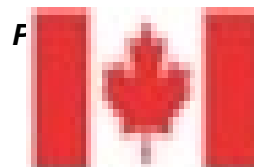




Organisation of Eastern Caribbean States



POLICY RECOMMENDATIONS FOR OECS TVET DEVELOPMENT:

THE WAY FORWARD FOR TVET 2007

A REVISION OF THE 1995 OECS POLICY DOCUMENT FOR TVET

JANUARY 2007

PREFACE

Ministers of Education of the Organisation of Eastern Caribbean States (OECS), recognizing the impending impact of universal access to secondary education, requested that OECS Education Reform Unit (OERU) assist in the diversification of secondary education. The Communiqué issued following the 17th Meeting of OECS Ministers of Education, noted the following on the Agenda Item dealing with TVET:

CARICOM tabled a paper on Technical and Vocational Education Training delineating Caribbean regional activities.

Ministers Instructed OERU to develop a framework for integrating TVET based competencies into the Secondary school programme in collaboration with CXC and other appropriate regional agencies.¹

The Ministers' instructions signaled the urgent need for some reform in the present approach of the OECS to education and training, but with particular reference to universalization of secondary education. This reform has become necessary to promote the enhancement of programmes that will appeal and be relevant to greater range of students with a variety of academic and vocational potential. The OERU recognised that the alignment of the Technical and Vocational Education and Training (TVET) policy with the present and emerging needs of individual students and the OECS societies would be a critical requirement at this stage.

The OERU therefore approved a short consultancy to "review and realign the CARICOM/OECS TVET policy to reflect the present and emergent trends in and needs of TVET in the OECS in the light of universal access to secondary education." ² The emphasis of this activity will be on analysis of existing policy, and refining and aligning its components to address present circumstances. However, this activity would only have been possible, because of the earlier work already completed in the OECS in this area and the input of TVET Specialist from OECS Member States.

¹<http://www.oecs.org/oeru/documents/Communique%20re%20Conclusions%20of%20OECS%2017th%20Ministers%20Meeting%201%2012%2005%20.pdf>

² Terms of Reference Eastern Caribbean Education Reform Project:: WBS 2200 – Carry out Action and Policy Research and Develop Model Policy Guidelines.

In 1994, the OECS developed the Draft OECS TVET Policy³ document which was later produced in a synopsis, The Way Forward for TVET.⁴ This document provided a summary of the prevailing TVET issues pertinent to the establishment of a dynamic TVET system at both the national and OECS levels. In 1996 the OECS drafted a Harmonized Education Legislation,⁵ which included a section to guide the establishment of a national mechanism to coordinate TVET, the “National TVET Council”. This mechanism was envisaged as having the legal authority to bring a measure of organisation and cohesiveness to the national human resource development thrusts. As OECS Member States continued to update their education legislation, the resulting legal framework for national TVET development also required that they put in place the corresponding policy framework.

It is important to note that the two interventions above were informed by a significant regional TVET initiative, which in 1991 had resulted in a comprehensive strategy document for the development of regional TVET. This CARICOM TVET Strategy⁶ continues to guide the development of TVET nationally, sub regionally (OECS) and regionally (CARICOM). More importantly, the CARICOM strategy identified the relevant TVET issues that must be addressed by the national TVET policy framework.

The global environment has changed significantly since those important interventions, especially in terms of the economic, social and political imperatives, to which the sub-region must successfully respond for its survival. This survival will depend on the region's capacity to effectively mobilize all its resources, and in particular, its human resources, in a systematic and organized manner. This necessitates a clearly articulated national TVET policy framework within which national efforts can operate and at the same time facilitate the sub-regional coordination of regional initiatives that impact on the national endeavors. The development of a national globally competitive workforce and by extension, a sub regional globally competitive workforce, must be accomplished through a framework that facilitates the bridging of the social, cultural,

³ OECS: Draft Policy Document on Technical and Vocational Education and Training, 1994

⁴ OECS: “Recommendations for OECS TVET development: THE WAY FORWARD FOR TVET”, 1995

⁵ OECS Model Education Bill, 1995, chapter 124 p. 83

⁶ CARICOM: “Regional Strategy for Technical and Vocational Education and Training”, Guyana, 1990

economic and political boundaries. It must also facilitate the inter-ministerial and inter-sectoral collaboration in the development of our human resources.

It has therefore become necessary to revise and update the 1995 TVET policy document that in the past had been relevant to twentieth century TVET development. The revised document must now include the emerging twenty-first century issues and trends, and a recognition of the current global imperatives impacting on the education and training requirements of the twenty-first century worker. The new document has taken into consideration the work of the OECS TVET Office during the period January 1996 to September 2004 in its interaction with Member States, regional and international agencies with a focus on TVET.⁷

The reformed policy framework will also build on current TVET development initiatives, which include the OAS Hemispheric Project component that focuses on TVET, the present achievement of the Caribbean Association of National Training Agencies (CANTA) and the CARICOM thrust toward a Caribbean Vocational Qualifications framework.

Ministers of Education will be asked to give due consideration to the re-aligned policy framework and to examine ways in which the TVET development issues identified and explored fit their development thrust for education and youth development within their countries. The progress toward implementation will depend on countries' commitment to acquire funding to support the resource needs of the recommended programmatic approaches. This new OECS TVET Policy framework document is designed to facilitate this process.

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⁷ EXIT REPORT: Coordinator for Technical & Vocational Education and Training (TVET), OECS Education Reform Unit, January 1996 – September 2004

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LIST OF ABBREVIATIONS

| | |
|---------|---|
| CIDA | Canadian International Development Agency |
| CARICOM | Caribbean Community |
| COHSOD | Council (of CARICOM Ministers) for Human and Social Development |
| CVQ | Caribbean Vocational Qualifications |
| CXC | Caribbean Examinations Council |
| GTZ | Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH; German Agency for Technical Co-operation (Ltd) |
| HRD | Human Resource Development |
| IDB | International Development Bank |
| ILO | International Labour Office |
| LMIS | Labour Market Information System |
| NCTVET | National Council for Technical & Vocational Education & Training (Jamaica) |
| NTA | National Training Agency(s) |
| OAS | Organisation of American States |
| OECS | Organisation of Eastern Caribbean States |
| OERS | OECS Education Reform Strategy |
| RACTVET | Regional Advisory Committee for TVET (CARICOM) |
| RCMTVET | Regional Coordinating Mechanism for TVET (CARICOM) |
| TVET | Technical and Vocational Education and Training |
| USAID | United States Agency for International Development |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |
| WB | World Bank |

1.0 EXECUTIVE SUMMARY

The Introduction and Background of this document establishes the contextual framework within which OECS TVET developed up to 2004. The decision of OECS Ministers of Education in 1991, that OECS TVET development must be guided by a policy framework, resulted in a 1994 **"Draft Policy Document on Technical and Vocational Education and Training"**⁸. The consequential synopsis of the Policy Document, **"The Way Forward for TVET"**⁹ sought firstly to provide an analysis of the status of TVET then in 1995 and the related TVET issues that must be addressed through relevant policy guidelines. The Document then presented nine results-based initiatives that became the focus of the activities of the OECS/GTZ TVET Project from 1995 to 2004.

