. All trainees also receive career enhancement training, this training involves the development of life skills designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way.

The Curriculum

YTEPP has a curriculum development department that is responsible for generating and maintaining curriculum processes and documentation for its programmes. The department develops the education plan for the training of individuals to attain competence in technical and vocational skills. It seeks information on labour market trends to identify essential skills that would provide for increased employability of the programme's graduates. Curricula are then developed to guide the training process. These curricula are also revised based on industry needs.

Recruitment/ Job Placement

YTEPP has an employment bureau that assists with the job placement of their graduates of YTEPP Limited. It enables graduates seeking employment to be referred to employers throughout country who desire workers with the skill set taught at YTEPP Limited.

Certification

All vocational and technical trainees are certified to National Occupational Standards through the Trinidad and Tobago National Vocational Qualification (TTNVQ) Framework. Entrepreneurial trainees receive the YTEPP's Certificate of Achievement.

Results

For the period October 2010 to June 2011, a total of 7,267 persons benefited from the programme.

d. The Military-Led Youth Programme of Apprenticeship and Reorientation Training (MYPART)***Overview***

The Military-Led Youth Programme of Apprenticeship and Reorientation Training (MYPART) is a social intervention programme designed to help at-risk young. It seeks to provide a Safe, Structured and Regulated setting within which at-risk young men receive positive mentoring and reinforcement, and rebuild their ambitions, hopes and dreams.

The ultimate goal of MYPART is to help trainees:

- (i) Develop a Positive Character

- (ii) Learn and enhance their Vocational and Military-based Training Skills
- (iii) Attain their Academic Certification, in order to improve their chances of attaining a better quality of life.

Admission Requirements

Applicants must be between the ages 16-20.

How it works

MYPART is a full-time, residential three-year programme. The first year, called the Induction Year, consists of a three-month Induction period from July to September, and a nine-month Foundation period from October to June. During the second and third years, cadets receive academic, vocational and military-based training. The cadets receive their vocational training at various professional institutions and organizations, and transport is provided by the MYPART Programme.

In addition to participating in the training courses, cadets must participate in ONE activity for a prescribed number of hours that is determined by MYPART Programme officers. The activity may be:

- (i) Community Service,
- (ii) Environmental Maintenance,
- (iii) Culinary Duties,
- (iv) Kitchen Gardening or
- (v) Pisciculture

Stipend paid to Trainees

Cadets are given TT\$40.00 per day (USD \$6.30)

Results:

MYPART officially opened the doors on May, 2007 and in 2010 the programme had its first graduation with 117 cadets.

3.4.2 Programmes offered by The Ministry of Planning and the Sustainable Development

a. Non-Traditional Skills Training Programme for Women

Overview:

The Non-Traditional Skills Training Programme for Women is designed to provide specialised technical and vocational education and training to low-income and unskilled women.

Qualifications

Women between the ages of 18 - 50 who are unskilled, unemployed or earn low wages may access this programme.

How it works

The programme provides a total of 320 hours of training on a six-month, part-time basis, for three days per week over this period.

Programme Areas

The programme trains women in the following sectors:

- Construction - Carpentry, Masonry, Plumbing, Electrical Installation, Painting, Tiling, Bricklaying and Site Clerking.
- Woodwork / Furniture - Joinery, Cabinet making, Wooden toys, Tourist items and Upholstery.
- Automotive - Automotive Repair and Auto Body Repair.
- Technology - Computer Repair.
- Industrial Maintenance - Small Engine Repair and Maintenance, Domestic Appliance Repair and Maintenance.
- Training also includes:
 - Entrepreneurship, Life Skills, Gender Issues, Remedial Literacy and Numeracy.
 - Other non-traditional skills based on community needs.

Stipend paid to Trainees

This programme offers a stipend of TT\$50.00 (USD \$8.00) per day for three days as week.

3.4.3 Programmes offered by The Tobago Culture Department**(a) The Tobago Youthbuild Programme*****Overview***

The Youthbuild Programme provides free classes to young people that teach useful skills that will help them earn a living and lead more fulfilling and productive lives.

Admission Requirements

Participants must be an unemployed youth and a resident in Tobago.

How it works

Participants enrol in a six-month training programme in attitudinal development, skills training and service learning. Participants are also trained in areas such as customer service, anger management, creative expression, sexual and reproductive health, literacy and numeracy.

Stipend paid to Trainees

This programme offers a daily stipend of TT\$50.00 (USD \$8.00).

Programme Areas

The training programme offers youth and school leavers courses which include:

- Food Preparation
- Garment Construction
- Drapery/Soft Furnishing
- Music
- Floral Arrangements
- Straw Work
- Ballroom Dancing
- Cake Decorating
- Steel Pan Music
- Classical Dancing
- Theatre Arts
- Art and Craft
- Drumming
- Guitar
- First Aid
- Swimming and Water Safety

3.4.4 Programmes offered by the Ministry of Food Production

a) Youth Apprenticeship Programme in Agriculture (YAPA)

Overview

This project seeks to attract young people into agriculture. The objective is to increase the number of young people in farming by providing them with the required technical knowledge and skills as well as exposure to farm work with farmers. Apart from the requisite training, participants in this Programme will be assisted in becoming agricultural entrepreneurs.

Admission Requirements

Young people must be between the ages of 18 and 25 years

How it works

The YAPA program model was conducted in two phases. Phase 1 was designed to place young people as interns on a range of successful private and public sector agricultural farm enterprises in order for them to develop practical skills in farm management, livestock and crop production, and in organizational operations and processes. The farms are selected based on established criteria, including, location in main agricultural areas where agricultural commodities have demonstrated high economic potential. The Ministry of Agriculture (the ministry that formally coordinated the program), together with the selected farmer-the trainer, provided an intensive training program for the youth. Phase 1 was a six to eight week programme conducted in cycles each year.

Approximately 70 young persons were accepted into the YAPA phase 2 programme after a formal assessment at the end of phase 1. This phase was conducted over a 9 month period and participants are involved in crop and livestock production, food processing, aquaculture and apiculture. Computer literacy was taught at some counties. Some counties organized other training to improve the life skills of these young people. Members of staff were assigned the role of coordinators to facilitate the teaching and practical aspects of the programme. It was expected that at the end of this phase, these young persons would be able to engage in productive farming or in an agribusiness enterprise

Results

Between 2003 and 2013, the Ministry of Food Production has spent over \$13 million on YAPA, with over 250 persons having graduated from the programme

Assessment

An assessment of the program was conducted by researchers from the Pennsylvania State University and the Ministry of Agriculture. The report found the following:

Personal Problems and Obstacles

Several of the staff members believed many students came to the programme with a willingness to learn, but were distracted by personal family problems, which translated into disrespectful behavior and bad attitudes. Although many YAPA staff believed the students were committed to the programme,

several expressed the students' interest in only receiving the stipend, which translated into participation at a minimum level.

Other issues observed by the staff included, poor money management skills and low levels of literacy among students which affected the delivery and outcomes of the entire training program. The limited access of land to farm after graduation contributed to student's losing interest in the program and seeking to find other jobs. Despite this phenomenon, a small number of students was able to practice on family owned farms and expressed value in the programme.

Staff's preparation for a youth program and respect

Most staff reported they had received no formal training or experience in working with young adults. When they began their jobs as coordinators, they were expected to bring personal experience and "real world" knowledge into the classroom. They were not provided with books, supplies, or training to successfully complete their coordinator positions.

Coordinators expressed a concern that they were unable to connect with many of their students because they did not have the formal skill set to address many of the social and psychological issues faced by the young persons in their classes. This lack of connection polarized their interaction with students and often times they found some trainees were disrespectful, making the task of getting things done very difficult.

Facilities

Coordinators reported that in the quality of the training facilities affected participation by students. While some counties had adequate facilities, others lacked basic amenities. Although there was significant female participation, little or no field facilities had been made for their convenience. Other noted issues, included incidences of theft due to lack of security. Many coordinators felt this was directly linked to inadequate facilities.

Issues as perceived by Students' in Focus Group sessions

Several issues the students raised in their focus groups were similar to those discussed by the coordinators; however, they voiced concerns in the area of respect, post programme outcomes, and programme supplies.

Respect

A large number of students felt the coordinators did not respect them because they were not "bright" or intelligent. Students complained that although several coordinators were supportive and provided a nurturing class environment, there was a handful that made disparaging remarks about the students' level of commitment to the program. Students also felt that a few coordinators did not trust them with the limited number of equipment and supplies and treated them like children rather than young adults.

Students expressed concerns across gender lines. A number of female students complained that they were occasionally being sexually harassed by office and field staff. They also expressed that sometimes they were not taken as seriously as their male counterparts in class discussions and field visits.

Access to land and program supplies

Nearly all students reported doubt about their ability to successfully engage in agriculture after completion of the program. This was due to the government's failure to provide land for previous graduates and the lack of follow up resources that were also supposed to be provided by the government. The lack of faith in the Ministry of Agriculture created animosity between the coordinators and the students because they felt the coordinators were part of the system. Students felt that coordinators could have more influence on the land and resource issue, but they choose not to get involved.

Tension was high among students because of the lack of basic equipment and supplies. Students had to share hand tools and other equipment which they believed should have been more plentiful. Many students said that if they had their own basic supplies, the program would be more effective and provide students with a greater sense of ownership.

