



IMPLEMENTING THE REGIONAL QUALIFICATIONS FRAMEWORK

STRATEGIES, CHALLENGES & SUCCESSES

Elphege Joseph – CEO National Training Agency, Trinidad and Tobago



SNAPSHOT OF T&T

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

GOVERNMENT - Parliamentary Democracy

POULATION - 1,500,000 citizens

SOCIETY – Multicultural

ECONOMY – Based on Petroleum, Natural Gas, Asphalt, Petrochemicals, Iron & Steel, Manufacturing, Construction

Tobago – Tourism (Plan for industrialisation in place)

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



Case Study of Trinidad & Tobago



National Training Agency – Coordinating
body for all Technical and Vocational
Education and Training (TVET)

Policy Framework And Initiatives

The NTA, as a state-owned agency is aimed at increasing the employment potential of individuals in the society.

The policies of the NTA are geared at:

1. Rationalizing technical and vocational training
2. Developing occupational standards, assessment strategies, procedures and documentation
3. Structuring of apprenticeship systems and training of trainers
4. Strengthening and development of links with industries and communities to complement institution-based training
5. Formulating a National Training Policy and Plan

Workforce Development

Increasing Participation in the Workforce

Extending Opportunities

1. Review the public & private On- the -Job Training (OJT) Schemes
2. Revisit the Apprenticeship Scheme.
3. Revise the TVET curriculum for secondary schools - life skills & industry attachments.
4. Provision of multiple progression routes from secondary to tertiary education.

Workforce Development

Increasing the Effectiveness of the Workforce

Evangelising the Benefits of Learning, Training and Personal Development

1. Encourage comprehensive work-related education programme (towards the Caribbean Vocational Qualification (CVQ)).
2. Promote training opportunities for self employed and very small businesses.
3. Engage employers in Apprenticeships.
4. Promote the effectiveness of training in moving up the career ladder.
5. Showcase best practice (National Skills Competition 2009).
6. Encourage increased employer investment within Communities (CSR).
7. Professionalise the workforce through licensure