In 1996, OECS Ministers accepted the Draft OECS Education Act as the model legislative framework for Education reform in the OECS and for the further development of TVET in particular.¹⁰ This initiative was driven by the Regional Strategy for TVET, the blueprint for national and regional TVET development from 1991 to the present time. Education and training authorities have since recognized that the eleven strategic interventions documented in the Regional Strategy, provide a comprehensive blueprint for effective TVET development. Successful implementation of these strategies by Member States assumes the existence of the enabling environment created by the appropriate legislative and policy frameworks.

This document presents suggestions for policy statements in relation to the implementation of specific strategies and it is expected that Member States will reformulate their TVET policies in line with the national circumstance. These statements have been aligned with the Regional TVET Strategies thereby giving a regional perspective to national TVET policies. The revised document provides the policy framework for the continued development of TVET at the national

⁸ OECS: Draft Policy Document on Technical and Vocational Education and Training, 1994

⁹ OECS: "Recommendations for OECS TVET development: THE WAY FORWARD FOR TVET", 1995

level and gives direction and scope to critical activities that must be addressed as a response to the introduction of universal secondary education in our region.

The document concludes with a strategic plan to facilitate the re-alignment of the Technical and Vocational Education and Training (TVET) policy and policy implementation with the present and emerging needs of individual students and the OECS societies.

The OECS Education Ministers are expected to adopt these TVET Policy guidelines and approve the associated action plan for the development of TVET thereby, authorizing the OECS Education Reform Unit to seek funding and other support to implement the action plan.

2.0 INTRODUCTION

In 1994, the OECS developed the OECS TVET 'Policy' document, The Way Forward for TVET. The 'Policy' document provided a summary of the prevailing TVET issues pertinent to the establishment of a dynamic TVET system in the OECS and then attempted to formulate TVET policy statements to guide the appropriate responses to these issues. These responses became the nine results based initiatives of the OECS/GTZ TVET Project that were implemented from 1995 to 2002 and are summarized in the table below.

| RESULT AREAS | KEY RESPONSE ACTIVITIES/INITIATIVES |
|---|--|
| 1. Enhancing the image of TVET through public awareness activities. | Facilitation of national symposia on TVET and support for national activities featuring TVET Publication OECS TVET Newsletter featuring TVET activities and initiatives in Member States Production of audio\visual TVET promotional materials |
| 2. Management and Coordination of OECS TVET Strategies and initiatives are facilitated. | Organizing a Project Planning and Implementation Workshop Planning and implementation of Project Management Committee Meetings and related activities. Providing Quarterly Financial and Six-Monthly Project Progress Reports to GTZ. |

¹⁰ OECS Model Education Bill, 1995, chapter 124 p. 83

| RESULT AREAS | KEY RESPONSE ACTIVITIES/INITIATIVES |
|---|--|
| | Supporting the OECS Education Reform Technical Committee and Ministers of Education Meetings. (Managing and Coordinating the TVET component of the OECS Education Reform Programme) |
| 3. Promotion of recommendations of OECS TVET Policy Document. 4. Training Mechanism for TVET Teachers is Established | Distribution of the OECS TVET Policy Document Facilitation of a review of the OECS Document through workshop activities Promotion of the recommendations of the Document at all relevant forums. Facilitation of the short-term training of fifty-one OECS TVET teachers. |
| 5. Re-conceptualisation of Multi-Purpose Training Centres in interested countries is promoted | Facilitation of a review of the Multi-Purpose Training Centre concept. Provide advise to Ministries of Education on the redevelopment of the Multi-Purpose Centres |
| 6. Adult and Continuing Education (A&C Ed) concept is promoted and supported | Preparation of a proposal for support from ECERP to address the issue of Adult and Continuing Education in the OECS. |
| 7. The Training Office Concept is promoted and development in Member States supported. | Facilitation of the development of project proposals resulting in the establishment of the Training Office in eight of the nine Member States. Facilitation of provision of equipment for the Training Offices in relevant member States. Facilitation of the training and orientation of Training Office Staff. |
| 8. Development and implementation of Education Management and Information (EMI) System (supported from Third-Party resources) ¹¹ . | Facilitate the development of a computer based education management information system for the OECS. Make provision for hardware and software for participating Member States Provision of technical support to Ministries of Education in establishing the LMIS At least three Member States produced EMI data |
| 9. Curriculum development finalized and accreditation achieved | Distribution and promotion the use of the Post Secondary Curriculum prepared in an earlier phase of the Project |

¹¹ The Project Coordinator was responsible for managing the implementation of the OECS/EU EMIS Data Project (1994- 1996), and which evolved into the ECERP EMIS Project in 1997.

| RESULT AREAS | KEY RESPONSE ACTIVITIES/INITIATIVES |
|--|---|
| 10. Promote and support the National Coordinating Mechanism for TVET as a Structure for Private Sector broad based Participation in TVET | Assisting member States to establish the national focal point for TVET through the appointment of a TVET Coordinator Promotion through distribution of OECS TVET Policy document Consultancy to recommend feasible processes for establishing national mechanism for TVET coordination Promoting the enactment of New OECS Education Act with provision for the establishment of National TVET Council |

However, while the 'Policy' document had taken its clue from the 1991 CARICOM Regional TVET Strategy document, its implementation did not result in the establishment of an effective TVET system in the OECS or the Member States. The Regional Strategy document had already provided the region and by extension, Member States with ten strategies, when implemented collectively, would result in an effective training system. This evidence emerged in the evolution of the HEART Trust NTA of Jamaica (1991) and later the National Training Agency of Trinidad and Tobago (2000) and the TVET Council of Barbados (2002) as training systems that developed in response to the Regional TVET Strategy.

In 1995 the OECS drafted a Harmonized Education Legislation, which included a section to guide the establishment of a national mechanism to coordinate TVET, the "National TVET Council" thereby, providing the legal framework for an effective national TVET system. This mechanism, which was also a response to the Regional TVET Strategy, was envisaged as the tool to bring a measure of organisation and cohesiveness to the national HRD thrusts. Unfortunately, not all the Member States have enacted the legislation or established a functioning national training mechanism.

The global environment has changed significantly since those important interventions, especially in terms of the economic, social and political imperatives, to which the sub-region must urgently respond for its survival. This survival will depend on the region's capacity to effectively mobilize all its resources, and in particular, its human resources, in a systematic and organized manner. This necessitates a clearly articulated national Technical and

Vocational Education and Training (TVET) policy framework within which national efforts can be directed. At the same time the sub-regional coordination of regional initiatives that impact on the national endeavors can be facilitated. The development of the national globally-competitive workforce and by extension, a sub regional globally-competitive workforce, must provide a framework to facilitate the bridging of the social, cultural, economic and political boundaries. It must also facilitate the inter-ministerial and inter-sectoral collaboration in the development of our human resources.