Discussion

The assessment of reasons why trainees participate in YAPA shows that young people's attitudes towards agriculture was relatively positive. Many of the students believed that agriculture was important and would be a valuable source of income to support their future and their families. Although they seemed to have a strong belief in agriculture, this did not necessarily correlate with their satisfaction and classroom discussions were viewed as moderately satisfactory for the trainees. This might translate into more training and development for both coordinators and trainees.

Based on the comments from the coordinators and students, it was clear that an induction program may be useful for programme preparation. A period of training for staff and students (probably 1-2 weeks) before the start of the formal program is needed. This would serve as a sound preparation to set norms and expectations for all participants.

The selection process should be revised and a comprehensive measurement should be created based on performance in Phase 1 and coordinators should be involved in this assessment and final decision. Better coordination of the selection of trainees may assist in the satisfaction of programme participants and help coordinators tailor programme discussions and activities to fit the needs of the students.

Many of the trainees expressed a reason for entering the programme due to the need of the stipend. In the focus group some felt this was not being paid on time and should be addressed by the coordinators. Due to the dependence on the stipend for travel and living expenses, stipend payments should be on par with other similar youth programs to reflect the importance attributed to the development of the agriculture sector.

The issue of land to successful Phase 2 participants and further training in agribusiness should be immediately implemented. Staff should be adequately prepared through training in areas such as the

“art of teaching young adults” and how to manage groups of people, especially young adults. Future training for participants should also include a formalized code of conduct for trainees.

Training and development was an important issue identified in both the focus groups and the surveys. Trainees noted their level of satisfaction with “visits to farms”, “projects other than farming” and “agricultural project they were involved with”, but during the focus group expressed some concerns in this area. Trainees felt there were not enough hands on experiences integrated into the curriculum. Perhaps with more discussions and respect between student and coordinator, the classroom experiences can be enriched with projects and activities that enhance the learning of the trainee and fit within the programme plan of the coordinator.

Students also noted that adequate gender appropriate change rooms and bathroom facilities be constructed at all locations. They also noted that adequate storage areas for tools, fertilizers, other programme supplies be built at all locations. Students felt that there should be sanctions for inappropriate actions by office and field staff. This will hold people accountable and help female students feel assured that their concerns regarding sexual harassment will be addressed. Along with the coordinators, the students felt that all staff who work with YAPA students must be educated on the goals of the program and adhere to acceptable behaviors.

3.4.5 Programmes offered by the Ministry of National Security

a) Trinidad and Tobago Civilian Conservation Corps (CCC) – Specialised Youth Programme

Overview

The Trinidad and Tobago Civilian Conservation Corps (CCC) helps prepare young adults for a productive life through practical job skills training combined with exercises and experiences that promote positive changes in attitude and behaviour.

Admission Requirements

Applicants must be:

- Between 16 and 25 years of age.
- Unemployed.

Persons with criminal convictions may apply to CCC if they meet the eligibility requirements above.

How it works

The programme has three phases, Training is offered at different times during the year, but each six-month training cycle includes two months of induction (life skills) training and four months of on-the-job training (OJT). Training is conducted eight hours per day, Monday through Friday.

Phase I: Unfreezing

During the first two (2) months of each cycle, all trainees nationwide participate in a synchronised induction (unfreezing) programme that is unique to the CCC. Phase I aims to:

- lay the foundation for creating positive attitudinal change in the trainees,
- empower trainees to better understand the challenges of adult life and to appreciate that there are ways to meet and beat these challenges, and
- encourage trainees to better understand themselves and relate well to others.

Phase II: Transformation

For the next three and one-half (3 ½) months, trainees learn on-the-job skills in one vocational skill of their choice. Trainees also gain numerous opportunities to actively practice the values, attitudes, behaviours and techniques they learned in Phase I (transforming).

Phase III: Refreezing

The last two (2) weeks of each cycle involves reinforcing (refreezing) the positive attitudes and attributes trainees learned. The trainees attend The World of Work seminars, and learn about Business Development (hosted jointly with NEDCO, the National Entrepreneurship Development Company).

Formal training is provided by the Trinidad and Tobago Hospitality and Tourism Institute (TTHTI) and the Metal Industries Company (MIC), with support from the Trinidad and Tobago Defence Force, government ministries, and private companies during the OJT Phase.

Trainees Wages

Trainees are paid a stipend of TT\$70.00 per day (USD \$11) , which is credited fortnightly to the trainee's bank account.

Post Training

Some trainees are retained on the program and trained for possible employment as a junior staff member (Assistant Team Commanders). This appointment includes a stipend of TT\$120.00 per day (USD \$18) for the Assistant Team Commanders (ATC). Upon successful promotion to the position of Junior Team Commanders (JTC), stipend increases to TT\$210.00 per day.(USD \$33)

3.4.6 Private Sector Training Programmes

A number of private sector enterprises are involved in transitioning programmes, many of which are customized to the needs of the employer and provide a steady supply a trained skilled labour for the enterprises.

1. Metal Industries Company Limited (MIC)

MIC is an innovative private-public partnership that was established in 1974 as a joint venture of the Government of Trinidad & Tobago, United Nations Development Programme/United Nations Industrial Development Organization (UNDP/UNIDO) and a number of private local industries.

MIC was established with the objective of developing local capability in Tools, Dies and Moulds, Precision Machining and Manufacturing Engineering. Trinidad and Tobago had little or no prior experience or exposure in these areas of manufacturing; therefore MIC operates both as a commercial factory and as a training institution, and thus adopted the training factory concept. MIC has been registered by the Accreditation Council of Trinidad and Tobago (ACTT) as a post secondary tertiary education service provider.

The MIC conducts a number of special training programmes including Train-the-Trainer, Supervisory Management for industry and Training for Technical Vocational Educators. MIC also operates the following training programmes that have helped persons transition from school to employment. :

2. MuST - The Multi-Sector Skills Training Programme

Overview

The Multi-Sector Skills Training Programme (MuST) was officially launched in 2004 and trains person to work within the construction and hospitality and tourism sectors. Over the last 12 years the MuST programme has successfully trained over 20,000 unemployed nationals to occupational skills training within the construction and hospitality and tourism sectors.

Admission Requirements

The MuST Programme targets unemployed nationals between the ages of 18 - 50 years who are:

- Displaced or retrenched workers
- Disabled or challenged
- Former inmates of any Prison Service facility

How it works

Construction, Hospitality and Tourism Sectors

Level I

Registered MuST Trainees are exposed to specialized skilled worker training in either the construction or hospitality and tourism sectors. Trainees work alongside the skilled workers of industry partners where they work alongside the skilled workers of industry partners for a training period of six (6) months. Trainees work to National Occupational Standards and are certified by the National Training Agency with the Caribbean Vocational Qualification based on the competency level of trainees.

Trainees are on construction or hospitality and tourism sites for four days a week. One day a week, they retreat to an off-site centre where they undergo life skills, literacy and numeracy and technology training.

Trainees are provided with the following:

- A daily stipend of TT \$80.00 (USD \$12.60)
- Basic tools and equipment
- Basic personal protective equipment
- Insurance coverage
- Supervisory management and assessment services by technology instructors/assessors

Level II

MuST Level II training is only offered to the trainees in the construction sector. These trainees are exposed to specialized skilled worker training in the construction sector. The occupations currently available for training are masonry, construction carpentry, plumbing, welding and electrical installation. Trainees work independently for a period of nine (9) months based on National Occupational Standards. They spend four days per week on construction sites and one day a week, retreat to an offsite centre where they undergo life skills, construction calculation, technical drawing and construction technology.

Trainees are provided with:

- A daily stipend of TT \$100.00 (USD \$15.80)
- Basic tools and equipment
- Basic personal protective equipment
- Insurance coverage
- Supervisory management and assessment services by technology instructors/assessors

Benefits

The benefits derived from the MuST Programme are:

- Nationals are trained to National Occupational Standards
- Nationals are exposed to new construction and hospitality technologies and work practices
- Nationals are certified to the Caribbean Vocational Qualification Scheme
- Training empowers trainees making them employable or self employed

Within the programme framework, trainees are exposed to one week's orientation prior to worksite placement. All trainees, prior to placement, undergo an attitudinal audit as a result of the nature of the respective sector.

Life skills training is also included which helps trainees to handle conflict resolution without the use of violence, thereby building self esteem and confidence.

Certification

All trainees are certified to National Occupational Standards through the Trinidad and Tobago National Vocational Qualification (TTNVQ) Framework.

Results

For the period October 2010 to June 2011, 720 nationals have been trained under the programme.

3. Journeyman Programme

Overview

The Journeyman Programme is offered under the umbrella of the National Skills Development Programme (NSDP) and is managed by the Metal Industries Company Limited (MIC) in collaboration with the German Chamber of Crafts and Trades, and the ICON Institute of Aachen, Germany. The NSDP was established in 1994 after a visit to Germany by a delegation from Trinidad and Tobago, whereby MIC introduced the Journeyman and Master Craftsman programmes in engineering related disciplines, based on the German dual system of vocational education and training. The programmes are accredited by the German Chamber of Crafts and Trades, and are conducted at four (4) Centres in Trinidad & Tobago

Admission Requirements

Individual admitted to the programme must have:

- A National Craftsman Certificate or equivalent
- At least 3 CXC or G.C.E. passes or equivalent at grade A, B, C, or 1, 2, 3 including:
 - English
 - Mathematics
 - Technical Drawing
 - Mechanical Engineering Technology
 - Building Construction Technology
 - Electrical/Electronics Technology

- Any of the Sciences

How it works

Journeyman training is offered in the following areas:

- Mechanical, Electrical/Electronics
- Welding
- Industrial Maintenance and Joinery Trades

Journeyman training is an intensive 3 ½ year programme. Approximately 2 years are spent in an industrial attachment for hands-on training. Trainees receive a stipend while on industrial attachment after an initial year of training in a Skills Development Centre. Throughout the 3 ½ year period, trainees spend approximately 75% of their time on practical work at the Training Centres and industry, and 25% pursuing relevant occupational theory.