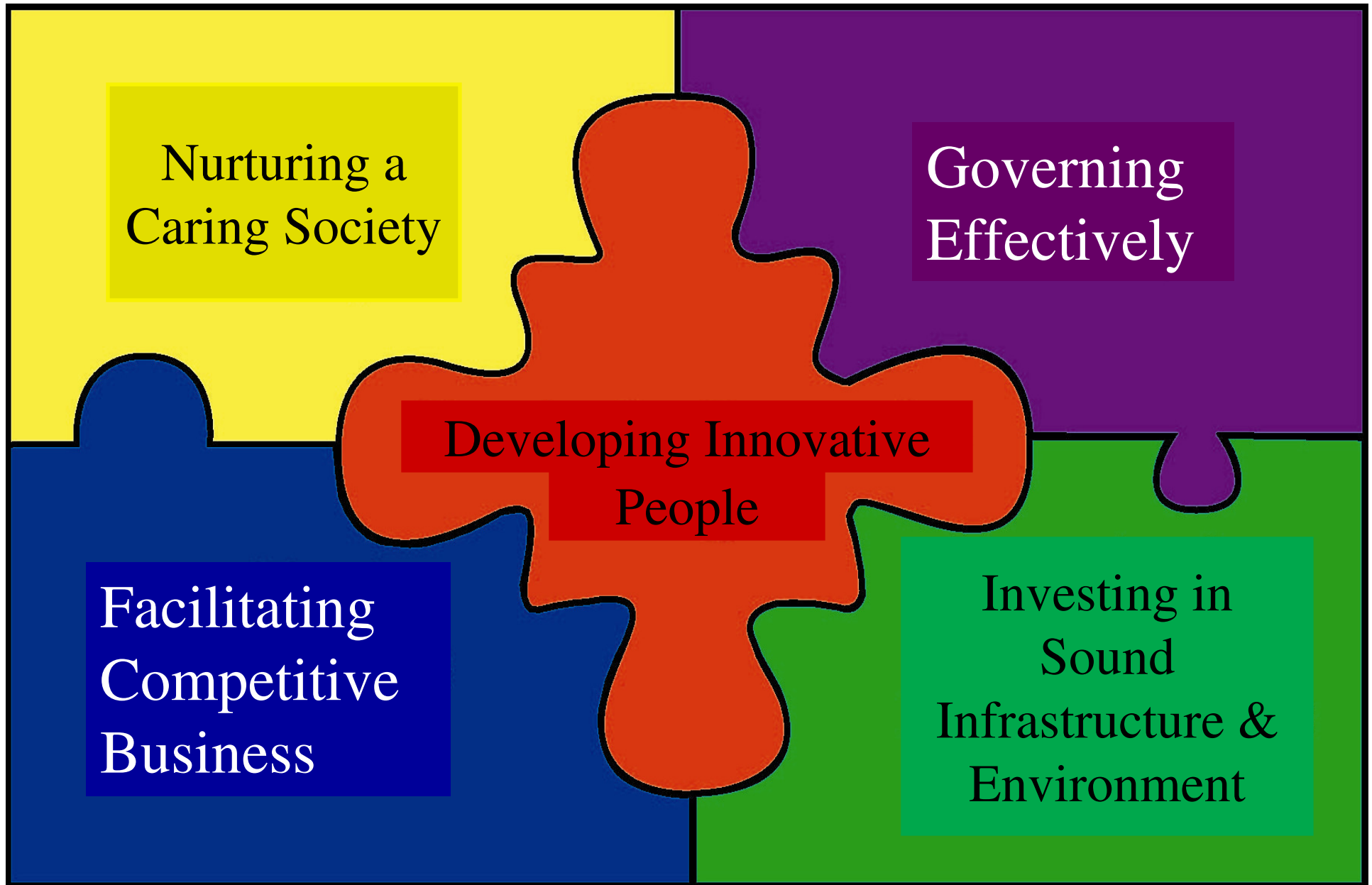
Snapshot – Current training Output

Source: Various Sources

“Formal” Training Institutions	Current Estimated Output	LEVEL
Secondary School	1,314	1
NESC**	8,000	1 & 2
YTEPP**	4,500	1 & 2
COSTAATT	1,200	3
UWI – SCS**	846	1 & 2
Servol	525	1
HYPE	490	1 & 2
TTHTI	300	2, 3 & 4
MIC / NSDP	150	1 & 2
UWI	3,000	4 & 5
UTT	600	3, 4 & 5
Distance Learning	1,200	3, 4 & 5
Sub-Total	22,125	

“Social” Programmes	Current Estimated Output	LEVEL
MoW - URP	18,000	1
MoCD – Comm Skills	13,000	1
MSTTE - OJT	10,000	2, 3 & 4
MSTTE - MuST	8,000	1 & 2
MoP – CEPEP	7,750	1
MSTTE - Retraining	3,200	1
MoNS - CCC	1,800	1
MoCD - GAPP	800	1
MoA - YAPA	800	1
NTST for Women	720	1
MoNS - Prisons	75	1
Sub-Total	64,145	
TOTAL	86,270	

THE FIVE PILLARS OF VISION 2020



GOALS FOR DEVELOPING INNOVATIVE PEOPLE



GOAL 1

The people of Trinidad and Tobago will be well known for excellence in innovation

GOAL 2

Trinidad and Tobago will have a seamless, self-renewing, high quality education system