Another significant change in the region's social environment has come about as a result of the commitment by Member States to expand secondary education and the introduction of universal secondary education in some Member States. The implications of this step impinge on TVET programmes in secondary schools and the need for specific policies to ensure that the content and delivery of TVET are relevant to this particular population sector. It must be recognized that our workforce is drawn mainly from this particular sector of the population.

Success in meeting the challenges of this globally competitive environment and surviving and prospering, both nationally and sub-regionally, requires the collaboration of all TVET stakeholders. This would only be possible where the collaborative process is guided by a clearly articulated and transparent policy and in which the stakeholders have been given a 'buy-in'. The policy must also seek to reflect the other current international issues of a sustainable and renewable environment and the reduction of poverty in the region

However, it is not now necessary to develop this TVET policy framework from scratch. There is already a substantive background to be found in the documents indicated above. These include the OECS TVET Policy Document, the TVET section of the Common OECS Education Legislation and the CARICOM TVET Strategy document. The OECS Education Reform Strategy document in its 1991 and 2001 forms can be added to this list. The resulting TVET Policy Framework which will be the basis of the national TVET Policy of Member States, must also make a significant contribution towards the provision of relevant

training throughout the region and facilitating regional collaboration in the certification and accreditation of occupational competencies.

3.0 BACKGROUND

In May 1997 CARICOM convened a ‘Special Meeting of Standing Committee of Ministers with responsibility for Education’ in Barbados, under the theme **“Strategies for Survival and Critical Elements for Effecting Change”**.

Under the Heading, “Strategies for Survival, Development and Prosperity”. The CARICOM Report¹² on the Meeting said the following:

The Strategies for Development and Prosperity and the Critical Elements for Change were approved at the Special Meeting of Standing Committee of Ministers responsible for Education, held in Barbados in May 1997.

Education is the major mechanism to bring about the necessary transformation in Caribbean Society. However, a mere increase in access to education and training, however, will not guarantee higher productivity, competitiveness and good citizenship. Human resource development strategies must ensure that education and training are not done in the mechanistic manner which was characteristic of past periods. These strategies need to take into account:

- (i) the emerging profile of the workforce needed for competitiveness;**
- (ii) the re-organisation of production processes; and**
- (iii) the development of abilities, attitudes, skills and technological knowledge necessary for jobs, entrepreneurial development and human well being.**

This approach needs to be promoted both within and without the formal system.¹³

Under the heading, “Directions for Education and Training” the same document said:

A rethinking of the way education is conceptualised, developed and implemented focusing on value added at each level resulting in outcomes that are qualitatively different; ¹⁴

¹² http://www.caricom.org/jsp/communications/meeting_minutes/strategic_interventions.jsp

¹³ http://www.caricom.org/jsp/communications/meeting_minutes/strategic_interventions.jsp

Under that same heading the Report made this very interesting observation:

The Regional Strategy for Technical Vocational Education and Training (TVET) identified the number of actions aimed at strengthening the role of TVET as a strategy for human resource development.¹⁵

Human Resource Development (HRD) was identified as the key to improving the quality of life and economic success in developed and developing countries. This issue been brought to the forefront as the countries battle through the 21st century and its new global imperatives. The importance of TVET to our region's HRD efforts in advancing the social, cultural, technological and economic growth of the Caribbean countries was recognized by the regions political leadership.

An important decision taken during the twenty third meeting of the OECS Authority (Heads of Government of Member States) in St Lucia (5/1994) clearly states that:

"Emphasis should be placed on the strengthening of the capacities of member states to provide TVET opportunities particularly in light of current economic problems including high levels of unemployment, underemployment and global developments in the fields of science and technology"¹⁶.

The Meeting further recommended the following:

"Strengthen and institutionalize the capacity of member states to work collaboratively to improve access to quality, relevant and affordable education and training to the people of the sub-region in the pursuit of a better quality of life for all" ¹⁷

For this reason the OECS Education Reform Strategy document recommended the following strategy for education reform in the OECS with specific focus on TVET:

¹⁴ http://www.caricom.org/jsp/communications/meeting_minutes/strategic_interventions.jsp

¹⁵ http://www.caricom.org/jsp/communications/meeting_minutes/strategic_interventions.jsp

¹⁶ Minutes of the Meeting of the Authority St. Lucia, June, 1994.

¹⁷ Ibid

Re-think and reorganise Technical and Vocational Education (TVET) to produce a standardized system which functions in a partnership with the private sector and which is intimately integrated into the world of work.¹⁸

The expansion of secondary education dictated that the process for transition from school to the world of work would become a significant component of the curriculum. To this end, the regional (OAS) secondary education initiative, **School Management and Certification for Development and Accreditation of Labor Competencies at the Upper Secondary Level**,¹⁹ is being implemented to address this component of secondary education. Additionally, the OECS Education Reform Unit has, under its ***Eastern Caribbean Education Reform Project*** agreed to support an intervention address this transition issue.

In the final analysis, the effective realization of all these initiatives can best be guided by clearly defined national policies that revolve around the regional strategies for TVET development. This document therefore seeks to provide the TVET policy framework, based on the ten Regional TVET Strategies, to guide the harmonized development of TVET policies at the national level. The document further suggests specific initiatives that will assist Member States to establish appropriate structures and mechanisms to facilitate implementation of the Regional TVET Strategy.

However, it necessary to firstly establish the contextual framework of this document by defining TVET and ascertaining its purpose and relevance to the region's human resource development.

4.0 DEFINITION, PURPOSE AND RELEVANCE OF TVET

The following **definition** which entails the comprehensive and holistic concepts entwined in the term Technical and Vocational Education and Training (TVET), has been extrapolated from several documents including the OECS TVET Policy

¹⁸ Strategy 29, 1991OECS Education Reform Strategy Document: ***Foundations for the Future*** and Strategy 41, 2001OECS Education Reform Strategy Document: ***Pillars for Partnership and Progress***.

Document and its subsequent synopsis "The Way forward for TVET", and the "Revised Recommendation concerning Technical and Vocational Education" (UNESCO, 2002).²⁰

Technical and Vocational Education and Training is defined as any education or training programme, course, module or scheme that contributes towards the collective development of the necessary knowledge, skills and attitudes required for further education and training and/or for gainful employment.²¹

TVET, organized as a system of education and training, would have the **purpose** as spelled out when the Heads of the OECS Governments directed in 1994, that TVET become an essential component of the OERS. The reform of education and by extension TVET has as its major objective the need to:

"Strengthen and institutionalize the capacity of member states to work collaboratively to improve access to quality, relevant and affordable education and training to the people of the sub-region in the pursuit of a better quality of life for all"²²

It therefore stands to reason that the purpose of TVET is to address our technical and vocational education as well as our technical and vocational training needs in the development of the human resources in this region.

