The CVQ:
The Regional Qualifications of the Caribbean

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Overview

- CARICOM Region
- Historical Background to Regional Qualifications Framework (RQF)
- The Framework
- The Operating Model
- CANTA
- Requirements for CVQ
- Conclusion

CARICOM Member-states

Antigua & Barbuda
Bahamas
Barbados
Belize
Dominica
Grenada
Guyana
Jamaica
Montserrat (Br.)
St. Kitts & Nevis
St. Lucia
St. Vincent & the
    Grenadines
Suriname
Trinidad &
 Tobago

Share

- Similar history
- All English-speaking
- Island states except for
  - Belize
  - Guyana
  - Suriname
- Challenges
  - Distance
  - Dependent Economies
  - Primary Industries

Background RQF (Global)

- Global and hemispheric liberalisation
- 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

Background to RQF

- **Traditional industries have experienced a decline/extinction**

  - **Threat of open borders**

  - **Internationalization**

  - **Fierce competition**

- **Region needed significant improvement in the quality of the work force which is required for modernization**

- **Enterprises required workers with much higher levels of education and training**

- **New wave of economic transformations made training**

  - **more important & more difficult to _calibrate_ to the new and more stringent requirements of the world of work**

The Regional Context - CSME

- Regional Heads of Government at its 10th meeting in Grenada in 1989, decided to deepen the integration movement through the establishment of the CARICOM Single Market and Economy (CSME)

  In deciding to establish the CARICOM Single Market and Economy (CSME). The Conference of Heads of Government noted the :

  'need to work expeditiously together to deepen the integration process and strengthen the Caribbean Community in all of its dimensions to respond to the challenges and opportunities presented by the global economy.'

Main Focus of the CSME

The CSME is intended to provide the framework for:

- **greater opportunities for employment, investment, production and trade**
- **competitive products of better quality and prices**
- **improved services provided by enterprises and individuals**
- **greater opportunity for travel for nationals to study and work in CARICOM countries**
- **increased employment and improved standards of living**

Free Movement of Labour

Main Programme Elements:

- **Elimination of work permits**

- **Facilitation of immigration points**

- **Legislation protecting the right to work of approved categories of skills**

- **Harmonisation and transferability of social security benefits**

- **Mechanisms for equivalency and accreditation**

- **Development of a skills register**

- **Coordination of social policies**

Implications for Workforce Development

- Need to provide potential and existing workforce participants with opportunities to acquire skills appropriate for modern workplace and to adjust to changes in technology and structural changes

- Assuring the relevance and portability of Qualifications

- Facilitating the continuous improvement and upgrading of the workforce

Specific Focus on TVET

- Focused preparation for job market

- Bridging skill gaps through demand-driven TVET

- Development of occupational standards

- Occupational certification

- Ensuring internal and external efficiency

Imperatives

- Improving progression routes for vocational education and training in further education and in higher education

- Modernised qualifications

- Parity of standing between vocational and academic routes, dual purpose qualifications

- Promoting transparency, comparability, transferability and recognition of skills and qualifications

- A **Qualifications Framework** which covered the education and training systems

The Formation of CANTA

Caribbean Association of
    National Training
Agencies (CANTA)

- Established November 2003
- Founding Members:
  - Barbados: TVET Council
  - Jamaica: Heart Trust/NTA
  - Trinidad & Tobago: NTA

- Endorsed by CARICOM as the implementation arm of the Regional Coordinating Mechanism for TVET

- Advisory body to COHSOD (high level Councils of the Secretariat)

Mission

To promote quality relevance and equity in education and training towards the development of a certified competent and globally competitive workforce

GOALS OF CANTA

- To promote the development of a competitive regional workforce

- To facilitate the free movement of certified skilled workers within the CSME (CVQ)

Key Objectives

- To promote the establishment of National Training Agencies or TVET apex bodies

- To establish and strengthen partnerships to support the work of CANTA

- To increase the number of member states accessing the Caribbean Vocational Qualification (CVQ)

- To harmonize the implementation and promulgation of the *"CANTA Process for Workforce Training and Certification"*

