



CARIBBEAN VOCATIONAL QUALIFICATIONS FRAMEWORK (CVQ)

Brasilia, 28 October 2009



Formación profesional, sostenibilidad empresarial y trabajo decente

Overview

- Context
 - Global
 - Caribbean
- Challenges
- Framework
- Quality Assurance
- Conclusion

English-speaking Caribbean (CARICOM)

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





The Global Context

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



The Changed Economic Context

- **The paradigm of Comparative Economic Advantage no longer holds true**
 - Economic activities best suited where there was cheap low skill labour
- **Now have to shift to the new paradigm of *Competitive* advantage**
 - human capital formation
 - to train and certify to international standards
- **Recently – all economies affected by global financial crisis – rising unemployment figures, quality of employment fallen**
 - preparation of the workforce critical

Requirements for a modern society

□ Well educated population

- Numerate
- Literate
- Trained in science and technology
- Highly skilled
- Well – Trained
- Certified
- Internationally Competitive



Worldwide

- ▣ **Success** seen where education is measured in terms of:
 - ▣ Standards
 - ▣ Learning Outcomes
 - ▣ Competencies
(Knowledge, Skills & Attitude)
- ▣ Several training establishments worldwide have adopted this approach to training





Presently

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



What is the Strategy?

The comprehensive **framework** for:

- developing
- improving and
- coordinating

Technical and Vocational Education
and Training across the Caribbean

TVET Strategy & Role of NTA

- ❑ Regional Framework
- ❑ Levels of Articulation
- ❑ Assessment (*on-going*) and Certification
- ❑ Career Guidance
- ❑ Infrastructure & Support
- ❑ Quality Assurance
- ❑ Teacher Training
- ❑ Competency-Based Training and Sub-systems:
 - (a) **Institutional training**
 - (b) **On-the-job training**
 - (c) **Enterprise –based training**



CANTA

Caribbean Association Of National Training Agencies

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





Using a tripartite partnership framework

- ▣ The Caribbean TVET community subscribes to the philosophy and practice of Competency-based education and training
- ▣ Locally validated standards which describe the ***Knowledge, Skills and Attitude***, form the basis on which individuals are trained and certified leading to an NVQ (CVQ) regionally recognized



Challenge

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



Challenge

- ❑ Promote transparency, comparability, transferability and recognition of skills and qualifications
- ❑ Develop a Qualification framework which covered the entire education and training system