4.1 Relevance of TVET

Given the comprehensive definition of TVET that has now emerged, it must be stressed that this is not an alternate response to our education and training needs. Rather, TVET must be viewed as an integral component of general education. Why is this so? One reason is that this allows us to address the

¹⁹OAS Hemispheric Secondary Education Document found at: <http://www.oest.oas.org/>

²⁰ UNESCO: **Technical and Vocational Education and Training for the 21st Century**, Revised Recommendation concerning Technical and Vocational Education, 2002

²¹ P Payne: **An OECS Perspective on TVET**, a Paper presented at the Operational Planning Workshop of the OECS Education Reform Unit (OERU) 2002

²² Minutes of the Meeting of the Authority, St. Lucia, June, 1994 (Italics ours)

issues pertaining to its **relevance** to Human Resource Development in light of the technological advances influencing our 'quality of life',

Another and more important reason is that there is a fundamental anomaly in our present system of general education that must be addressed if we are to reform and improve our human resource development programmes. The Reform Strategy Document highlighted²³ the CXC pass rates of the education system both nationally and regionally, as a measure of success in secondary education. This 'so-called' success rate (at least four CXC passes) represents only 15 – 20 percent of a year's cohort of the school's population.²⁴ What this means is that TVET provides an appropriate intervention to address the additional education and training needs of that 80 – 85 percent who have been labeled as 'failures'. More importantly, the TVET intervention addresses the education and training needs of that sector of the population who become the backbone of our productive workforce throughout this region.

The above discussion of the definition, purpose and relevance of TVET has identified the target population. Three sub-groups are identified below. What is significant is that these are at the various levels of the education and training system:

1. Participants of the general education system at both primary and secondary schools. Here TVET is presented as a integral component of general education, as technical and vocational education and vocational orientation;
2. Youths (male and female 16 to 21 years who presently represent up to 70% of their respective age group) who do not have access to relevant post secondary education and training opportunities. Here TVET is presented as technical and vocational training, pre-employment training;

²³ OECS: Education Reform Strategy Document: *Foundations for the Future*, 1991, p...

²⁴ PAYNE, P: Developing a 21st Century Quality Workforce for the Caribbean -*21st Century Technical and Vocational Education and Training*. A Paper presented at the 2004 CARELEC Human Resource Conference, 2004

3. Adults who seek further training as a first step towards productive employment or those seeking re-training opportunities to enhance present qualifications or to develop new skills for employment. In this context TVET is presented as adult and continuing education, lifelong learning; as single element or any combination of the four elements, technical education, vocational education, technical training and/or vocational training.

The target groups can further be analyzed with reference to where there is access to TVET at the various levels of the education and training system. These would include the following:

1. Primary/Secondary schools
2. Post Secondary technical and vocational training institutions
3. Firms and /or institutions providing in-service training.

One key element of this issue, is the recognition that there has to be distinct approaches to TVET at each of these target groups and/or levels of delivery. Hence, there is the need for clear policy guidelines to effect meaningful education and training interventions.

5.0 POLICY FRAMEWORK

The following OECS TVET Policy Framework will be presented in a format that is linked to the ten regional Strategies for TVET development. There will be (a) the stated *Regional Strategy*, (b) the accompanying *Rationale* for each of the ten strategic areas and (c) a *Suggested Policy Statement*.

5.1 PREREQUISITES FOR TVET

Strategy: Provide each student with a sound basic education

Rationale: It has been internationally accepted that every child has the fundamental human right to basic education.²⁵ However, the value and relevance of this basic education is generally determined by the next stage of the individual's development and the ability to function as a productive citizen. Therefore, the basic educational requirements for an individual to effectively function in today's environment of lifelong learning, becomes in effect, the prerequisites for TVET. These requirements have been aptly identified in a recent Canadian discussion paper as follows:²⁶

- **The ability to learn (the most basic skill of all)**
- **Reading, writing and computation,**
- **Oral communication and listening skills,**
- **Problem solving and creative thinking,**
- **Skills and values needed to achieve high self-esteem, motivation and goal setting,**
- **Employability and career development skills**
- **Interpersonal skills, teamwork and negotiating skills**

This educational foundation framework as a prerequisite for technical and vocational training will undoubtedly facilitate the acquisition of any occupational (labour) competencies along with the appropriate educational competencies at any level of training. This rational recognizes the motto of the Caribbean Association of National Training Agencies (CANTA), "Education makes one trainable, training makes one employable and the right attitude keeps one employed."²⁷

²⁵ UNESCO/CESR: **Rights to Education Scope and Implementation** - General Comment 13 on the right to education (Art. 13 of the International Covenant on Economic, Social and Cultural Rights), 2003

²⁶Quoted in: ILO: Training discussion papers, no. 110, 1993, page 43.

²⁷ Attributed to Robert Gregory, President, Caribbean Association of National Training Agencies (CANTA), 2002

Suggested Policy Statement: Up to the lower secondary level, TVET must be seen as an integral component of and not an alternative to a sound basic education. Therefore, to participate in TVET programmes above the lower secondary level, students are expected to have acquired the key general education competencies.

5.2 A NATIONAL TRAINING SYSTEM

Strategy: Establish a national training system.

Rationale: This strategy proposes a model of the mechanism to manage and coordinate TVET at the national level. It suggests that each Member State establish such a mechanism called the National Training Agency (NTA) and provided the rationale, key functions and a model structure with some flexibility in its composition.

This strategy was incorporated into the OECS Model Education Act²⁸ of 1995. The Act provided a comprehensive legal framework for each Member State to establish the National Training Agency (NTA), referred to in the OECS and Barbados as the National TVET Council. It made provision for the composition of the Council and provided a comprehensive outline of its functions.

The proposed composition of the National Training Agency/TVET Council allows for the participation of key stakeholders with a vested interest in the development of the human resource in the decision making process on TVET issues. More importantly, this composition would lend itself to necessary collaboration between and among these key stakeholders. However, the recommendations regarding composition must be interpreted with reference to the level of the available national capacity and critical functions that the Member State is in a position to carry out.

²⁸ OECS Model Education Bill, 1995, chapters 130 - 134 pp 87-89



Composition of NTA or TVET Council

Among the functions of the National Training Agency or National TVET Council, the following are listed in the ACT:

- To advise the Minister on policy relating to TVET;
- To prepare plans for TVET in accordance with **national policies** and **economic needs**;
- To ensure that agreed plans for TVET are implemented;
- To co-ordinate TVET at **all levels** of the educational system;
- To establish **standards** for TVET;
- To establish training **priorities**, **qualifications** and **accreditation**;
- To advise the Minister on the **scheme of examinations** that may be adopted to test students;
- To determine the **facilities** and **resources** required to ensure satisfactory

standards of TVET and the welfare of students, trainees and staff of training institutions;

- To advise the Minister on the allocation of **resources** for TVET;
- To make **grants and loans** for the support and provision of TVET ;
- To carry out such functions relating to TVET as the Minister may require;
- And with the approval of the Minister,
- To formulate **schemes for regulating training** in any occupation;
- Prescribe the form and terms of any contract of training.