Major Role of CANTA in the implementation of the CVQ

- To ensure that the requirements for:
    - Training
    - Assessment and
    - Certification

are met by the schools, enterprises and other training providers offering CVQ training programmes using the

"*CANTA PROCESS FOR TRAINING ASSESSMENT AND CERTIFICATION*"

(CANTA Secretariat - 2005)

Other Objectives

- To ensure **uniform provision** of the standards-driven, outcomes-based approach to training, assessment and certification

- To strengthen management structures for effective and efficient management of resources

- To promote lifelong learning while raising the image and status of TVET in the region

- To promote career and vocational guidance throughout the CSME

- To make regional labour market information available

The Qualification Framework

- Provides descriptions of the **knowledge and skills** to be demonstrated as well as a common grid of skill levels for all qualifications included within the framework.

- Allows for "equivalences" to be established between elements of different qualifications.

- Facilitates establishment of progression routes between
  - different fields of study
  - general and vocational education
  - learning in initial and further education
  - qualifications obtained through formal and non-formal education and training
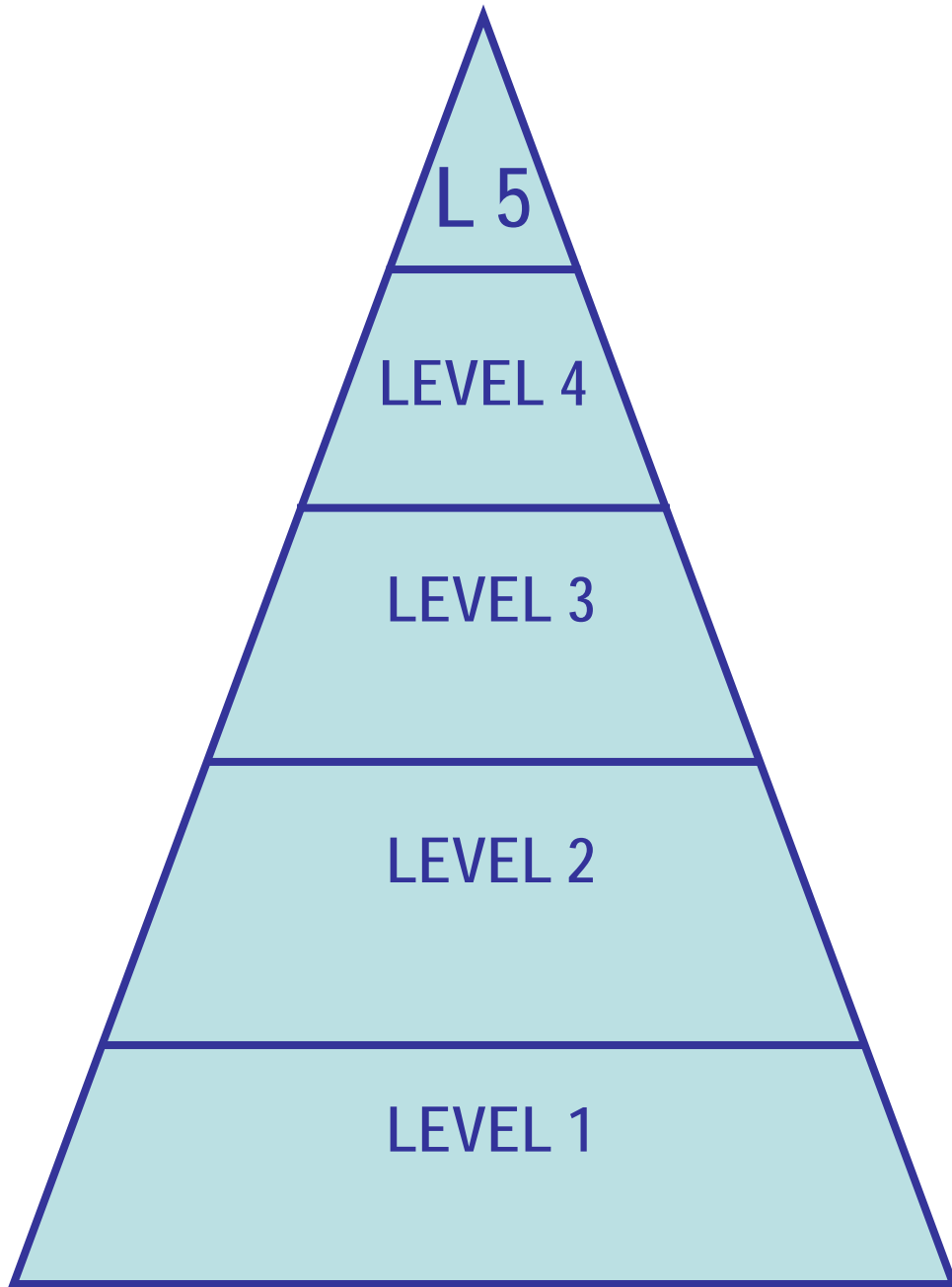
L 5 — Advanced professional / Senior manager