GOAL 3

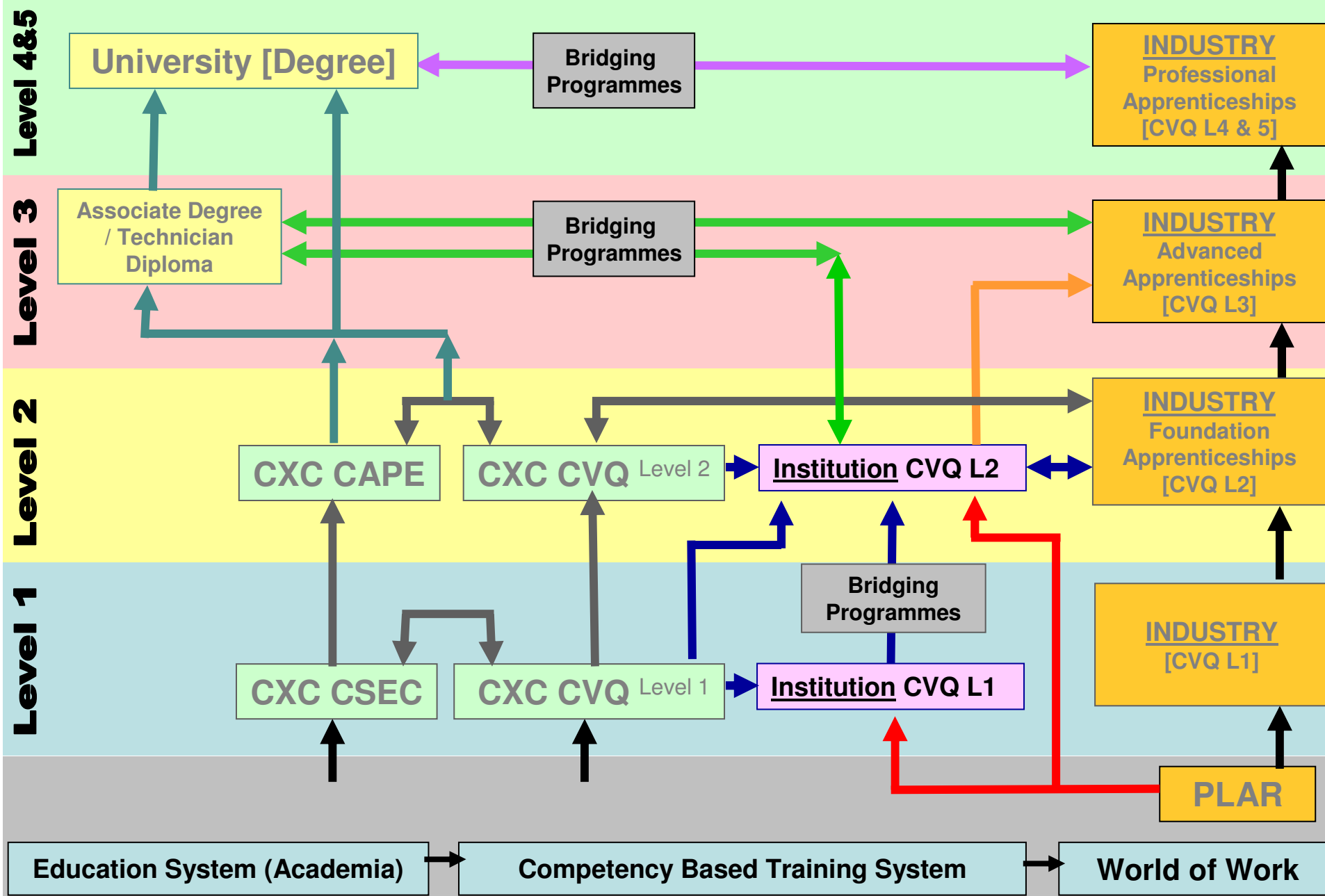
A highly-skilled, talented and knowledgeable workforce will stimulate innovation-driven growth and development

GOAL 4

The richness of our diverse culture will serve as a powerful engine to inspire innovation and creativity