The scope of the regulations for such a training scheme in respect of any specified occupation was further enumerated as follows:

- the qualifications, including educational standards (*now referred to as occupational standards*) required for trainees;
- the practical training that employers are required to provide for their trainees;
- the theoretical training that is required to be provided by, or at the expense of employers for their trainees, or that the trainees are required to undergo, and the manner in which the training is to be provided or undergone;
- the proficiency tests or examinations that trainees are required to take;
- the maximum number of ordinary working hours including overtime, trainees may be required or permitted to work during any day, week or other specified period;
- the days on which, the hours in any day before or after which, and the intervals during which, no trainee can be required or permitted to work;
- the minimum wages and other conditions that apply to trainees;
- the minimum remuneration and other conditions that apply in respect of any period during which a trainee is unable, by reason of any condition of training, or other circumstances, to render service to his employer during working hours; and
- any other matter that, in the opinion of the Technical and Vocational Education and Training Council, with the approval of the Minister, is

necessary for the effective operation of the scheme

This comprehensive mandate of the national TVET Apex Body provides each Member State with the national capacity to manage and coordinate its human resource development thrusts.

Suggested Policy Statement: Each Member State must:

- Enact the new Education Act with the provision for the establishment of the National TVET Council or a National Focal Point for TVET which provides not just a blueprint but a legal framework.
- Select the elements of the Bill that fits the circumstances of the individual country.
- Build on what exists.
- Learn from and utilize the regional experiences of our CARICOM counterparts.
- Expand the TVET focal Point to include at least representation from the key stakeholders, the private sector, the trade and labour unions and the NGO's who are involved in training.
- Be able to respond to the regional initiative on the certification of occupational competencies.
- Must recognize that another advantage of the TVET Council is that it serves as the link to regional harmonization initiatives, facilitating sub-regional (OECS) collaboration and participation in regional TVET programmes.

5.3 REGIONAL COORDINATION

Strategy: Appoint a Regional Advisory Committee for TVET (RACTVET)

Rationale: This strategy provided for the more effective coordination of certain TVET activities at the regional level. It proposed a Regional Advisory Committee for TVET (RACTVET) and outlined its composition and functions. The composition of the Committee included the following representation:

1. National Training Agencies;
2. TVET Institutions (Secondary and Tertiary level institutions);
3. Regional Universities and Institutions of Higher Education;
4. Organisation of Eastern Caribbean States Secretariat;

5. Business and Professional Groups;
6. Caribbean Congress of Labour;
7. Caribbean Examinations Council;

The function of the Regional Advisory Committee was “to monitor, advise (on) and coordinate (TVET) activities”²⁹ which included the following:

1. Regional Programme articulation, certification, accreditation and validation;
2. Assessment of regional training needs;
3. Regional representation for procurement of resources for TVET activities;
4. Feasibility studies;
5. Dissemination of information;
6. Development and strengthening of teacher education programmes;
7. Development of public awareness programmes.

The Committee was established immediately in 1990 and functioned somewhat effectively up to 1997. The RACTVET was revived in 2002 as the Regional Coordinating Mechanism for TVET (RCMTVET) and continues to function in response to important developments in TVET in recent times.

The Caribbean Association of National Training Agencies (CANTA) was endorsed in 2003 by the Council for Human and Social Development (COHSOD), as the implementation arm of the RCMTVET. CANTA has adopted three main goals; (1) to support the establishment and functioning of National Training Agencies; (2) to promote the development of a competitive regional workforce and (3) to facilitate free movement of certified skilled workers within the CARICOM Single Market and Economy.

Suggested Policy Statement: Member States should ensure that they contribute to and benefit from the work of the RCMTVET through their active participation in its meetings and where possible, become active members of CANTA

²⁹ CARICOM: “Regional Strategy for Technical and Vocational Education and Training”, Guyana, 1990, p 8

5.4 HUMAN RESOURCE PLANNING FOR TVET

Strategy: Develop a Labour Market Information System

Rationale: Effective Human Resource Development requires careful planning and efficient training responses must be demand driven. An important tool in this process is a Labour Market Information System (LMIS). The value and relevance of the LMIS to an effective TVET system is highlighted when the cost of training considered. Much effort has been expended in the region through the ILO Regional Office, in particular, at addressing this important mechanism. The coming into being of the CSME makes the implementation of this strategy critical both nationally and regionally.

A proactive training system depends on up-to-date labour market information indicating present and future needs and trends. Efficient training is demand driven and not institution lead. Therefore, the training system is incomplete without the facilities to generate the areas of demand and the levels and quantities with delivery timeframes. Identification and classification of the specific occupation or job and the required skill sets or competencies of that occupation or job for which training is required, is also important labour market information needed to support the training system.

The volatility of the Caribbean labour market did not lend itself to the effective implementation of the traditional European model of the LMIS and, therefore, many of these efforts turned out to be somewhat fruitless. As such, in 2000 CARICOM obtained support from the United States Department of Labour (USDOL) to establish a more responsive LMIS and a Labour Exchange System for the Caribbean. The USDOL is presently supporting a sub-regional project of the ILO for the establishment of a searchable labour market information database.

Suggested Policy Statement: Labour Market Information, to inform decisions on human resource development planning and implementation should

be an integral component of a comprehensive Technical and Vocational Education and Training (TVET) system.

5.5 PUBLIC AWARENESS AND ATTITUDES

Strategy: Develop and implement a promotional programme for TVET

Rationale: The CARICOM Survey of Technical and Vocational Education and Training made the following observation in 1988:

Prejudices against technical and vocational education are hard to eliminate and there is a tendency to stream children within and between schools, so that only the rejects from academic streams tend to go into the technical and vocational stream.³⁰

Unfortunately there is still the need to address this culture of negativism towards TVET that continues to permeate the education and training system as a result of the 'academic' biases of its management and which seems to have been communicated to teachers, parents and to society in general.

Radical changes in our education culture and the emerging perceptions or misperceptions about education in general, and technical and vocational education and training in particular, must be addressed. This is a key step in moving towards economic success that is dependent on a productive labour force, one which results from our proactive education and training endeavors. The emerging society is one in which every contribution to the labour is valued, and seen as having the potential for improved contribution through training.

There is therefore the need to develop and implement promotional programmes for TVET which is primarily a function of the NTA or TVET Council. This National Body would need to implement this strategy with a matter of some urgency. Additionally, a regional initiative to address this strategy should also be promoted given the commonality that is shared by Member States on this issue.

³⁰ CARICOM: **CARICOM Survey of Technical and Vocational Education and Training**, 1988, p. 61.

Such an opportunity has been presented in the promotion of the proposed Caribbean Vocational Qualification certification system.

Suggested Policy Statement: Member States must seize every opportunity to promote TVET programmes and its positive aspects to create “an environment that is receptive to technology”³¹ and TVET

5.6 VOCATIONAL AND CAREER GUIDANCE

Strategy: Organize professional vocational and career guidance services

Rationale: There is the critical need to add an organized and professional element to the “ad hoc” guidance and counseling programmes in schools, vocational training centres and Community Colleges. The focus on vocational and career guidance would serve not only to promote TVET, but also to ensure a proper match between students’ interests and their choice of a career in which they are most likely to be successful and productive. This would be a most effective approach, particularly where the career guidance is linked to some form of labour market information system (LMIS).