Training takes place in three (3) stages:

Stage 1

Trainees receive basic multi skills training in a well equipped training centre. All trainees receive basic training in four (4) trade areas: Mechanical, Electrical/Electronics Technology and Industrial Maintenance, including the related Math, Communication, Science and Drawing. At the end of this period, trainees in consultation with their instructors, make their career choice of trades.

Stage 2

Approximately twelve (12) months of the second stage of training will be conducted on the job in Industry. The trainee will receive further instruction in either of the trade areas (Mechanical, Electrical/Electronics Technology and Industrial Maintenance) depending on the career choice selected. During this period of training, trainees return to the training centre one (1) day per week for occupational theory and related Math, Science and Drawing instruction.

Stage 3

For the last eighteen months, trainees receive intensive instruction and hands on experience in industry in a specific occupational area. During this period, trainees continue to attend lectures on a one (1) day per week basis for year three (12 months) of the programme. For the final six (6) months, trainees attend lectures for two (2) evenings per week (5-9 pm) at a training centre for their examination preparation.

Training Fees

Trainees do not have to pay for training; however trainees are required to contribute to the cost of training texts, Personal Protective Equipment (PPE), and exercise clothing.

Certification

On successful completion trainees will be awarded a National Journeyman Certificate approved by MIC, the German certifying body and the Ministry of Science Technology & Tertiary Education (MSTTE). The Certificate is awarded at Level III of the Accreditation Council of Trinidad and Tobago's (ACTT) National Qualification Framework.

4. Helping You Prepare for Employment (HYPE) Programme

Overview

The HYPE Programme was established in 2002 and offers training in Building Construction Technology

Admission Requirements

Applicants must be between the ages 16-25 years, and be:

- Unemployed persons seeking employment in the construction sector
- Persons who want to develop their construction skills for the purpose of self-employment

How it works:

Trainees are in program for nine (9) months and take the following core courses:

- Carpentry
- Plumbing
- Masonry
- Electrical Installation
- Welding & Fabrication

Participants also choose complementary courses from the following list:

Layout and Foundation Excavation Workshop Calculation Rigging and Scaffolding Steel Bending	Surface Finishing and Painting Blue Print Reading and Measurement	First Aid Music Computer-based Training	Basic Concrete Technology Physical Education Health and Safety Gypsum Installation Workshop-based Skills
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Trainee fees

The programme is government funded and is offered free of cost to trainees.

Trainee wages

Trainees receive:

- A daily stipend
- Meals
- Personal Protective Equipment (PPE)
- Bus Pass

Certification

At the end of successful training, trainees are awarded one of the following:

- TTNVQ certificate
- MIC/MSTTE Certificate
- City & Guilds Foundation Certificate
- Caribbean Vocational Qualification (CVQ)

5. Industrial Craft Programme***Overview***

The Industrial Craft Programme provides industry-ready graduates with the necessary skills to enter the world of work fully competent to perform their chosen occupational field. Graduates can also move into higher level programmes at MIC and other tertiary level institutions or be self employed.

Admission Requirements

Trainees must be at least sixteen (16) years old and are required to have

- At least 3 CXC or GCE passes including Mathematics and English
- For General Draughtsmanship - at least 3 CXC or GCE passes including Mathematics and English Language and either Technical Drawing or General Draughtsmanship, Pre-Technical level

How it works

Trainees are in the programme full time for 2 years and are provided with skills in various occupational areas including:

- Air-conditioning and Refrigeration
- Auto and Diesel

- Bookbinding and Print Finishing
- Construction Carpentry and Joinery
- Dress Making and Design
- Electrical Installation
- Food Preparation and Culinary Arts
- General Draughtsmanship
- Jewellery
- Machine Shop
- Plumbing
- Welding
- Tailoring

At the end of successful training, trainees receive:

- Trinidad and Tobago National Vocational Qualification (TTNVQ) Level 2 Certificate
- Craft Certificate awarded by MIC

6. National Energy Skills Centre (NESC)

Overview

The NESC was established in 1997 with its primary objective being the building of the human resource capital of Trinidad and Tobago. The NESC was established to be an autonomous training provider; linking State, Industry and International Institutions and has to date trained over twelve thousand (12,000) craftsmen and over 110,000 persons in Information and Communications Technology. The NESC had its genesis in a Trust Deed between the Government of Trinidad and Tobago and the Atlantic LNG Company Limited and was created to address the immediate and pressing demand for skilled personnel to work on the Atlantic LNG, Train 1 project.

The NESC owns and manages nine (9) centres located across Trinidad and Tobago. The organization conducts programmes pertaining to:

(a) Maintenance Trades

(b) Construction Trades

(c) Apprenticeship programmes *(separate from the wider National Apprenticeship Programme (NAP) which is described at below.)*

(d)ICTs

Admission Requirements

Applicants are required to:

- Be 16 years or older.
- Have completed secondary school and while not mandatory, possess 3 CXC subjects and/or a craft certificate (or equivalent qualification) is considered an asset.
- Pass the NESC's Entrance Examination and/or an Entrance Interview
- Applicant must also pass a drug test upon successful completion of the Entrance Examination and/or Interview
- Some programmes may require further requirements

(i) Maintenance Trades Programmes

These programmes can last between 40 hours to 9 months and include the following courses:

- Facilities Maintenance
- Air-Conditioning and Refrigeration
- Machine Shop Craft
- Small Gas Engine Repairs
- Boat Engine Repairs
- Basic Car Care Maintenance
- Appliance Repairs
- Electronic Systems
- Structural Fabrication and Welding
- Auto Electrical Fundamentals
- Engine Rebuilding
- Wheel Alignment

(ii) Construction Trades Programmes

These programmes can last between 6 weeks to 12 months and include the following courses:

- Carpentry

- Pipefitting & Fabrication
- Shielded Metal Arc Welding
- Gas Tungsten Arc Welding
- Flux Core Arc Welding
- Structural Welding and Fabrication
- Construction Craft
- Joinery and Cabinet-making
- Construction Equipment Operator (skid steer, backhoe, excavator, crawler tractor)
- Industrial Electrical Installation
- Masonry
- Plumbing
- Tile Laying
- Gypsum Application

(iii) Apprenticeship Programmes:

The apprenticeship programmes lasts between three - four years and include:

- Automotive Services Technician
- Heavy Equipment Technician (HET)
- Instrumentation
- Industrial Mechanical Maintenance (Millwright)

Certification

The programmes listed above are accredited locally by the NTA and internationally by the Alberta Apprenticeship and Industry Training Board in Canada (AIT). In addition to attaining local certification, apprentices can challenge the Canadian Red Seal Examination at the end of their apprenticeship. This dual certification gives graduates regional and international recognition and mobility.

(iv) ICT Training Programme

Learners in this programme will learn how to become an information technology specialist. This programme last for 10 months and learners are required to pay \$1,500 to enlist for the programme

Trainee Stipend

Trainees receive a daily stipend as follows:

- Level I Programs- TT\$ 60.00
- Level II Programs- TT\$ 80.00

These stipends are provided by the Ministry of Tertiary Education and Tertiary EDUCATION) Training

Training Statistics

NESC has successfully trained over 100,000 graduates between 1997-2014, the breakdown is as follows:

NESC	
Craftsmen Programme	
• Welding/ Pipe Fitting and Fabrication	8,591
• Air Conditioning and Refrigeration	222
• Automotive Technology	1,473
• Small Engine Repairs	391
• Building Construction Technology	3,621
• Industrial Construction Electrical	2,203
• Heavy Equipment Operator	138
• Industrial Mechanical Maintenance	1,103
• Instrumentation	502
• Drilling Trades	678
• Sound Recording and Music Production	1,969
Total	21,105
Persons trained in ICT	
• NESC Computer Literacy	112,873
• MOE – Digital Literacy Training	8,398
• MOE ICT Infusion Training	1,263
Total	122,534

Results

According to the NESC Brochure, Review 2010-2014, 100% of successful graduates are placed in industry.