LEVEL 4 — Master Craftsman / Technologist

LEVEL 3 — Technician / Supervisor

LEVEL 2 — Skilled Worker (Unsupervised)

LEVEL 1 — Semi-skilled, entry level worker (Supervised)

Type/Level of Program	Orientation And Purpose	Credits	Entry Require-ments	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 CXCs, 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.	

The Qualification Framework allows the user to:

- Understand the level of their qualification
- investigate pathways for improving their qualifications,
- Understand what his/her qualifications should be worth on the labour market
- Feel assured that they are recognised (nationally and regionally) and
- Feel relevant to the occupational sector in which they work or wish to work
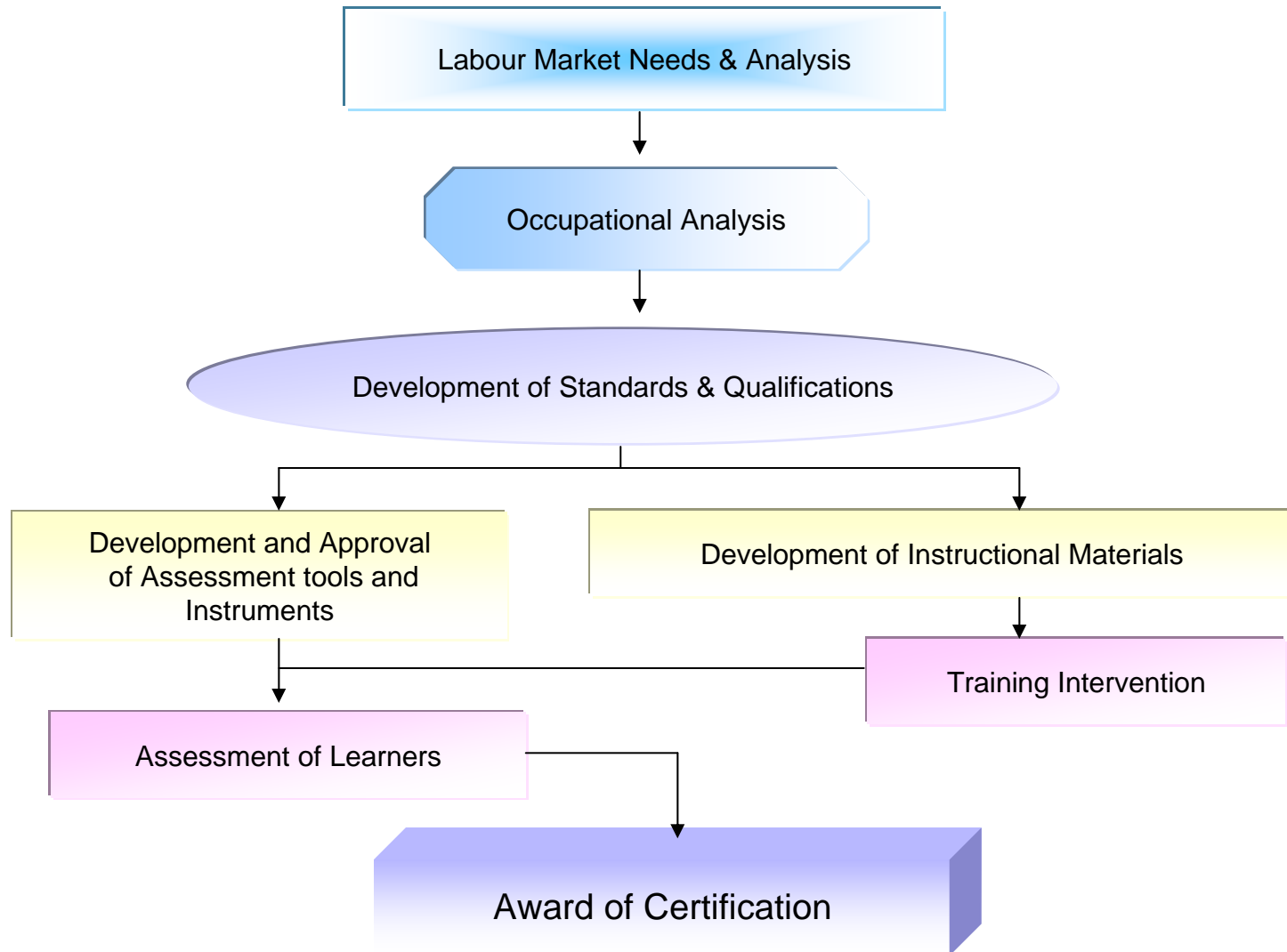
The Qualification Framework