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



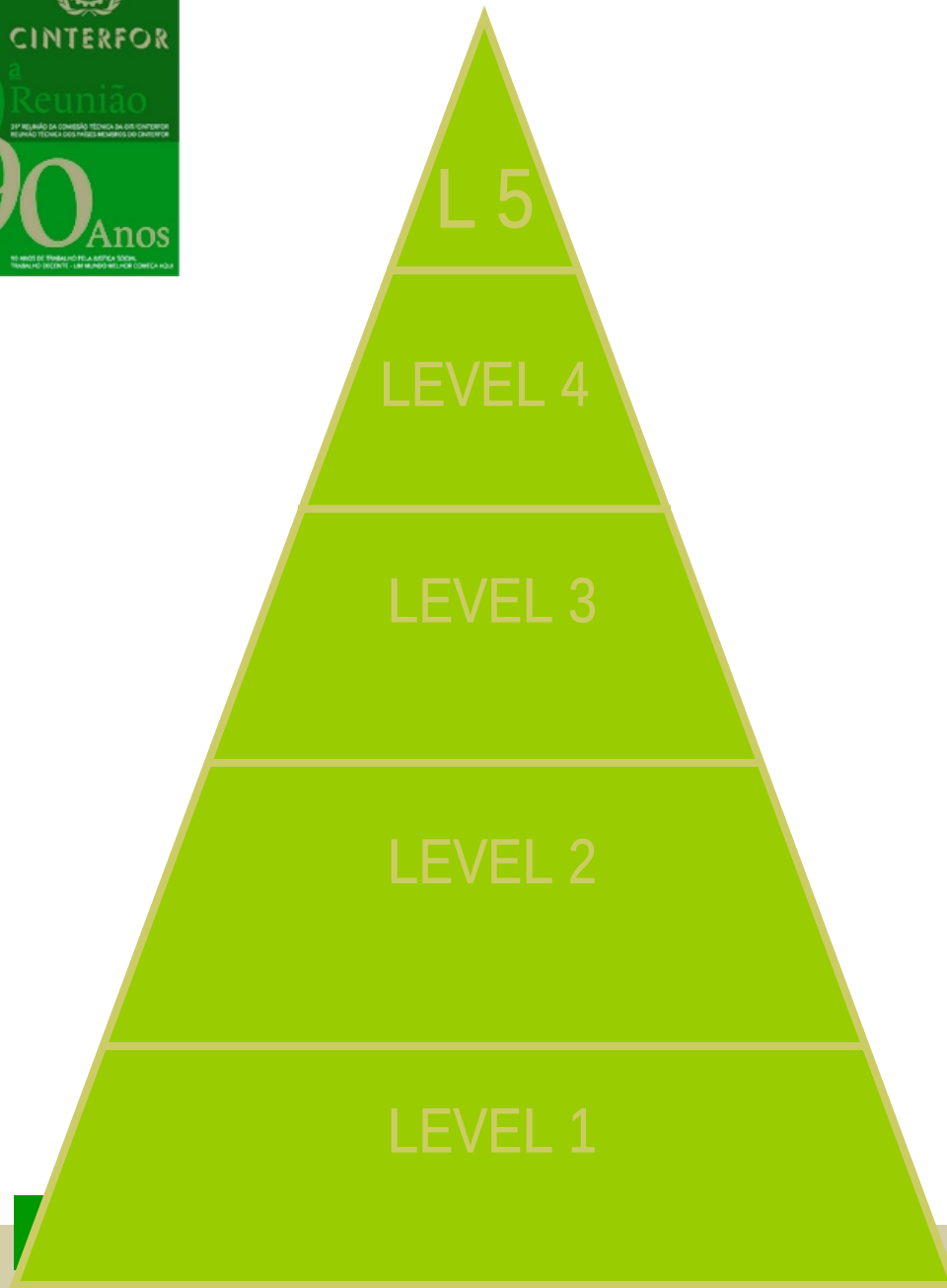
National Qualifications Framework

- ❑ Provides descriptions of the knowledge and skills and attitudes to be demonstrated
- ❑ Common grid of skill levels for all qualifications are included in the framework.
- ❑ Allows for prior learning assessment and certification
- ❑ Facilitates pathways of progression routes between levels
- ❑ Qualifications can be obtained through formal and non-formal education and training



Adoption of Regional TVET Qualifications Framework by CARICOM

- ❑ 5-Level Qualifications of HEART/NCTVET and over 200 occupational standards adopted by CARICOM
- ❑ Provides for a credible, fair and transparent system of assessment of skills learned and competencies gained irrespective of **how** and **where** they have been learned
- ❑ Competencies include the linking of academic and technical skills as well as the human relation skills needed to be successful in the workplace.



Senior manager

Master Craftsman
Technologist

Technician
Supervisor

Skilled Worker
(Unsupervised)

Semi-skilled, entry level
worker
(Supervised)

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Model of Certification for Worker Competence