3.5 Apprenticeship Training in Trinidad and Tobago

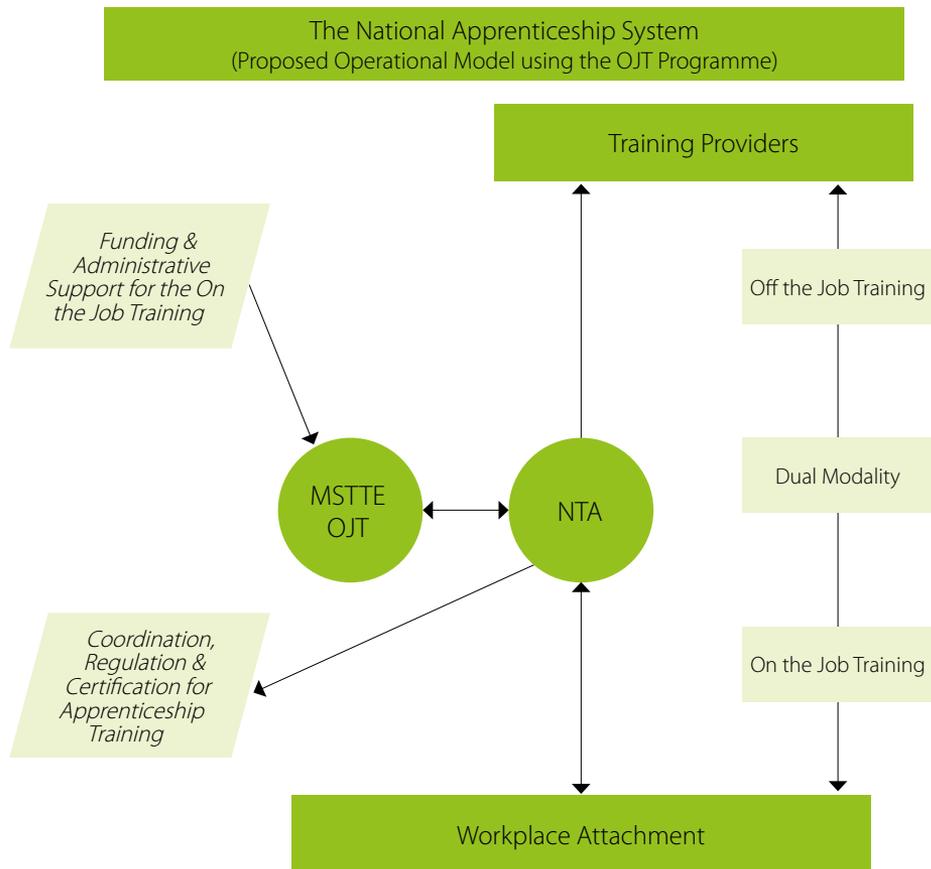
3.5.1 Historical Perspectives on Apprenticeship Training

Trinidad and Tobago has had a long and rich history of apprenticeship training. Dating from 1906, the country had in place a Board of Industrial Training (BIT) with responsibility for the administration and regulation of Industrial Training, governed within the legal framework of the Industrial Training Ordinance of 1906 and the Industrial Training Act of 1922. Traditionally, the system of Apprenticeship involved a dual modality of training that incorporated both on-site or workplace training in industry, complemented with off-site learning at the Technical Institutes (JSDTI and SFTI) and the Government Vocational Centre (GVC), leading towards the National Examinations Council (NEC), Craft and Technician qualifications.

The Apprenticeship period was originally fixed for five (5) years but was reduced to two (2) years with the establishment of the Senior Secondary Schools in the 1970's. However in 1994 the Board of Industrial Training became dysfunctional with the Dissolvement of the National Training Board.

Apprenticeship training provided the supply of skilled Craftsmen and Technicians necessary for industrial growth, development and sustainability from as early as 1906 in the Petroleum, Sugar, Energy, Utilities, Manufacturing and Transportation Sectors, to the industrial expansion at the Point Lisas Industrial Estate. With the expansion of the oil industry, shortage of skilled manpower became an obvious and urgent reality. With an out-dated Act and in the absence of any organization, administration and regulation for Apprenticeship training nationally, several public and private sector Apprenticeship-type and On-the-job Training programmes (Figure 7) emerged to address sectoral employability and social needs such as onsite Apprenticeship programs of companies such as T&TEC, Caroni, Texaco (Trintoc, Petrotrin) in collaboration with the Technical Institutes facilitating offsite training.

In 1994, the National Skills Development Program(NSDP) was established and annexed to the Metal Industries Company Ltd. The NSDP Apprenticeship program conformed to the German dual model of vocational education and training, leading to the acquisition of Journeyman and Master Craftsman's certification. Several programmes were introduced such as the NESC Automotive Technician, NESC Craft Programmes, OJT Programme, MuST Programme, Retraining Programme, YTEPP, Servol, THTI/THRTA, WASA, YAPA, ALNG, T&TEC, POWERGEN, HCL and Republic Bank Youth Link, some of which are still in operation.

Figure 7: On-the Job Work Programme

The apprenticeship system is undergoing change in Trinidad and Tobago. Aside from the impact of globalization, there has been a general disillusionment with the shortcomings and inequalities of school based education system, where students are ill-prepared for the world of work and curricula are not aligned to labour market needs. There is now a renewed interest in Apprenticeship training as a tested and effective method of training.

3.5.2 The Current National Apprenticeship Programme

The National Apprenticeship Programme (NAP) provides structured apprenticeships in the private and public sectors in Trinidad and Tobago. The apprentice receives a combination of on-the-job training and related classroom instruction while learning the practical and theoretical aspects of a skill. On successful completion of the programme apprentices are awarded nationally and regionally recognized certification the CVQ or the TTNVQ. The NAP is offered through the National Training Agency (NTA), with support from the Ministry of Tertiary Education and Skills Training (MTEST). It is also intended to provide a steady pool of qualified and certified trainers and is financed through government financing and a tax levy on employers' earnings.

The system was established, premised on the philosophy that emphasizes the importance of work to the education, training and socialization of the nation's workforce. This system has re-affirmed the importance of industry as an authentic place of learning and vocational training, where learning is facilitated through observation, imitation, practice and interaction with experienced practitioners. The Ministry recognizes, however, that the implementation of a national apprenticeship system require significant inputs in respect of resources, legislation, time, money and people as well as a synergy of efforts among all stakeholders.

3.5.3 National Apprenticeship System Goals, Objectives and Strategies

The Apprenticeship Policy goals reflect an emphasis on the structured Apprenticeship system within the existing training environment. In total the policy endorses apprenticeship training as being valuable, worthy and a timely investment for the continuous development of Trinidad and Tobago. The policy goals accompanied by objectives and strategies are as follows;

Goal Number 1

To forge an active joint-venture Apprenticeship System between the private and public sectors, and as such promote a culture of lifelong learning & training, thus harmonizing and optimizing resources to achieve social and economic national objectives.

Objective 1

To rationalize and coordinate Apprenticeship-type programmes administered by public and private providers, thus ensuring (a) a coherent system of national vocational qualifications, (b) optimising of scarce national resources; and (c) attainment of national objectives as they relate to human resource development and management (e.g. establishment of NLMIS).

Strategies

The following are the strategies being deployed in expanding the Apprenticeship system:

- Develop Apprenticeship legislation
- Develop and implement financial/fiscal incentives for Apprenticeship training.
- Structure Apprenticeship type programmes under the MSTTE leading to TTNVQ/CVQ (OJT, MuST, and RE-TRAINING).
- Structure Apprenticeship type programmes under other Ministries leading to TTNVQ/CVQ
- Structure Apprenticeship type programmes in the private sector leading to TTNVQ/CVQ
- Register Apprenticeship programmes according to Apprenticeship standards set by the NTA
- Register companies, trainers & trainees involved in Apprenticeship training

- Develop Apprenticeship instruments

Objective 2

To establish a structured and integrated Technical and Vocational Skills Training Programme which will be industry-driven in keeping with national standards, labour market needs, and Government's Policies.

Strategies

Under this objective, the strategies are:

- Develop occupational standards with industry involvement
- Conduct labour market surveys
- Development curriculum and instructional design
- Sign MOU with training Providers
- Develop Apprenticeship standards
- Develop quality assurance mechanism
- Develop trainers, assessors, internal verifiers and external verifiers

Goal Number 2

To produce the human resource requirements with the requisite competencies to ensure that industry and the country have the skills needed to succeed in an increasingly competitive global environment in keeping with Vision 2020

Objective 1

To establish a coherent system of national training, along with a framework of National vocational qualifications (TTNVQs/ CVQs) based on occupational standards and the competence-based system of training.

Strategies

- Develop a holistic competence-based curriculum which will address the needs of both employers and apprentice inclusive of the following:
 - vocational-technical competencies
 - personal, attitudinal, with ethics and social life skills
 - micro-entrepreneurial skills
 - information technology skills

- employability skills
- Develop occupational standards
- Develop assessment packages and strategies
- Develop a quality assurance mechanism

Goal Number 3

To bridge the gap between **'school'** and the **'world of work'** thereby allowing young graduates to acquire valuable work experiences which will enhance their marketability and employability

Objective 1

To provide the opportunity for individuals from age 16 upwards to articulate to further and higher levels of learning and skills acquisition to support their career development.

Strategies

- Encourage the development of bridging programmes
- Develop Apprenticeship programmes in key areas
- Develop Apprenticeship programmes at all levels (re. Apprenticeship Framework)

Goal Number 4

To provide the environment and the opportunities for the young person to seek empowerment, self-reliance, work ethics, high productivity standards, responsibility and acceptable social behaviour, with the ultimate aim of contributing towards the realization of a total quality nation.

Objective 1

To provide the environment by removing the outdated stereotyped idea that Apprenticeship is male-dominated training limited only to craft (engineering) industries, by offering equal opportunities to females in skills training in all industrial and occupational sectors.

Strategies

- Expand Apprenticeships to all occupational areas
- Encourage female participation

Objective 2

To ensure cost effectiveness, accountability, transparency and equal opportunity in the management of the programme in keeping with local, regional and international benchmarks.