- Standard setting is integral to the development and operationalisation of TVET frameworks

- The creation of standards results from consensus process among the social partners and other relevant stakeholders.

- They provide

  – a better understanding the nature and practice of work in a variety of industries and contexts

  – better advice for the education and training systems to equip individuals for both their life as citizens and for their vocational roles

The Qualification Framework

- 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.

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

The Technical Operating Model

Labour Market Needs & Analysis

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Occupational Analysis

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Development of Standards & Qualifications

Development and Approval of Assessment tools and Instruments

Development of Instructional Materials

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Training Intervention

Assessment of Learners

Award of Certification

The Operating Model

- The TVET operating model facilitates streamlining of arrangements

  - for national level certification – the NVQ
  - for regional certification - the CVQ
  - for facilitation of the movement of labour in the CSME
  - Facilitate workforce development for competitive provision of goods and services at the national , regional and global levels
  - Life-long learning

CANTA Requirements for the CVQ

- Qualifications Framework Standards (occupational, facilities, training, approved centre, assessment)
- Levels of Articulation
- Training *(Institutional or On-the-job)*
- Career Guidance
- Record Keeping
- Support sub-systems (human & physical resources, technology)
- Quality Assurance Mechanisms
- Teacher/Assessor Training & Certification
- Assessment (*on-going, variety, PLAR)*
- Certification (*Awarding body)*

Quality Assurance

- **Occupational Standards** (*developed/endorsed by industry practioners*)

- **Facilities Standards** (*the physical requirements to conduct training*)

- **Accreditation Standards** (*training programmes* and institutions)

- **Guidelines** which govern the **approval** of schools and training institutions

- **Qualified** assessors *(trained and certified according to specific guidelines)*

- **Audits,** Monitoring & Moderation *(to ensure compliance)*

CANTA in the Region

- Formed working committees to standardize framework across the region:
  - **Quality Assurance**
  - **Standards**
  - **Promotions**
- Provides technical assistance and capacity-sharing
- Promulgates CARICOM-Approved Regional Occupational Standards
- Works with CXC to implement CVQ's in Secondary Schools
- Assists member states to establish mechanisms to award the CVQ's

CANTA in the Region

- Assisted member countries to introduce the OAS Hemispheric Project *(in Key Labour Competencies for Secondary Schools)*

- Trained Assessors

- Conducted Instructional Delivery Development Workshops

- Established a Caribbean TVET Journal

- Established CANTA Website

Concluding

- Deliver relevant quality qualifications and services
- Develop, maintain or review internal quality management systems
- Cooperate with competent quality assurance and accreditation bodies
- Share good practices by participating in sector organisations and inter-institutional networks at national and international levels
- Mutual recognition of each other's qualifications as equivalent or comparable
- Provide if required, accurate, reliable and easily accessible information on the criteria and procedures of external and internal quality assurance mechanisms offered

Towards a competent, world class ideal Caribbean Citizen-worker

THE END
Thank you!

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