Suggested Policy Statement: Vocational and career guidance must be an integral component of TVET programmes

5.7 PROGRAMME CONSOLIDATION AND DEVELOPMENT

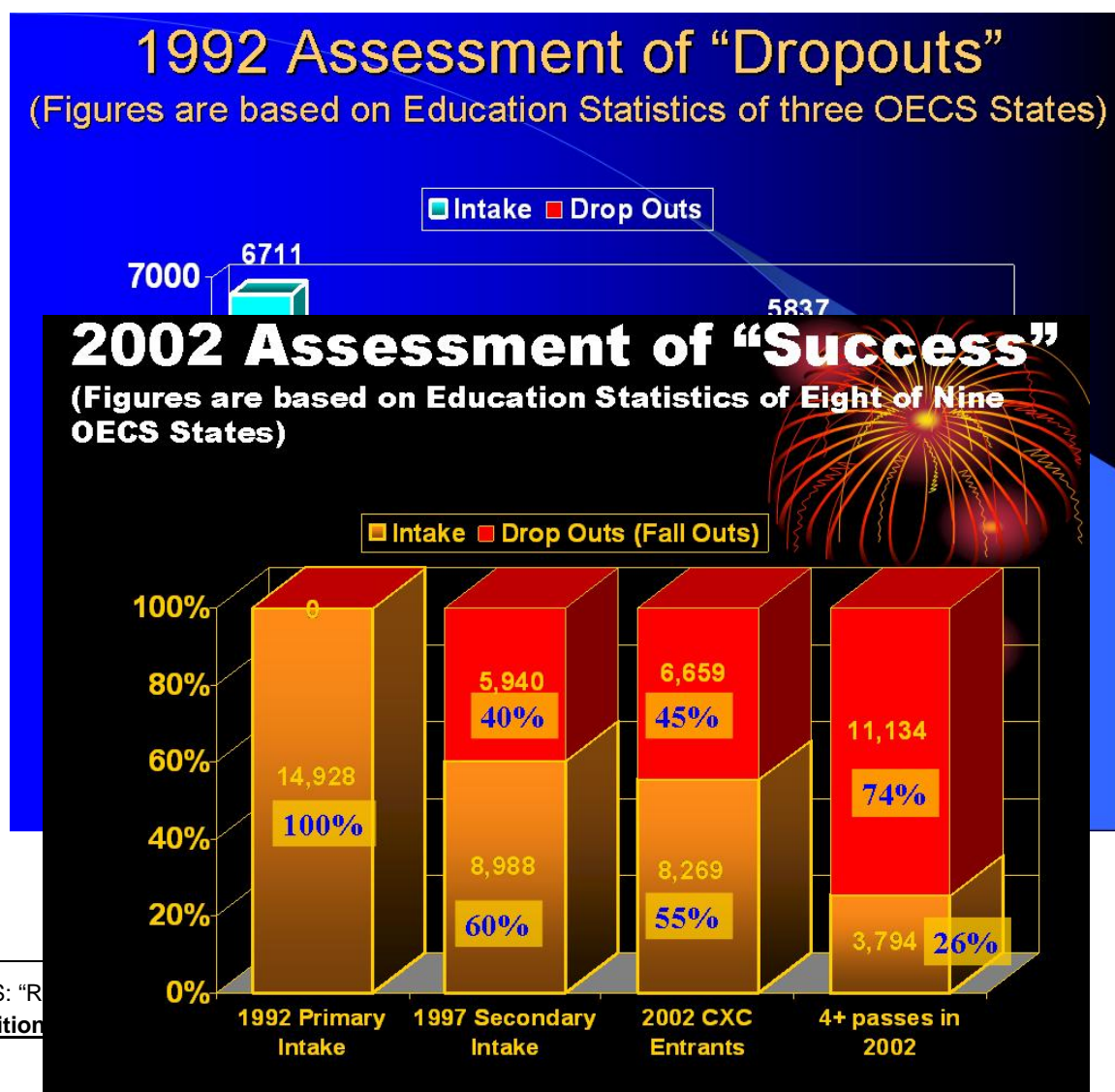
Strategy: Review, upgrade (update), Intensify and Expand TVET Programmes

Rationale: The updating of TVET programmes to take into account the prevailing technologies in terms of development, content and delivery is the main element of this strategy. The limitations, and in some cases the lack of resources in some Member States, have restricted the extent to which technologies have been infused into the education and training system. Some work though, continues in several Member States, and focuses on remodeling

³¹ CARICOM: “Regional Strategy for Technical and Vocational Education and Training”, Guyana, 1990 p 11

the education and training curriculum and making it more relevant and responsive to the needs of the globally competitive labour market.

A review of the performance of OECS secondary education students in 1992 and 2002 at the regional Caribbean Secondary Education Certificate (CSEC) examinations clearly questions the relevance of this examination for the general school population. More significantly, the data reveals that despite significant investment in secondary education between 1992³² and 2002³³, improvements in the overall performance of OECS students in the CXC examinations has been insignificant by comparison. The following comparison of the graphs of the 1992 and 2002 assessment of the progress of an annual cohort validates this conclusion:



³²OECS: "R
³³: Position

The Competency Based Education and Training (CBET) model, successfully adapted and implemented by HEART Trust NTA of Jamaica, has been adopted by COHSOD for vocational training in CARICOM Member States since 2002. Adoption of this model by Member States meant:

- 1) acceptance of the five-level framework of occupational certification³⁴;
- 2) acceptance of the occupational Standards already developed in the region and of the process of Standards development and;
- 3) acceptance of the process of training delivery and assessment for certification³⁵.

The NTA has the responsibility for national vocational certification, but CARICOM, having agreed to establish a regional Caribbean Vocational Qualifications (CVQ) scheme based on the above framework, is presently finalizing the procedures for the provision of the regional certification.

³⁴ See Annex 1, **Regional Certification Framework for TVET**

³⁵ See Annex 2, **National Capacity & Critical Functions for Delivering CBET**

Other Member States that have introduced CBET are Trinidad and Tobago, Barbados, Belize, St. Kitts and Nevis, Saint Lucia, Guyana and St. Vincent and the Grenadines. Trinidad and Tobago and Barbados are issuing the national vocational certificate through their respective NTA's. St. Lucia and St. Vincent and the Grenadines have issued certification through the National Council for Technical and Vocational Education and Training (NCTVET), the certifying agency of HEART Trust NTA. Belize and Guyana, like the remaining Member States, are taking steps to participate in the CVQ scheme.

Suggested Policy Statement: TVET qualifications in Member States must be based on the National Vocational Qualifications model endorsed by COHSOD in 2002.

5.8 PROGRAMME ARTICULATION, CERTIFICATION AND ACCREDITATION

Strategy: Create effective linkages among TVET programmes, institutions and national coordination agencies for TVET

Rationale: The major objective of this strategy is to “create effective linkages among TVET programmes and institutions.”³⁶ The rationale for this action is based on the following issues:

- a. The absence of structured articulation of the various TVET programmes in the region primarily because of the proliferation of certificates and certification procedures without any reference to common standards or levels of certification;
- b. The failure of the CXC Basic, General and Technical Proficiency examinations in the technical subjects in particular, to provide any meaningful benchmark for TVET occupational certification;

³⁶ CARICOM: TVET Strategy, p.18

- c. The need to establish a standardized process of translating the traditional educational output of 'knowledge, skills and attitudes' into standardized competencies. A modular curricula could then be developed from these identified competencies and facilitate new approaches to programme delivery and assessment of performance.
- d. The large numbers of workforce-uncertified youth exiting the region's education and training system and the need to rationalize and harmonize the developments in the national training and assessment processes in response to this problem.