Strategies

- Conduct Tracer studies
- Implement programme monitoring and evaluation
- Conduct public relations and marketing campaign

3.5.4 Main Characteristics of the National Apprenticeship System

The National Apprenticeship System includes the following characteristics:

- A unified National Apprenticeship System
- Demand driven, producing an excess pool of skilled labour
- Based on labour market monitoring
- Participatory; involving all concerned, especially the social partners
- Emphasis on practical learning rather than talk and chalk lectures
- Individuals with the desire, to continue to further education
- Modular (job-specific) programs

Target Groups

The target groups of the Apprenticeship system are:

- Graduates of the Compulsory General Education system
- Drop-outs from the General Education system
- Adults in employment (training and/or retraining)
- Adults who are unemployed (training and/or retraining)
- Nationals of Trinidad and Tobago
- Individuals between the age of 16 and 30

3.6 3.6 Modernizing the System

As was observed in Jamaica, Trinidad and Tobago’s Apprenticeship Programme is undergoing significant changes to bring it in line with a modern system. As a result of global technological changes, there is a pressing need to modernize Apprenticeship training to equip the workforce with relevant cutting edge skills to ensure that as far as possible, apprentices will be given the tools to become competent, internationally certified, making them both adaptable and employable for the world of work. The National Apprenticeship System is being expanded and modernized to facilitate the implementation and coordination of a more structured apprenticeship system where all training will lead to recognized certification, in particular, the award of the Trinidad and Tobago National Vocational Qualification (TTNVQ) Caribbean Vocational Qualification (CVQ) (Figure 8).

3.6.1 Features of the Modern Apprenticeship Framework

Built into the National Apprenticeship System is an Apprenticeship framework which aligns with the Regional and National Qualification Framework system of the TTNVQ/CVQ (Figs. 8 and 9). The Apprenticeship framework takes into consideration Apprenticeship training at three levels, Foundation Apprenticeship, Advance Apprenticeship and Professional Apprenticeship.

Figure 8: Alignment of Frameworks

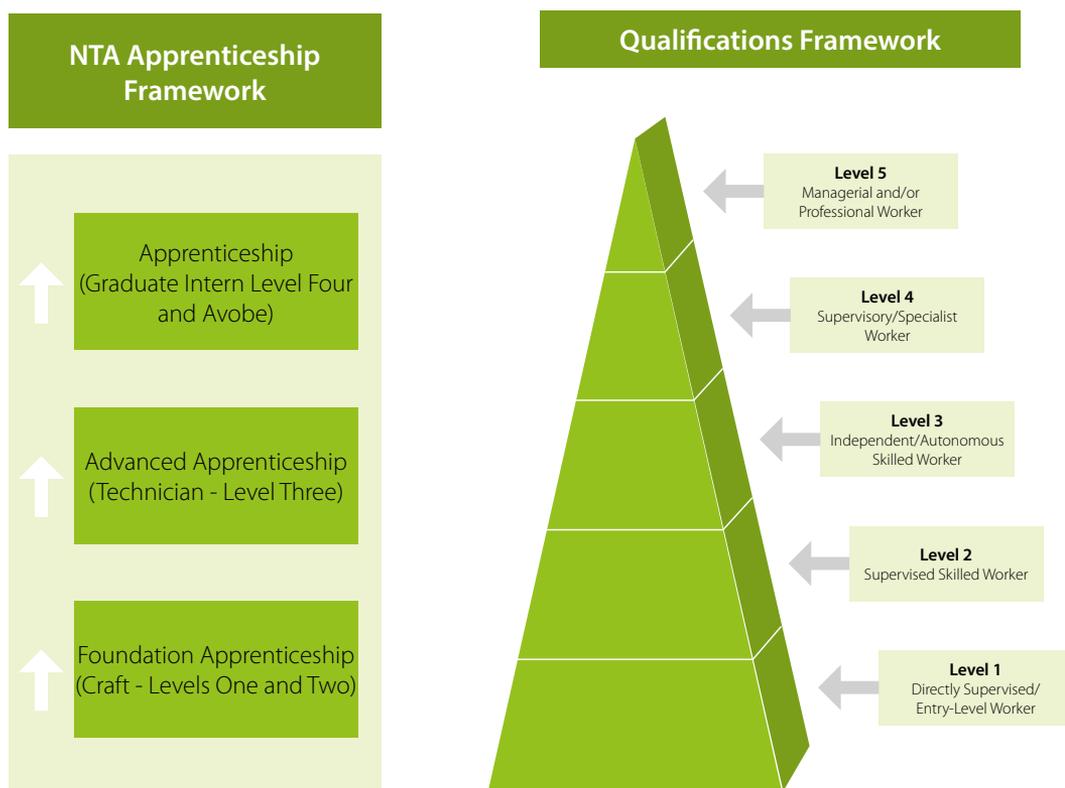


Figure 9: Proposed Apprenticeship Structure

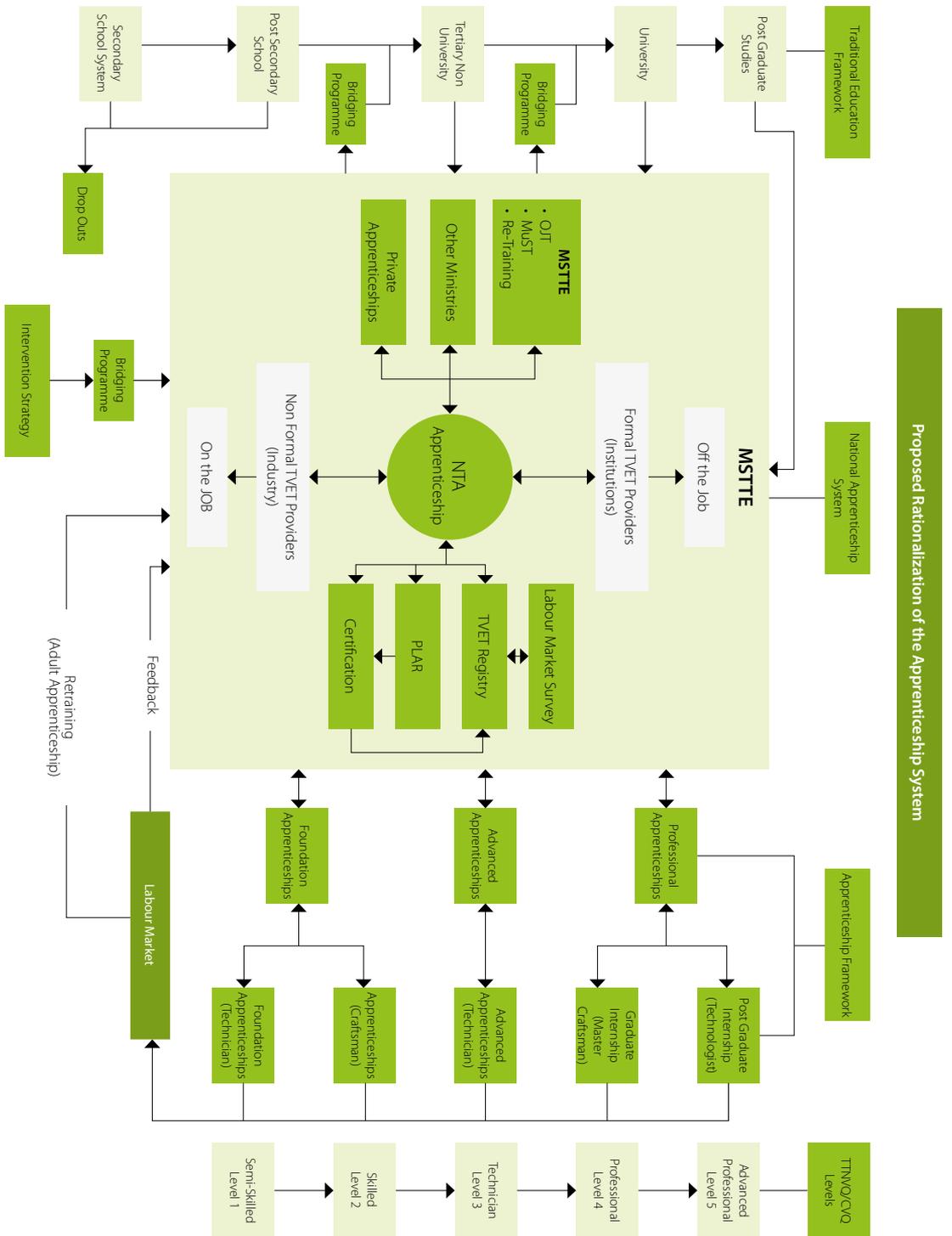
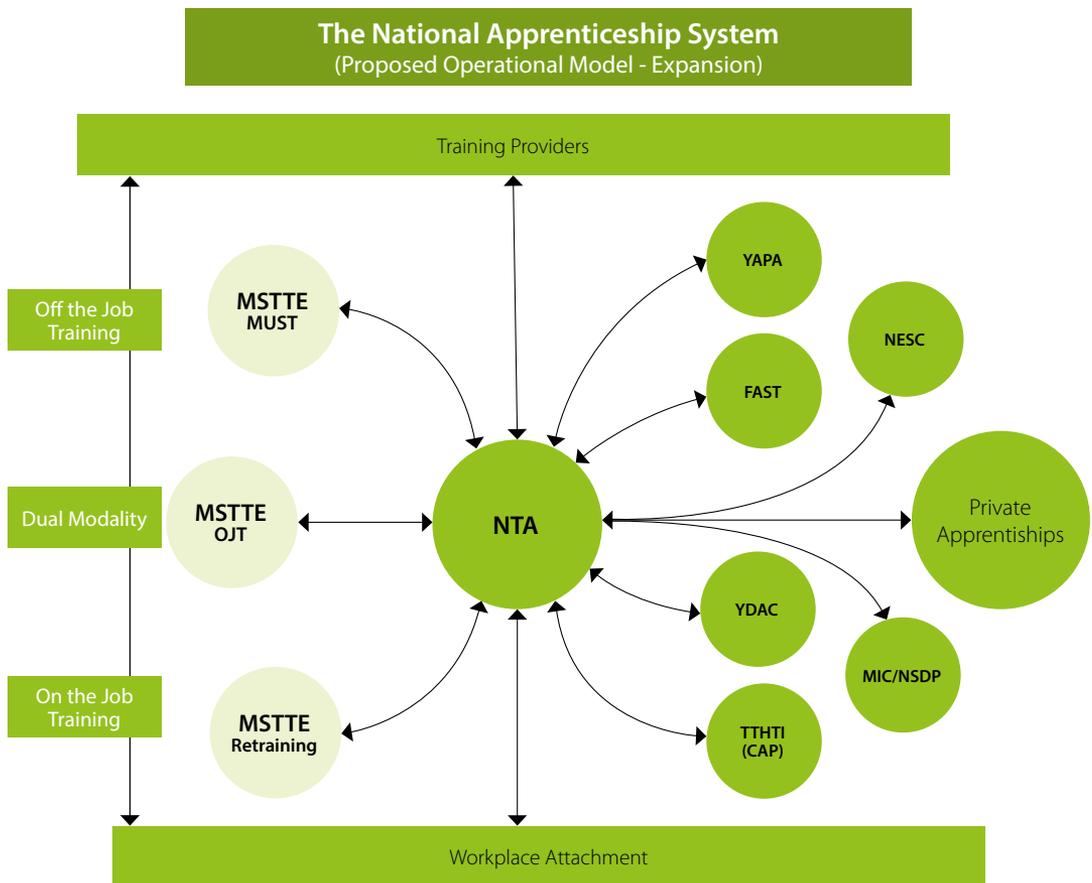


