


Council for Technical & Vocational Education & Training, Guyana

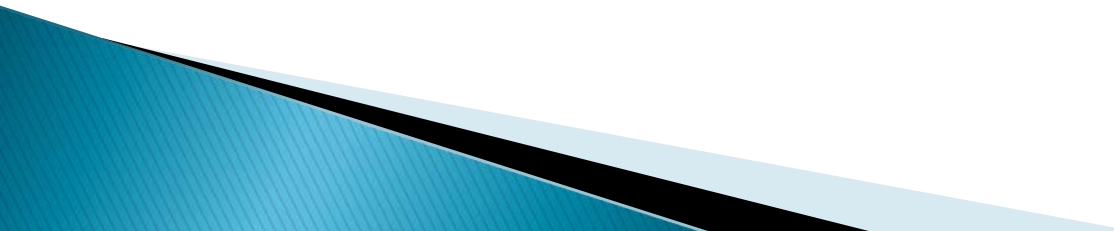


*Status of Implementation
of Programme for the
Award of the CVQ*

Further Development of TVET

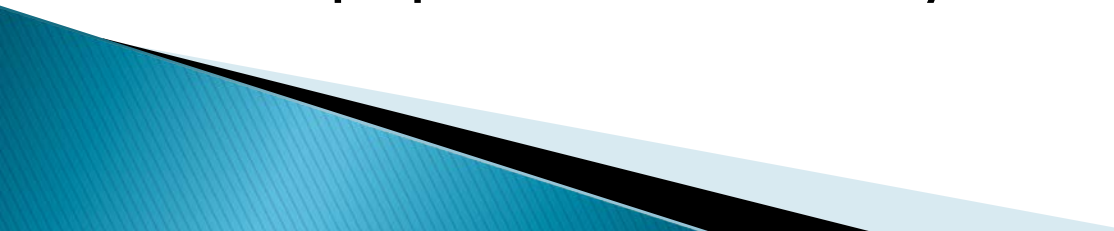
- ▶ National TVET Policy and Strategic Plan for the period 2011–2021.
 - ▶ **Outcomes of the Development Plan are:**
 - ▶ To satisfy the requirements to be recognized to award the CVQ;
 - ▶ To satisfy the changing demands of business and industry;
 - ▶ To further promote the social demand for TVET; and
 - ▶ As far as practicable, provide TVET to rural communities including the hinterland regions.
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Certification


- ▶ National Vocational Qualification (NVQ); and
 - ▶ Caribbean Vocational Qualification (CVQ).
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Inputs to the System


To date we have undertaken the following:

- ▶ the strengthening of the capacity of the Council for TVET so that it has the capability to discharge all of its functions. To this end, nine additional persons will be recruited very shortly to satisfy the requirements of the current staff inventory;
 - ▶ the Database Record and Management System which is being developed for the post-secondary institutions will be completed within the next three months. GM\$ 32 have been expended to purchase the equipment necessary for this programme;
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Inputs to the System

- ▶ Approved Regional Occupational Standards were obtained adapted and are in use and we are in the process of developing Occupational Standards for the Occupational Areas of Automotive Electrical Servicing and Repairs Levels I, II and III, and Agricultural Machinery Servicing and Repairs Levels I, II and III;
 - ▶ facilities standards were acquired and are also in use, where necessary facilities standards were developed by the Council;
 - ▶ training materials are being developed on an ongoing basis with the use of the Occupational Standards as the base document;
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Inputs to the System

- ▶ the capacity of all the post – secondary institutions under the Ministry of Education has been strengthened. This was achieved by the following:
 - ▶ the training of eighty five percent of the tutorial staff members on the delivery of CBET;
 - ▶ the training of the administrative and tutorial staff members on Quality Assurance Criteria and Guidelines;
 - ▶ the training of the principals/administrators of all the institutions in post–secondary institution management;
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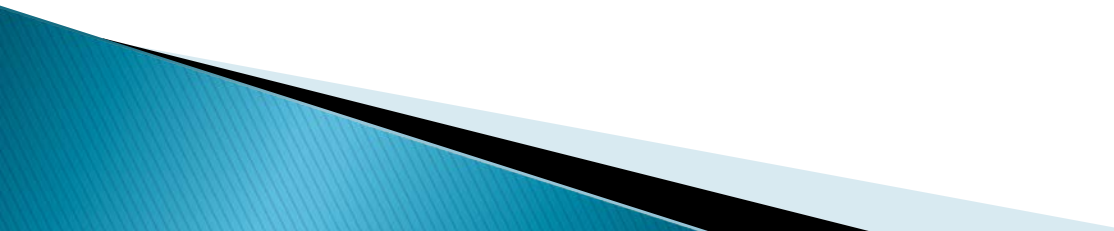
Inputs to the System

- ▶ the establishment of a Resource Centre at each post-secondary institution;
 - ▶ the establishment of a Quality Assurance Committee at each post-secondary institution;
 - ▶ the acquisition of tools and equipment on a priority basis; and
 - ▶ the training of Assessors, Internal Verifiers and External Verifiers. It must be noted that the training of Assessors and Verifiers will continue so as to satisfy the demand of the TVET system.
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Inputs to the System

- ▶ In addition to the foregoing, we have established an assessment strategy to assess students/trainees performance and a National Assessment and Certification Board.

Challenges

- ▶ The challenges to the Council for TVET and the Ministry of Education are as follows:
 - ▶ the up-grading of the facilities of the post-secondary institutions and the Technical Departments of the Secondary Schools so that they are equipped to deliver the practical programmes of the various occupational areas;
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Challenges

- ▶ getting some of the tutorial staff members of the various post-secondary institutions to accept the change from the traditional mode of delivery to Competency Based Training delivery;
- ▶ soliciting maximum support from industry; and
- ▶ the financing of TVET.

The National Policy on TVET and the Technical and Vocational Education and Training Act of 2004 have empowered the Council to work with the training providers and stakeholders of TVET to alleviate these difficulties

Audit for Recognition to Award the CVQ

- ▶ Nine post-secondary institutions under the Ministry of Education are currently being prepared for CANTA's audit; and
 - ▶ Audit will be requested earliest.
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