CARICOM has already embarked on an initiative to establish regional certification of its workforce. The Caribbean Vocational Qualifications (CVQ) has been proposed as the process of certifying the occupational competencies of the region's workforce. This qualifications system is built on the competency based education, training and certification process. This training and certification model has been tried and tested under the National Training Agency of Jamaica, is already in use in Barbados, Trinidad, St. Vincent and St. Lucia, St Kitts and Nevis and a few other CARICOM Member States have been issuing National Vocational Qualifications (NVQ) certificates. The OAS Secondary Education Project³⁷ is presently piloting the introduction of Competency Based education and training on the schools of CARICOM Member States

In 2002 prior to the acceptance of the HEART model framework for vocational competency based certification by COHSOD, the region developed an articulation framework³⁸ in all in accordance with the mandates implicit in this eighth strategy. However, it is anticipated that with the establishment of the Regional Accreditation Mechanism the NVQ process will lead to the Caribbean Vocational Qualifications (CVQ) award. The regional mechanism would then be driven by the national accreditation focal point.

³⁷

³⁸ See Annex VII: The Regional Framework for Accreditation of the CVQ

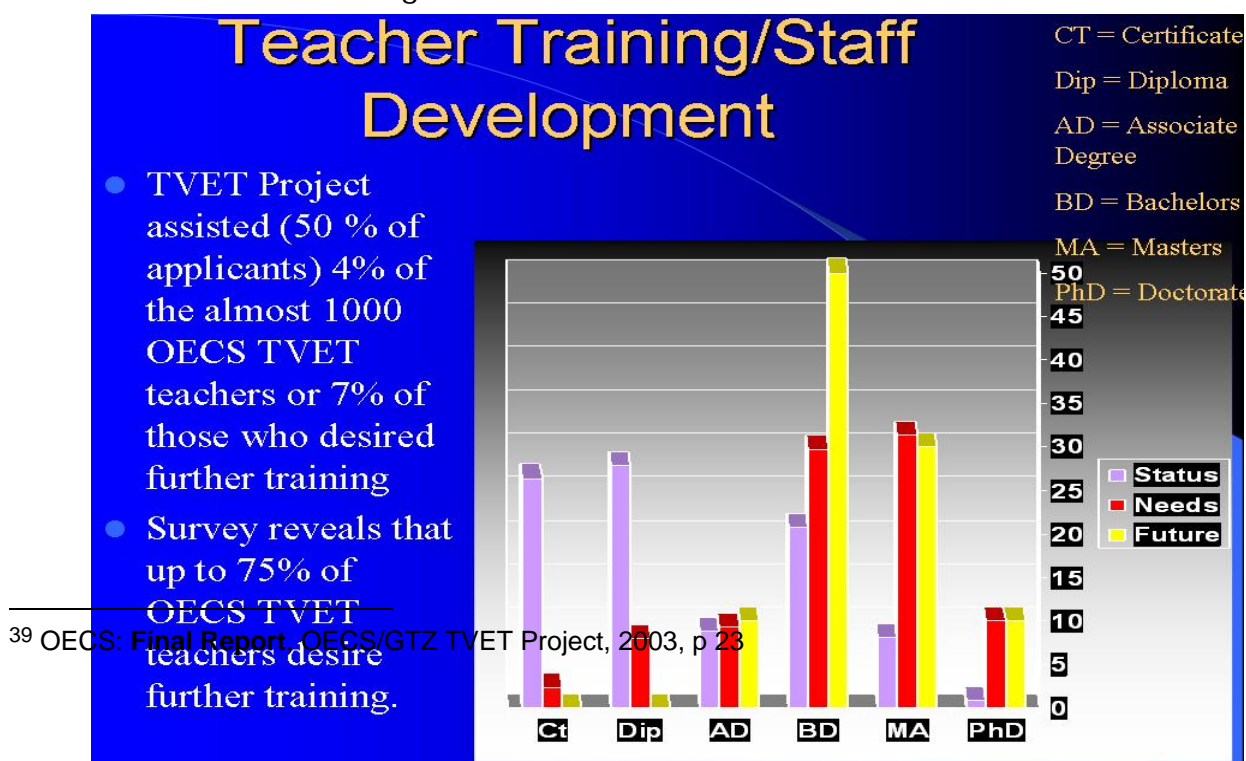
Suggested Policy Statement: Member States should individually or collectively establish a mechanism to address the national accreditation issues as a primary step towards the regional accreditation mechanism

5.9 TEACHER TRAINING FOR PROGRAMME DELIVERY

Strategy: Strengthen teacher training for diversified and effective programme delivery.

Rationale: Delivery is a critical element of the TVET system. Teachers are the key factors of the delivery system. Traditionally, most of the regions TVET teachers emerged from the traditional elitist academic system. Because of the traditional attitudes to TVET, TVET teachers have traditionally been the top performers in technical and vocational subjects but tended to be weak academically. The result was that academically weak TVET teachers were in no position to assist the academically weak TVET students, limiting to scope for further technical and professional development on the part of these TVET students who would also be future TVET teachers.

In a survey of OECS TVET teachers in 2002³⁹, with fifty percent of the approximately one thousand teachers responding and analysis of the responses revealed the following:



1. The OECS/GTZ TVET Project assisted 51 TVET teachers.
2. Survey reveals that up to 75% of OECS TVET teachers desire further training.
3. Over 75% of respondents required further Training
4. Impact of Training Assistance was minimal when examined against the desired training needs. Four percent (4%) of the estimated 920 TVET teachers and 7% of those who require further training
5. Approximately 20% of TVET Teachers have no industrial experience and about 30% have experience of less than one year
6. Over 30% (140) of respondents are over 40 years. This translates into 240 teaches of the present population.
7. Improvement in the quality of the OECS workforce is dependent on improving the quality of OECS TVET teachers;
8. There is a therefore a dire need for policies and strategies to address the **professional and technical development** of OECS TVET teachers;
9. The training programme must also focus on the provision for experience in the industry;
10. The training policy must also address the replacement of retiring TVET teachers in a strategic manner;
11. The strategies and policies must also address the Terms and Conditions of Service of OECS TVET teachers.

In implementing this strategy, Member States are encouraged to enhance the training of TVET teachers by addressing issues of professionalism (technical and pedagogical competencies and industrial, on the job and business experiences), technology (both in terms of content and delivery), upward mobility (linked to professional development and performance on the job) and the corresponding remuneration. The financial implications of implementing this strategy prevented most Member States from executing it. However, the use of information and communication technology in the delivery of teacher training programmes and courses provides alternative and less costly modality.