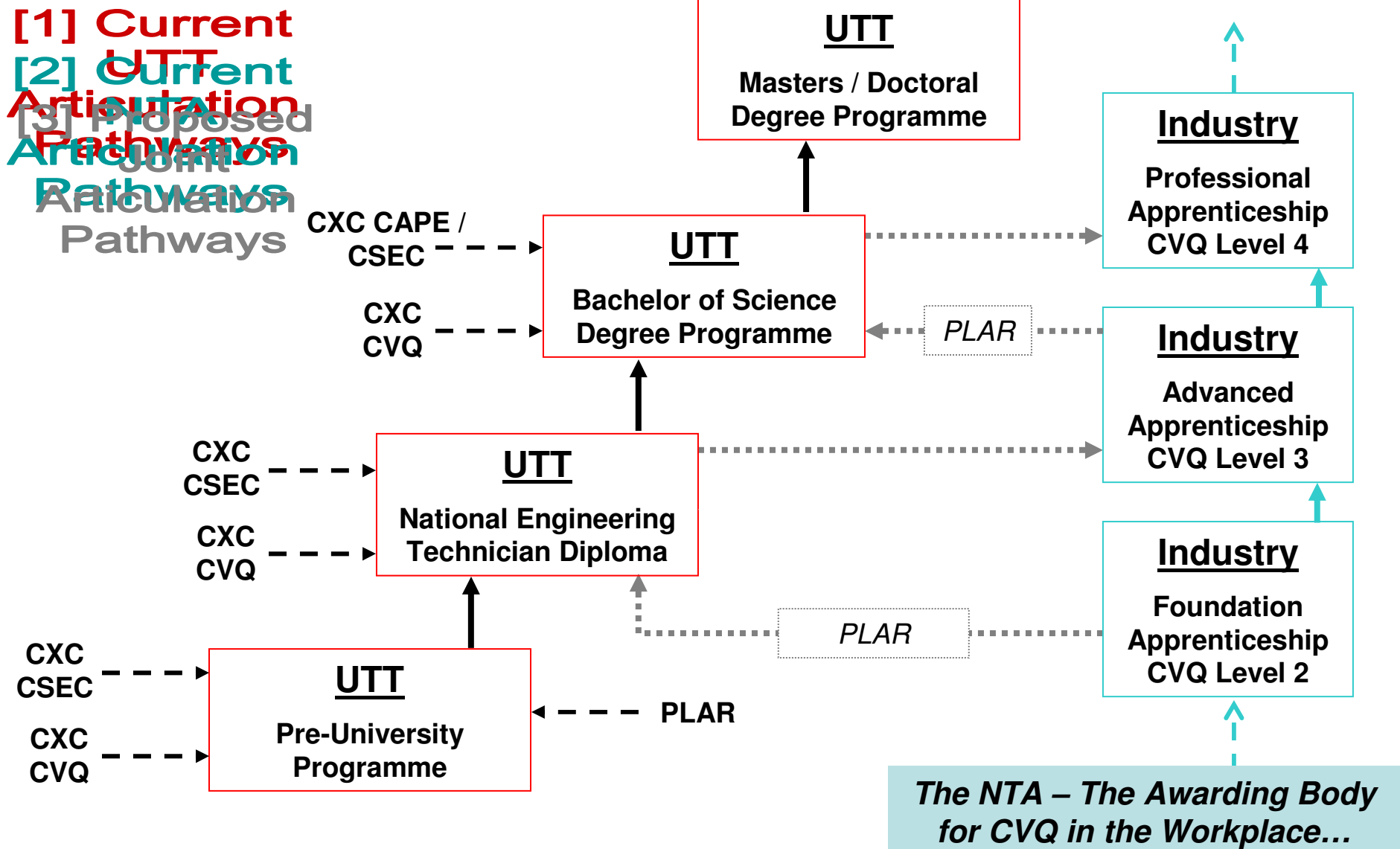
T&T - Seamless System of Education & Training

Articulation Pathways – “Bridges & Ladders”



Example - University of Trinidad & Tobago

Seamless System between UTT Programmes & NTA CVQs



Other examples / partnerships

- **University of the West Indies**
 - Transition programme for Undergraduates
 - to develop hands-on practical skills
- **Energy Industry Competency Development Initiative (EICDI)**
 - Recognizing the competence of our local Energy Services Sector

Public Sector Training Initiatives

Emphasis on Six types of Training initiatives:

1. Youth Training
 2. Basic vocational Training in a Centre / workplace
 3. Traineeship
 4. Informal Apprenticeship
 5. Further Training within an Enterprise
 6. Community Colleges & tertiary institutions
- **QUESTION: Are we doing enough?**

Governance of TVET

Weaknesses in the TVET Delivery System

- Absence of legislation to govern TVET
- Vast number / different types of certifications
- Unresponsive training system to meet current industry demands
 - Unstructured delivery of industry training
 - Highly skilled but uncertified workforce
- Different types of assessment processes
 - Different curricula for similar courses
 - Some cases largely theoretical assessment processes
- Deficiencies among teachers/instructors in their specialist areas
- Inadequate equipment & facilities
- Lack of basic literacy & innumeracy proficiency / life skills