Figure 10: The Expanded Apprenticeship Framework



(a) Organization and Management

The NTATT has responsibility for the organization, management and administration of the National Apprenticeship System/programmes. The oversight body is the Apprenticeship Advisory Committee which provides advice on apprenticeship training as well as identifying and formulating strategies for the implementation of the National Apprenticeship System for Trinidad and Tobago. Members of the committee include persons representing;

- New sectors identified
- Training Providers
- Industry (ITO,s)
- Craftsmen
- Trade Unions

- Chamber of Commerce
- Employer's Consultative Association
- Trinidad and Tobago Manufacturers Association
- Representatives from the MSTTE
- Contractors Association Representative

(b) Responsibilities of the Ministry of Science, Technology and Tertiary Education

- Establishing legal-framework for Apprenticeship – review of the Industrial Training Act
- Formulation and review of Fiscal Measures
- Liaising with relevant Government Ministries/Departments, particularly the Ministry of Education

(c) Apprenticeship Standards

In the process of modernizing and structuring Apprenticeship training, organizations involved in Apprenticeship training must conform to the Apprenticeship training standards set by the National Training Agency.

(d) Non Traditional Apprenticeships

Traditionally, Apprenticeships were offered only in the trade areas (plumbing, auto, machining etc), however, with the demand for competent workers at all levels, the number of skill areas will expand in keeping with labour market needs, using the over 200 approved occupational standards within the National Qualifications Framework.

(e) Apprenticeship Wage Scale

The wage scale under the expanded Apprenticeship system will be made comprehensive, appropriate and attractive to both employers and prospective apprentices.

(f) Apprenticeship Modality (flexible)

Within the Apprenticeship system, the implementation of a dual system of Apprenticeship training is necessary, so new apprentices can receive intensive skills training and development in their specific trade/vocational competencies. Attaining the required competencies must be seen as the single determinant of Apprenticeship completion.

3.6.2 Duration and Mode of Training

One of the ways of modernizing Apprenticeships is through the review and in some instances the subsequent shortening of the nominal Apprenticeship contract/ period thereby moving to a outcomes based system where once all of the competencies required have been achieved and assessed this will

result in the apprentice becoming qualified. Traditionally Apprenticeship duration in the trade areas were:

- For the Craft-level (level 2) - two 2 years (4, 000 contact hours)
- For the Technician-Level (level 3) – three 3 years (6, 000 contact hours)

Time no longer becomes the constant, and the variant will be the acquisition of competencies by the Apprentice.

(a) The mode of Apprenticeship Training

The mode of Apprenticeship Training is on-site as well as off-site:

- **On-site Training** is Industry-based and consists of approximately eighty percent (80 %) of the duration of training
- **Off-site Training** is delivered by an Approved training provider. The NTATT has responsibility for ensuring that facilities standards are in keeping with industry norms prior to approval. Theory is complemented with workshop/laboratory practice. Part-time training is offered through evening programmes or day-release. Approximately twenty percent (20%) of the duration of training is delivered off-site.

3.6.3 Providers of Training (Off-Site Learning)

For the foundation Apprenticeship training (level 2), the following public providers are utilized:

- NESC Centres
- MIC/NSDP Centres
- Government Vocational Centre
- Senior Comprehensive Schools
- YTEPP
- THTI
- Youth Camps
- Trade Centers

For the Advanced Apprenticeship training (level 3), the following public providers are utilized.

- MIC/NSDP Centres
- UTT

- THTI
- NESC

For the Professional Apprenticeship training (Levels 4 and 5), the following public providers are utilized:

- The University of Trinidad and Tobago (UTT) and
- The University of the West Indies (UWI)

3.6.4 Apprenticeship Training Curriculum

The curriculum for the Apprenticeship Training Programme is holistic in its design and addresses the needs of both the industry/employer and the apprentice. It is competency- based and modular incorporating the following skill components:

- vocational-technical competencies
- personal, attitudinal, with ethics and social life skills
- micro-entrepreneurial skills
- information technology skills
- employability skills

The vocational-technical competencies constitute the core of the curriculum and is be based on the Regional and National Occupational Standards developed by industry.

3.6.5 Assessment, Testing and Certification

To be certified, apprentices will undergo thorough assessment based on the system of assessments prescribed by the NTATT. Assessment strategies for the qualifications involve the use of a number of approaches:

- Work-based assessment – Apprenticeship Registered Industry/Employer
- Institution-based assessment (simulated)- NTA Approved Provider
- Prior Learning Assessment and Recognition (PLAR) NTA Approved
- Provider evaluation

On satisfactory completion of the programme, and having met the requirements for certification, apprentices are awarded the TTNVQ at the appropriate level.

3.6.6 Quality Assurance System

A quality assurance system is in place administered by the NTA to ensure that the quality of the Apprenticeship programme is in keeping with the requisite quality assurance standard. As such the quality assurance system will be in keeping with the system for the award of the TTNVQs/CVQs.

(i) Training of Trainers, Assessors and Verifiers

A “training of trainers” programme for employers is a critical element of Apprenticeship Training. This is a necessary component for effecting the required behavioral changes among the trainers within industry who will be responsible for training, monitoring, assessment and evaluation of the apprentice’s performance. The relevant individuals from industry are identified and selected who are trained as trainers, assessors and verifiers. These individuals work closely with the NTATT to assure quality in the training and assessment of the apprentices.

(ii) Programme Monitoring and Verification

A dedicated Programme Development, Implementation and Monitoring Team from the NTA is assigned with the responsibility for the continuously monitoring the delivery of the Apprenticeship Programme across the various industries/employers. This is to ensure that the training it is delivered in accordance with the goals and objectives of the Apprenticeship programme, and that the curriculum and specifications for assessment and certification are in keeping with the requirements for certification.

(iii) Management Information System (MIS) (TVET REGISTRY)

A dynamic Management Information System is in place which captures information on the training process. Secure data include:

- Registration of approved employers and institutions
- Registration of apprentices
- Registration of trainers, assessors and verifiers
- Assessment of apprentices performance for certification purposes
- Certified and registered apprentices

3.6.7 Apprenticeship Contract

Each Apprentice is required to sign a contract involving the Employer, the NTA and the Apprentice. The Contract outlines the responsibilities of each stakeholder:

(a) Responsibilities of the National Training Agency

- Formulation, monitoring and review of policy framework of the National Apprenticeship System
- Implementing Government’s policy on the establishment of the National Apprenticeship System in keeping with Government’s Social and Economic Policy Framework.