Labour Market Needs & Analysis

Occupational Analysis

Development of Standards & Qualifications

Development and Approval
of Assessment tools and
Instruments

Development of Instructional Materials

Training Intervention

Assessment of Learners

Award of Certification

Formación

y trabajo decente

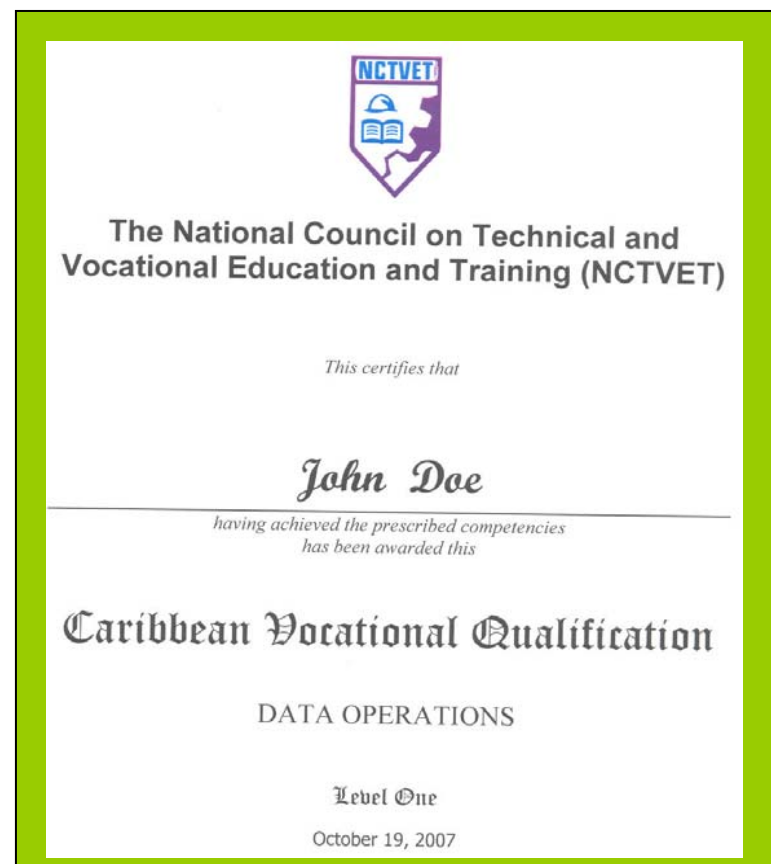


Standardized Network

- ▣ Provides the mechanism which facilitates and enables the free and orderly movement of skilled certified workers across the Region
- ▣ Local Training authorities reciprocate recognition of other countries NVQ's
- ▣ Moving from NVQ to the CVQ is recognized throughout the Region

The Caribbean Vocational Qualification (CVQ)

- Work-based qualifications
- Derived from internationally-bench-marked occupational standards
- Endorsed and validated by local industry practitioners/experts
- Competency-based
- Comprise the knowledge, skills and attitude required by workers in the particular occupational area