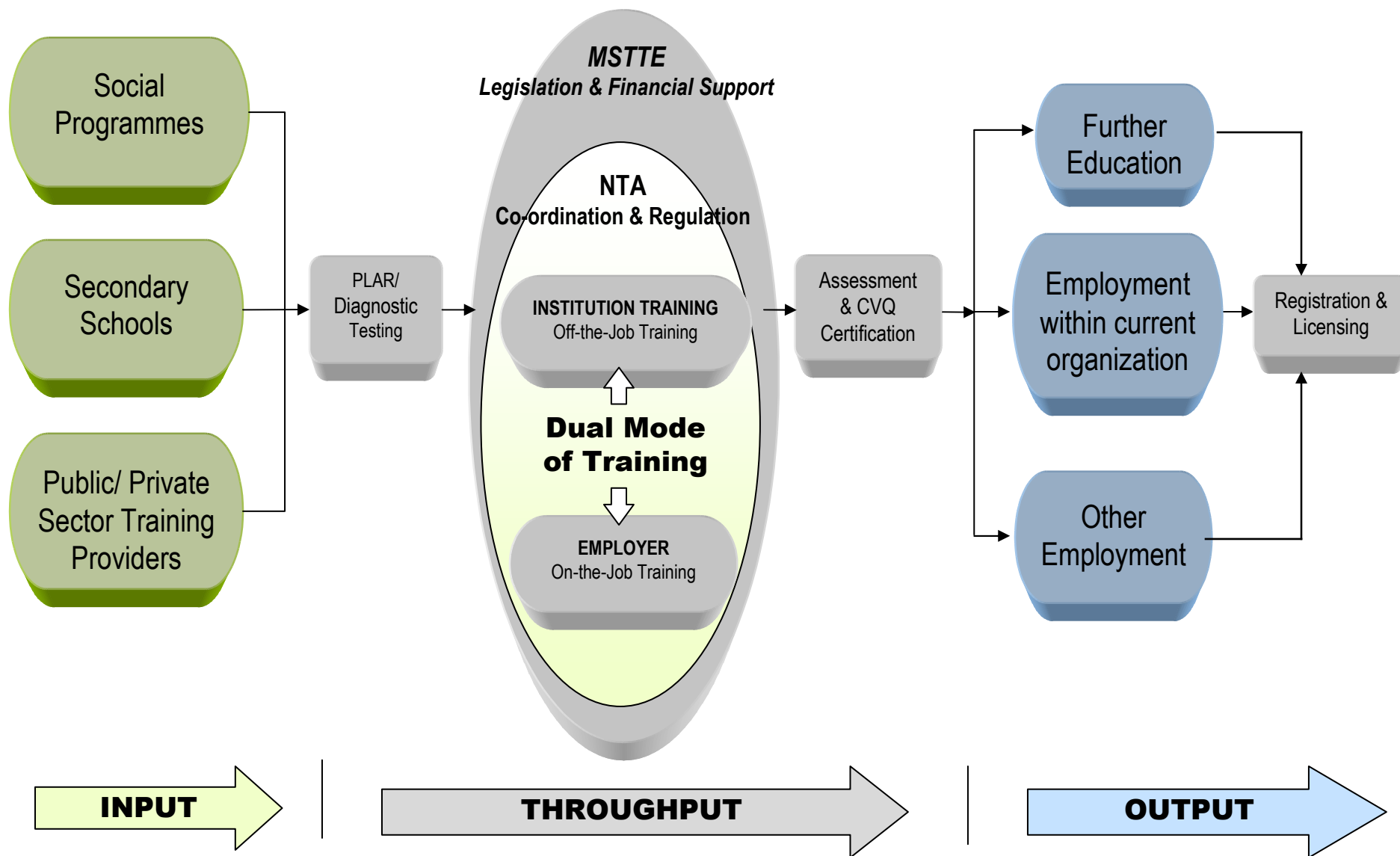
Strategies

Challenge	Strategy	Outcomes
<ul style="list-style-type: none"> • Inadequate supply of skilled labour <p>Propensity of skilled & unskilled workers unable to enter the formal education system.</p> <p>Need to raise competency levels of workers and increase productivity.</p>	<ul style="list-style-type: none"> • <i>A National Certification Drive inclusive of PLAR</i> • <i>Implementation of a National Apprenticeship System</i> • <i>Implementation of the CVQ in the workplace and within secondary schools (inclusive of employability life skills)</i> 	<ul style="list-style-type: none"> • Improve the country's competitiveness, ability to innovate and the long term well being of workers. • Ensure an adequate supply of labour to emerging multinationals and international business. • A seamless system of lifelong learning and retooling the society from school to work.

Strategies

Challenge	Strategy	Outcomes
<ul style="list-style-type: none">•Lack of harmonisation of education and training activities. Proliferation and duplication of training, undefined roles and functions of institutions.	<ul style="list-style-type: none">•<i>Development of a National Technical and Vocational Education and Training (TVET) Plan for Trinidad & Tobago</i>•<i>Establishment of a National TVET Registry.</i>	<ul style="list-style-type: none">•Establish the key roles and responsibilities of stakeholders•Harmonization and establishment of a centralized reporting system•Rationalization of programmes•Redesigned system to synergize academic and vocational training•Provision of data for manpower planning

MODEL FOR APPRENTICESHIP TRAINING IN TRINIDAD AND TOBAGO



Workforce Development Strategies

Prior Learning Assessment & Recognition (PLAR)



Prior Learning Assessment & Recognition (PLAR)

The use of the PLAR system will make available to industries certified workers who meet required occupational standards.

Participants will be awarded the CVQ upon successful completion.