- Coordinating and regulating the National Apprenticeship System
- Approving and registering employers and training providers engaged in Apprenticeship Training leading towards the TTNVQ/CVQ.
- Establishing a register of approved employers, training providers, registered and certified apprentices
- Establishing a Management Information System on the National Apprenticeship Programme
- Developing Occupational Standards and curriculum competencies
- Conducting research and evaluation on the National Apprenticeship Programme

(b) Responsibilities of the Employer

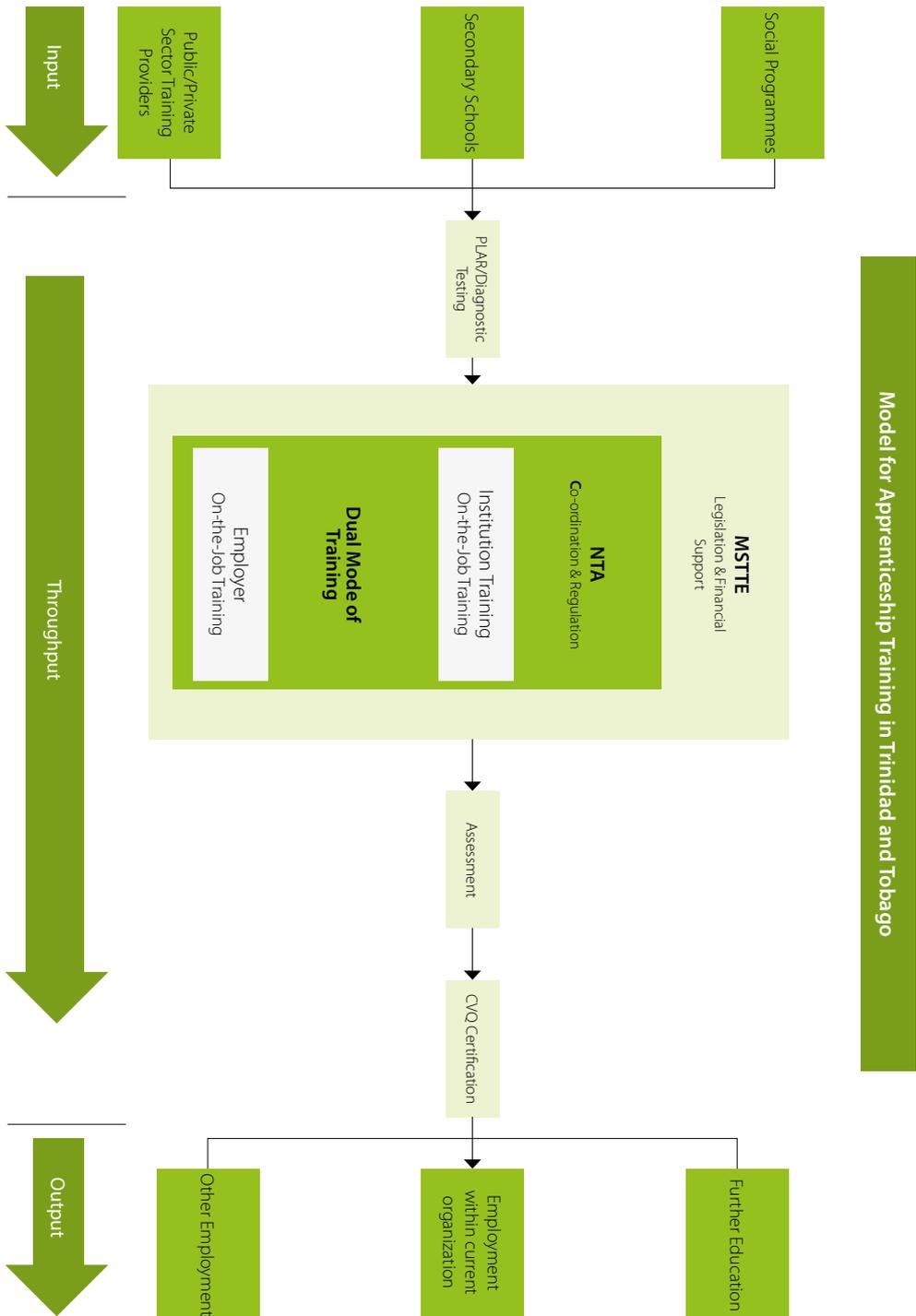
- Providing on-the-job training to the apprentices under supervision and in keeping with occupational and environmental health and safety requirements
- Supervising and ensuring the progress and training and development of the apprentices
- Payment of stipend to the apprentices, and in general, all costs associated with the training
- Allowing and ensuring that the apprentice attends the required formal instructions
- Identifying suitable worker-trainer(s) to pursue the training of trainers programme
- Providing Workmen's Compensation
- Conducting assessment for certification

(c) Responsibilities of the Apprentice

- Completing the required on-the-job training as assigned by the employer
- Attending the required on-the-job training as assigned by the employer
- Attending the required formal instruction (off the job training)
- Complying with all laws, regulations and rules governing the employer's operation
- Making arrangements to meet his/her financial needs while attending formal instructions
- Successfully completing the requirements of the formal instructions, the assessment and examinations, and the terms of the Apprenticeship.

The comprehensive architecture of the National Apprenticeship System is shown in Figure 11.

Figure 11: Model of the National Apprenticeship Programme



This new Apprenticeship System represents a departure from traditional approaches. It seeks to be learner friendly, it builds on work done in the formal educational system, enmeshed in an environment that promotes health and safety, and attached to a structure which fosters lifelong learning as a priority. Two outstanding features of this National Apprenticeship System are:

- Its flexibility which makes it adaptable for remedial and preventative programs;
- The recognition and acceptance of the Trinidad and Tobago National Vocational Qualifications (TTNVQ)/Caribbean Vocational Qualification (CVQ).

Table 6 is a composite of school to work training programmes in Trinidad and Tobago over varying time periods.

Table 6: School to Work Transition Programmes Trinidad & Tobago

	Programme	Participants	Time Frame
Public Programmes			
1.	National Apprenticeship Programme (NAP)	t.b.a	t.b.a
2.	On-The-Job Training Programme (OJT)	60,000	2002-2010
3.	The Youth Training and Employment Partnership Programme - YT-EPP	180,000	1988-2014
4.	Youth Apprenticeship Programme in Agriculture (YAPA)	341	2010-2011
5.	Non-Traditional Skills Training Programme for Women	190	2011-12
6.	The Tobago Youthbuild Programme	n.a	n.a
7.	Military-Led Youth Programme of Apprenticeship and Reorientation Training (MYPART)	117	2007-2010
8.	Trinidad and Tobago Civilian Conservation Corps – Specialized Youth Programme	n.a.	n.a
Public - Private Programmes			
1.	Metal Industries Company Limited (MIC)	n.a	n.a
2.	MuST - The Multi-Sector Skills Training Programme	20,000	2002-2014
3.	Helping You Prepare for Employment (HYPE) Programme (at MIC)	560	2010
4.	NESC	122,534	1997 - 2014

4

Innovative Programmes

4. Innovative Programmes

Both Jamaica and Trinidad and Tobago have implemented successful innovative programmes which are worth sharing.

(a) Of note in Jamaica are:

- (i) The School Leavers Training Opportunity (SL-TOP)
- (ii) The Registered Apprenticeship Programme (RAP)
- (iii) National Youth Service Programmes, in particular
 - The Youth Road Map
 - Graduate Work Experience and
 - Youth Upliftment Through Employment (YUTE)

YUTE as an Innovative Programme

YUTE is considered innovative because it 'closes a circle'. Most transitioning initiatives focus on training (including community based), but do not give the participants a long term solution which will move them forward. 'Closing the circle' for the entrepreneurship stream of YUTE involves the provision of the learning experience, the incubator experience, access to financing, and ongoing business support for a two (2) year period.

The YUTE Programme is also community based. In seeking to make a difference in the lives of unattached young persons, it also seeks to achieve a shift in their respective communities by impacting family as well as friends. YUTE also tracks and monitors the 2 200 participants who move through the programme and calls for partnerships at every juncture of its implementation. It builds on good practices of non government and government agencies, on earlier interventions for youth at risk.

(b) In Trinidad and Tobago the following are considered innovative:

- (i) Non-Traditional Skills Training Programme for Women
- (ii) The MuST programme which specifically targets persons on the fringes of society and it gives them path to meaningful employment.

- (iii) The HYPE Programme which learners dual certification (NVQs and City and Guilds) which allows learners to access the National Qualifications Framework and to articulation to higher levels.
- (iv) The Journeyman Programme which is modeled after the German dual system of vocational education and training and is also certified by the German certifying body and the Ministry of Science Technology & Tertiary Education (MSTTE). This certification allows learners a higher degree of mobility internationally.
- (v) Training of (Industry) trainers by the NTA.

5

Conclusions and Evaluations

5. Conclusions and Evaluations

History of Apprenticeship

Jamaica and Trinidad and Tobago have both had a long history of apprenticeship and more recently, preparing young people to make the transition from school to work. It has been observed also that the old “apprenticeship” system, while serving a useful purpose for a long time, with the onset of globalization and the turn of the 21st Century, was no longer “fit for purpose”, and fell into a long period of hiatus. The Apprenticeship Acts in particular have stymied the expansion of the programmes and the private sector eventually implemented customized programmes to fill the gap created by the absence of appropriate legislation to govern and guide apprenticeship programmes. Successful Apprenticeship systems internationally are also recognized for the following reasons:

- Alternative to possible unemployment and other social issues
- Allows a person to earn a wage whilst also acquiring skills
- Trainees meet company requirements

Introduction of NTAs and National Qualifications Frameworks

Conversely, the school to work transition programmes have been much more relevant in preparing school leavers and young adults to make the necessary transition to the world of work. Governments in both countries have introduced international best practices recommended by ILO and other international agencies which have facilitated a more dynamic and flexible approach to transitioning school leavers and young people to employment. Notable among this is has been the introduction of National Training Agencies and Qualification Frameworks adopting a demand-driven and standards-driven, competency-based approach to training, assessment and certification. This approach has significantly improved the quality of training delivery (and facilities) and outputs from the training system, enabling school leavers and young adults to be better prepared for the world of work, to the point where many are employable on immediate completion of the training programmes.

Involvement of Industry Sector Lead Groups/Private Sector

The involvement of industry sectors and Industry Lead Groups in all aspects of the training development, delivery and assessment process has also significantly strengthened public private partnerships where employers have a say in, and are aware of the inputs to the training system. Consequently, there is better recognition of the qualifications and acceptance of the graduates who now add much more value to the enterprises on recruitment and employment. There are instances in both countries where training providers have had challenges retaining trainees to complete their training programme having

gone on work-experience. Employers are so impressed with the outputs that trainees are offered jobs by their mentors and employers before completion of the CVQ/NVQ programmes.