CVQ



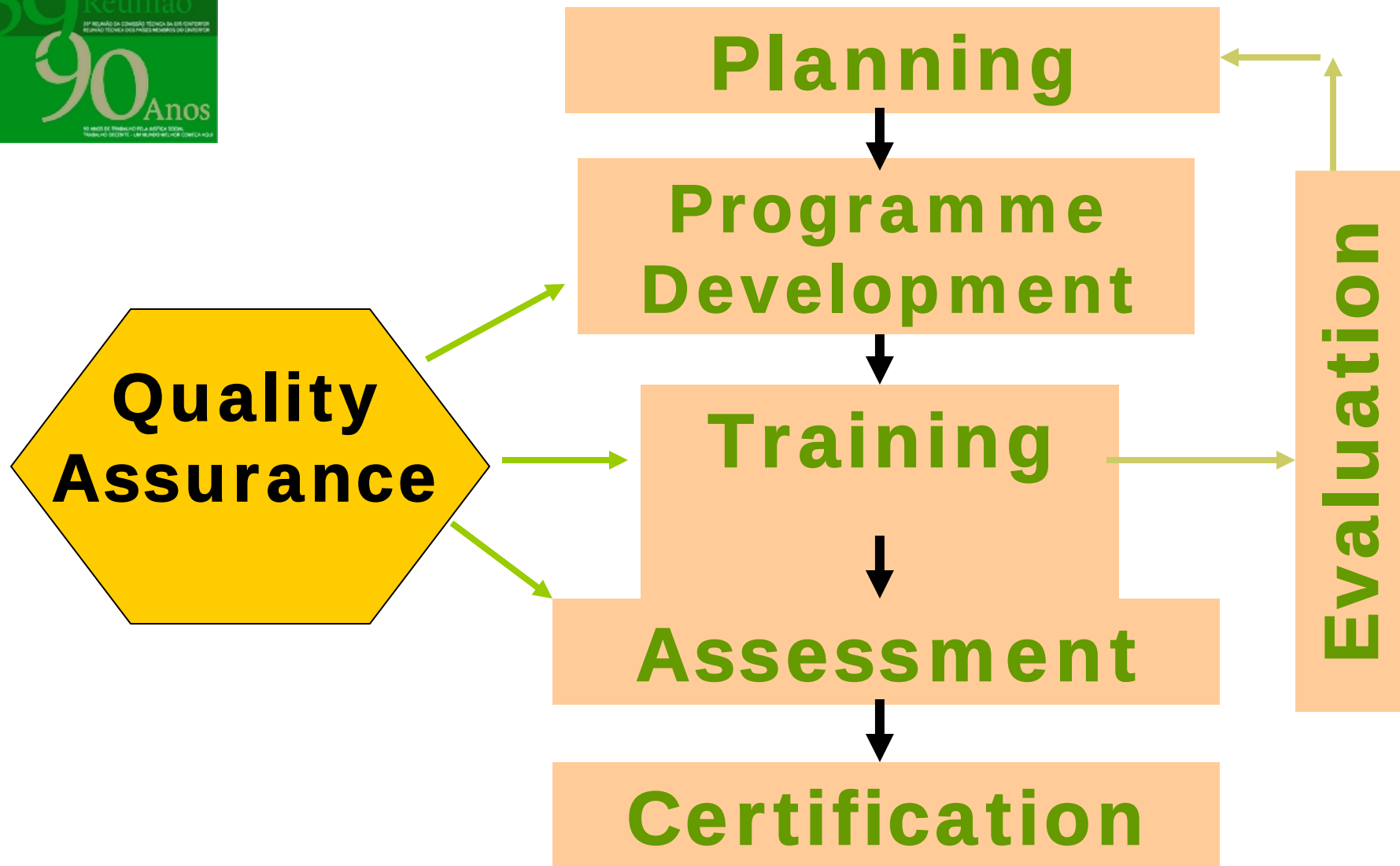
The CVQ award has a specific vocational characteristic which allows the holder to be operational immediately in the labour market.

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Quality Assurance in the Framework

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

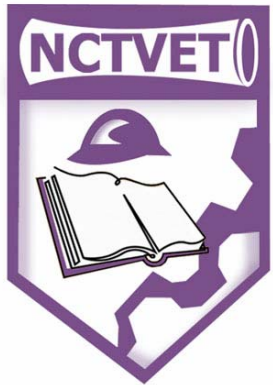




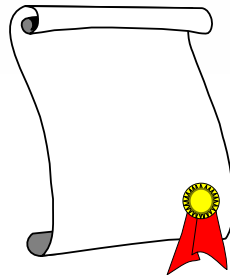
Quality Assurance TVET

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

NATIONAL COUNCIL ON
TECHNICAL AND VOCATIONAL
EDUCATION AND TRAINING



- ISO 9001:2000
Quality Management
Systems



WINNER OF MANY
NATIONAL AWARDS for
QUALITY



Today

- ❑ Creation of a seamless certification system
- ❑ Coordination of training at national and regional levels
- ❑ Training as joint responsibility of providers and end users and also a strategic component of labour relations systems



Concluding

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



Concluding

The Q.F allows for:

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



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SE HAN DE TRABAJAR POR LA JUSTICIA SOCIAL,
TRABAJO DECENTE, SOSTENIBILIDAD Y COMERCIO JUSTO

The End

THANK YOU!