The TVET Registry

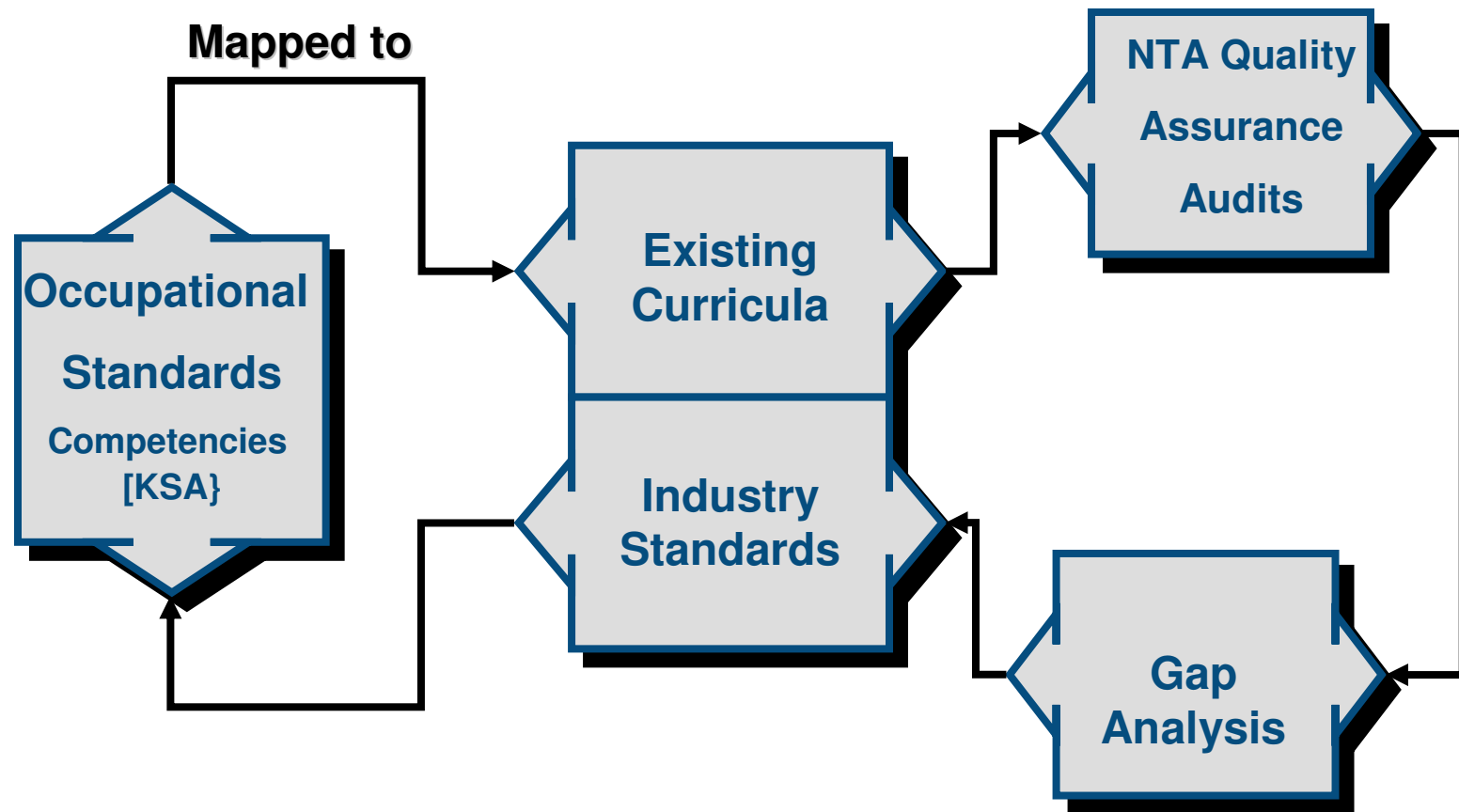
Objectives

- a database designed to collect, store and retrieve information about TVET providers
 - School-based
 - Institution-based
 - Enterprise-based and
 - Community-based
- an inventory of the skills supplied within a centralized database accessible by all TVET Providers Registered by the NTA
 - Maintain e-portfolios
- ensure proper manpower planning

Instructional Design

- A National TVET Curriculum Model is being developed in collaboration with training providers to enable quality outcomes in instructional design and curriculum development in the implementation of the CVQ.
- This is necessary to institute a curriculum structure consistent with high quality training and assessment.
- The purpose is to have incorporated in the national TVET system a process that includes the efficient and reliable development, updating and delivery of curricula.

Redefining Curricula using Occupational Standards



SUCCESS

Supply Side Strategies ...Secondary Schools



Policy Statement

- That all students should have an opportunity to experience TVET as part of general education before exiting the school system
 - Vocational Components at the 4th & 5th year of study – towards Level 1
 - Specialized Vocational Curriculum within Secondary Schools at a 6th & 7th year of Study – towards Level 2
- Introduce a Structured Apprenticeship Scheme –Level 2
- That all students who demonstrate competence in a skill area leave school with certification.
- That all programmes offered encourage and sustain a positive attitude to lifelong learning
- That the implementation of this programme will improve the TVET system in Trinidad and Tobago

Strategies

- Establishment of Task Force by Government: Industry/NTA/MOE.
- orientation and sensitization of Principals and teachers,
- training of teachers as Assessors,
- training of Heads of Department as Internal Verifiers and Coordinators,
- sourcing and training of External Verifiers from Industry,
- conducting Facilities Audits,

Strategies

- The NTA has established a Project Implementation Unit dedicated to the implementation of the CVQ in secondary schools.
- Ensure training and development/Quality Assurance.
- Report Writing/Continuous Improvement

Role of CXC

- The Caribbean Examination Council (CXC) is the legal, certifying body and further quality assures and awards the CVQ Units at Levels I and II to students who have met the requirements as stipulated by the Regional Occupational Standards.
- CXC was identified as the regional body authorized by Heads of Governments to be the body responsible for regional certification at the secondary school level.
- The existence of an external awarding body at this level brings a balance with the traditional academia and a perspective that promote outcomes-based learning and objectivity in assessment and by extension acceptance by stakeholders.