The Role of one Government Ministry in Governance

The major differences observed between the two countries were in terms of the governance systems and the fact that some systems commenced the training programme with initial institutional learning as the first step, followed by industry experience afterwards, or industry training first, complemented with part-time institutionalized theoretical learning or the Dual modality of on the job/ off the job at the same time. In Jamaica, HEART Trust/NTA is the coordinating Agency for all training and works very closely with the Ministry of Education in preparing school leavers and young to make the transition. In Trinidad and Tobago, the NTA is also the coordinating body, however, there are multiple agencies involved in the training programmes although the Ministry of Science, Technology and Tertiary Education has played a more significant role on recent years.

5.1 Areas of strength

1. Training Agencies

Both countries have created national training agencies which have both made a significant impact on preparing their workforce for employment. Training agencies have also been shown to provide these key essential functions:

- Developing curriculum for training programmes
- Working with industry professionals to establish competencies
- Certifying training providers and trainees
- Acting as intermediaries assisting employers to find competent employees
- Providing career counselling
- Conducting labour market research
- Adopting regionally recognized certification which allows trainees to move freely within the country and within the Caribbean.
- Utilizing a combination of learning and practice to prepare young persons for employment.

2. Accessibility

Both countries have implemented programmes that allow youth in rural areas and youths with disabilities to access training programmes.

3. Policies

The legal framework in both countries has made a positive impact on transition programmes by requiring:

(a) Public Funding

The governments of both countries invest heavily in the national training agencies and other transition programmes.

(b) Mandatory employer contributions

Employers are required to submit contributions to assist the national training agencies in providing training and development.

(c) Wages

The apprenticeship programmes offers their apprentices a living wage while they are working. Trainees and apprentices must be adequately supported financially throughout the training period

(d) Strong Governance

Both agencies are governed by government ministries and each has its own board of directors and management team. This governance structure ensures that high standards are met and maintained.

5.2 Jamaica

Areas of strength:

- **Bridging programmes:** The Community Intervention Programmes are key to assisting young persons without qualifications “bridge the gap” and gain the qualifications to apply for a programme at HEART.
- **Singular Intermediary Agency:** HEART has been named the implementing agency for the revived Apprenticeship programme, therefore the majority of transition programmes fall under same agency which will helps to ensure consistency of standards across all programmes.
- **Free programmes:** Level I programmes are offered free of charge, therefore this reduces to the barrier to entry for these programmes.
- **Guaranteed employment:** In the apprenticeship programme, HEART is offering guaranteed employment for current apprentices. This ensures that there is demand for the persons being trained.
- **Entrepreneurial Component:** The NVQ-J includes an entrepreneurial component. This component can assist trainees who desire to start their own businesses.

5.3 Jamaica- Areas for improvement

- **Expand the apprenticeship programme:** Expanding the apprenticeship programme would allow HEART to immediately fulfil the employment needs of small and medium sized businesses.
- **Reverse-engineer roles:** Work with employers so that daily activities in non-traditional occupations can be reverse engineered to make employer training programmes more robust.

- **Reduce fees:** Levels II-V attract a subsidised fee, eliminating the fee will help to reduce the barriers to entry for these programmes.
- **Paid wages:** For the HEART training programmes, trainees gain work experience in an organization, however they are not paid. This aspect of training can be structured so that the trainees are paid a living wage.
- **Provide merit-based wages:** Providing merit based wages will allow trainees to be compensated based in increased competency.
- **Offer wage subsidies** - Along with paying trainees, HEART can also offer wage subsidies to employers.
- **Offer apprenticeships in non-traditional fields** - In the information age, employers more than ever require qualified employees trained in non-traditional fields that require creativity and problem solving skills. These fields include project management, marketing and business analysis.
- **Consolidate youth entrepreneurship initiatives** - Consolidate youth entrepreneurship initiatives so that they can be operated by HEART. This would allow for nationally recognized standards, training and funding to be developed and managed by HEART.
- **Target young women:** Target young women who would like to enter fields traditionally dominated by men. This will allow women to easily access a wider variety of occupations.

5.4 Trinidad and Tobago

System Aim

The intended aim of the National Apprenticeship System will be to bring together key stakeholders (Government, NTA, Industry and Training Providers) which would allow the harmonizing and structuring of all Apprenticeship Programmes in Trinidad and Tobago leading towards the award of the TTNVQ/ CVQ. Additionally, it will establish structured Technical and Vocational Skills Training programmes (dual modality) in collaboration with industry partners to benefit employers, citizens and ultimately the Nation. Fully functional, the National Apprenticeship System will, establish a link between schools and industry rendering the smooth transition for new entrants.

Conversely, it seeks to re-engage societies disenchanted; particularly the nation's challenged and deprived young people, back into the educational system to achieve a National Vocational Qualification and ultimately onto a path of lifelong learning. Active pursuance of such a strategy will be timely and relevant given the existing financial climate and its potential adverse impact on employment. In other words, it will become necessary to devise a "holding" strategy for graduates of the secondary school, post-secondary TVET institutions and tertiary-level institutions for whom employment opportunities may become limited due to the financial environment faced by employers. An appropriate "holding" strategy will be that of a National Apprenticeship System embodying structured Apprenticeship Programmes in keeping with sectoral and occupational needs for durations varying between 1 to 3 years. During this period of Apprenticeship training, industry/employers will have available skilled human resources to maintain and sustain their operations through Government's funding until the

financial climate improves over time. It will therefore be a “win-win” situation for the national community Government, employers and citizens.

5.5 Trinidad and Tobago: Areas of strength

- **Robust apprenticeship programme:** National Training Agency operates the National Apprenticeship Programme and the On-The-Job Programme. These are robust apprenticeship programmes which have:
- **Strong relationships with employers:** The NAP and the OJT work very closely with employers to meet their labour needs.
- **Wages:** They offer their trainees living wages
- **Variety of occupations:** These programmes offer trainees a wide variety of traditional and non-traditional programmes to choose from.
- **Initiatives targeting women:** The Non-Traditional Skills Training Programme for Women offers women an opportunity to access careers that have been traditionally accessed by men. This will allow women to easily access a wider variety of occupations.
- **Trainee protection:** The MuST programme provides protection for trainees by offering workmen's compensation and insurance protection.
- **Focus on attitudinal skills:** There are many programmes that focuses on attitudinal skills
- **Free tuition:** Offering free tuition reduces the barrier to entry for young persons applying to the various programmes.
- **Stipend:** The programmes offer a stipend which allows the trainees to provide for their basic needs during the training period.

5.6 Challenges for Trinidad and Tobago

- 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;
- A plethora of qualifications bearing a variety of titles being offered on completion of programmes of varying duration, structure and content.
- The wide variations among these programmes, offerings and the awards of different institutions have created confusion in the minds of the public, the business sector and industry. This has made it difficult to determine the credit value of some programmes or to define any clear progression route from one level of qualification to the next;
- Duplication and overlap in government programmes, institutional programmes and service provision continue;

- Governance at the sector level is still characterized by fragmentation, weak co-ordination and systemic planning, and institutional level governance and management. There is urgent need for reform, capacity-building and human resource development, particularly in areas of educational leadership and administration;
- 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 tertiary education and training level. A similar situation of untrained and/or under-qualified administrators and instructors exists in the TVET sector;
- Gender disparity among students and staff, in various fields within the tertiary and TVET environment;
- Weak systems of accountability for educational outcomes;
- Limited use of high-quality but less labour-intensive teaching and learning strategies, including distance education and resource-based learning.

5.7 Trinidad and Tobago: Areas for improvement

- **Singular Intermediary Agency:** Currently the National Training Agency operates the National Apprenticeship Programme and the On-The-Job Programme; however the Agency could also implement all other transition programmes as well. It would be beneficial for all other transition programmes to be operated as apprenticeships, for the following reasons:
 - All trainees would be offered employer-subsidized wages
 - This would help to create more demand for trainees among employers
- **Create demand driven programmes:** The majority of programmes are not demand driven; therefore there is a great risk that trainees are learning skills that may not be in demand by employers. It is important for these programmes to address the needs and vacancies that employers have so that trainees can easily integrate into the workforce.
- **Standardize the wages/stipends:** The stipends across programmes vary; therefore it is plausible to believe that persons would choose programmes based on the stipends given rather than the programme that is right for them. It would be wise to pay all trainees that same amount across the board.

5.8 Recommendations

The following general recommendations are made to strengthen the transition of school to work programmes in Jamaica and Trinidad and Tobago:

- **Single intermediary:** The programmes operated under the national training agencies in both countries are very robust. However, there needs to be an effort to consolidate the other transition programmes so that they can be operated solely by the training agencies. This effort will allow for the efficient use of one nationally recognized set of standards, competencies and qualifications for all efforts including entrepreneurship activities. Currently some activities are dispersed, not taking advantage of the infrastructure already in place.
- **Provide mentoring:** Provide trainees with company mentors who can help to guide young persons in how to navigate workplace culture. Mentoring can assist those youth, especially those who come from disadvantaged backgrounds, to better adjust to the workplace culture and norms.
- **Require trainee to give back:** The public and private sectors heavily invest financially into transition programmes. It would be wise to require that trainees be required to work for a specific period within a company or country prior to working elsewhere.
- **Adjust training periods –** The CVQ standards are competency based, however in both countries in some instances certification is awarded to trainees after a fixed period of time (six months training for example). Since the standards are competency based, the training periods need to be more flexible to allow trainees to gain the required competency rather than completing the program in a fixed amount of time.

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