Strengths (CVQ in Schools)

- Flexibility of system
- Affords mobility – vertical & horizontal.
- Unit Awards or full certificates can be awarded.
- Criteria for assessment – Occupational Standards – Satisfies needs of industry

Strengths (CVQ in Schools)

- Responds to the diversity of schools.
- Build self-esteem in students.
- Committed, experienced, dedicated NTATT staff with required TVET background

CVQ in Secondary Schools Statistics

Details	2007	2008	2009	2010 (estimate)
Number of Schools	13	33	31	64
Number of Students	437	897	1314	2500
Units Awarded	1984	7895	Results pending	-
Full CVQs	89	385	Results pending	-
Number of Occupational Areas	24	21	Data being processed	30

CVQ Occupational Areas	Number of Schools offering CVQ
Pastry Cook	16
Welding	15
Electrical Installation	14
Auto Mechanics	11
Garment Construction / Metal Machining	10
Joinery / Plumbing	9
Cosmetology	8
Beauty Therapy	7
General Construction	5
Air Conditioning and Refrigeration / Carpentry / Food Preparation / Grow-box Operations / Masonry	4
Art and Craft Construction (Textile/Fabric) / Secretarial Skills	3
Information Technology Usage and Support	2
House Keeping / Ornamental Aquaculture Operations / Soft Furnishing	1

CHALLENGES

(CVQ in Schools)

- **Human Resource**
 - Inadequate staffing
 - Verifiers
 - Curriculum personnel
 - TVET Instructors
 - Administrative and managerial staff
- **Physical Resources**
 - Inadequate facilities, consumables, tools and equipment
 - Rapid obsolescence of machinery, tools and machinery
 - Lack of technological resources
 - Obstacles involved in the development of training materials
 - Occupational Standards
 - Assessment Documents
 - Curriculum/ Instructor/ Learner Guides

CHALLENGES

(CVQ in Schools)

- **Other Resources**

- Policy changes not definitive at regional and/ or national levels
- Lack of support from major stakeholders
- Poor timetabling for completion of curriculum
- Poor record management in institutions
- Constant changes in industry practices
- Poor project planning strategies
- Resistance to change process

Multi-Sector Skills Training Programme (MuST)

- The MuST programme was officially launched on July 2nd, 2004 and has exposed over 20,000 unemployed nationals to occupational skills training within the Construction and Hospitality and Tourism sectors.

MuST

PROGRAMME CHALLENGES

- Low levels of Literacy and Innumeracy among some trainees.
- Numerous social problems experienced by trainees.
- Duration of training may not be sufficient to achieve competence in the specific skill area.
- Lack of tracer studies to determine retention rate of trainees in the Occupational Area (Construction and Tourism & Hospitality).



While in Trinidad for the Summit of the Americas, Secretary of Labor Hilda L. Solis visited a construction training work site sponsored by the Multi-Sector Skills Training Program (MuST).

(Photo Credit/ Yaisa Tangwell)

Retraining Programme

- Targets displaced Workers.
- Retrained to industry standards and adaptable to changing industry needs.
- Use of Certified Tradesmen as instructors.
- Partnership with industry.
- Use of PLAR.

The Retraining Programme



Successes

- In June 2009, the Caribbean Examination Council (CXC) Measurement and Evaluation Officers, after their validation exercises in twenty (20) schools, referred to the implementation of the CVQs in Trinidad and Tobago as a **prototype** for the rest of the Caribbean.
- In 2008, at an Organization of American States (OAS) Workshop for the Caribbean and Latin America held at the Hotel Normandie, the CXC Measurement and Evaluation Officer in his presentation cited Waterloo High School as an example of '**best practice**' in the implementation of the CVQ in the Caribbean.
- Training and Certification of Teachers as Assessors and Heads of Department as Internal Verifiers in Phase I and II were completed on the target times as projected. Ninety percent (90%) of the eligible teachers in Phase III schools were trained.

Crop Production – Grow Box Operations Level 1



Crop Production – Grow Box Operations Level 1



Successes

- Retraining in the Competency Based Education and Training (CBET) Approach was conducted in all Phase I and II schools by the projected target date.
- Facilities Audits were conducted in all Phase I, II and III schools on the proposed targeted time.
- External Verifiers employed in Phase I and II were retrained and thirty (30) additional External Verifiers in various occupational areas were trained to facilitate the increased number of Schools in Phase III.

Principals & Teachers Testimonials...

- “true lifelong learning in action”
- “CXC certification brings parity of esteem to TVET”
- Greater student interest
- Reduced student absenteeism



THANK YOU