The recent reorganization of the Vocational Training and Development Institute (VDTI) by HEART, in collaboration with the University of Technology, to deliver instructor training with special reference to CBET, is a most welcome initiative that will inevitably benefit regional TVET. Additionally, the Commonwealth of Learning (COL) distance education initiative for TVET teachers provides another alternative for addressing our teacher training needs.

Suggested Policy Statement: The training of TVET teachers must be a priority initiative of the TVET programmes in Member States

5.10 INFRASTRUCTURE AND FINANCING TVET

Strategy: Make adequate provision and arrangements for training facilities and delivery of TVET Programmes.

Rationale: The high cost of facilities and equipment for the effective delivery of TVET has always created problems for Member States. This strategy seeks to address the issue of high costs by making recommendations which focus on: proper utilization of plant and equipment, adequate maintenance, retraining of TVET personnel and developing common facilities standards. The implementation of this strategy has been assigned to the NTA's and the RACTVET with the resulting limitations in its execution. However, HEART Trust NTA of Jamaica has developed facilities standards for the CBET programmes, and these are available to Member States.

The strategy also notes the financial implications for Member States in implementing the complete Strategy and so recommends that they cooperate and collaborate on TVET initiatives to ensure maximum benefit to all. Some of these initiatives could include the following activities related to the generation of additional resources:

Seek partnerships with industry to:

Provide resource persons for training programmes

Provide access to additional training facilities for students and teachers

Donate equipment and or funds to training institution

Adopt training institutions

Implement cost recovery programmes which include:

Operate fee-paying services for trainees/employers;

Offer consultancy services to companies/organisations/ministries for a cost;

Offer professional development courses for a cost.

Provide customised training services;

Seek funding from external agencies

Develop project proposals

Identify external donor agencies for technical assistance

The issue of financing TVET through the introduction of cost saving methodologies and income generating initiatives must also consider the following:

- **Innovative training programmes:** These are developed in collaboration with the private sector: Effective vocational education and training is driven by the realities of the occupation and not by wishes of training institutions. Thus, relevant training may be more meaningfully facilitated by the industry in a real working environment. Working partnerships with industry should be in place through the established national training mechanisms.
- **Facilities:** The provision of adequate and up-to date training equipment located in training institutions or in the respective industries. Training materials, curricula materials and appropriate training aids would be part of this provision. Additionally, the full utilization of the facilities, would include carefully managed rental of the facilities where the facilities are underutilized.

- **Finances:** The provision of adequate finances from all TVET stakeholders with some consideration being given to a specific training levy as a sustainable source of financing. Financing TVET through the introduction of an employment levy or some such income generating mechanism must also be given some serious consideration. The beneficiaries of the training should have some legal responsibility to contribute the training beyond the age for which government has set as their responsibility.

Suggested Policy Statement: The establishment of sustainable TVET system must include concrete plans for the financing of TVET resources and for the implementation of key TVET strategies. Member States must introduce cost saving and income generating strategies in the financing of TVET.

6.0 PRIORITIES FOR ACTION

The document examined issues and concerns and made specific recommendations for consideration and implementation. However, it was necessary to identify priorities for action, in addition to the development of a policy framework. These priorities have been based on current national and regional TVET initiatives, which are either ongoing or proposed and which have been identified by Senior TVET Officials of the OECS.

6.1 TVET WORK PLAN ON REGIONAL STRATEGY

General Objective: To facilitate the re-alignment of the Technical and Vocational Education and Training (TVET) policy and policy implementation with the present and emerging needs of individual students and the OECS societies with a focus on the Regional TVET Strategy.

| SPECIFIC OBJECTIVES ⁴⁰ | ACTION STEPS | RESOURCES REQUIREMENTS | RESPONSIBLE PERSON OR ORGANISATION | SCHEDULED COMPLETION DATE |
|---|---|---|---|---------------------------|
| 1. To effectively implement the Regional TVET Strategy on Regional Coordination in OECS Member States | 1.1. Strengthen Regional Coordination Mechanism by ensuring meaningful participation of Member States at regional meetings | Human and financial resources for meeting attendance and reporting | MOE/TVET Council/NTA | Ongoing, as required |
| | 1.2. Facilitate the dissemination of information from the regional meetings at the national level | | RCMTVET/OERU | Ongoing, as required |
| 2. To effectively implement the Regional TVET Strategy on Public Awareness and Attitude to TVET in OECS Member States | 2.1 Establish a national strategy to market TVET utilizing existing media including the internet (text messaging) focusing all stakeholders (students, parents, employers) 2.2 Provide national scholarships to successful graduates of TVET programmes in recognition of the value that TVET brings to national development | Human (marketing) and financial resources Funding for scholarships | MOE/TVET Council/NTA/RCMTVET Public & Private Sectors | June 2007 and continuing |

⁴⁰ The first three Specific Objectives were the result of group work by Group I, and the other objectives were generated by the Workshop Facilitator.

| SPECIFIC OBJECTIVES ⁴⁰ | ACTION STEPS | RESOURCES REQUIREMENTS | RESPONSIBLE PERSON OR ORGANISATION | SCHEDULED COMPLETION DATE |
|---|--|---|---|--|
| 3. To effectively implement the Regional TVET Strategy on the Provision of TVET Resources and adequate TVET infra-structure in OECS Member States | 3.1 Develop a national/sub-regional strategy to seek external funding of the new TVET thrust 3.2 Develop a working collaboration with private sector enterprises that will facilitate sharing of their resources for training; 3.3 Develop a national strategy to address the financing of TVET in addition to the usually limited public sector financing | Human resources Human resources Human resources | 3.1 Local governments and agencies 3.2 Local Business Enterprises 3.3 OERU 3.4 RCMTVET | March 2007 Ongoing September 2007 |
| 4. To effectively implement the Regional TVET Strategy on the establishment of the National Training Agency in OECS Member States | 4.1 Facilitate the enactment of the Model Education Act in ALL Member States with particular reference to the section on TVET (or make amendments where necessary). 4.2 Support the establishment of the National TVET Council or some such Apex body for TVET 4.3 Link the National Training Agency to the Regional mechanism for TVET | 4.1 Human and financial resources | 4.1 Ministry of Education/OERU 4.2 OERU with support from CANTA 4.3 RCMTVET | 4.1 December 2007 4.2 June 2008 4.3 To be determined |
| 5 To effectively implement the Regional TVET Strategy on the provision of the pre-requisites for TVET in the education system of OECS Member States | 5.1 Facilitate structured cross-curricula exchanges between literacy, numeracy, science and TVET specialists 5.2 Facilitate the inclusion of core values and attitudinal competencies in general education programmes 5.3 Develop strategies to address cross-curricula delivery of the key education competencies | 5.1 Human and financial resources 5.2 Specialists experts (research) 5.3 Human and financial resources | OERU, MOE, TVET Council | 5.1 December 2007 5.2 June 2008 5.3 December 2007 |
| 6 To effectively implement the Regional TVET Strategy on human resource planning in OECS Member States | 6.1 Facilitate the conducting of national training needs assessment 6.2 Participate in regional initiatives on labour market information systems | 6.2 Human and financial resources 6.3 Technical Assistance | 6.1 TVET Councils/OERU 6.2 MOE/MOL/TVET Council | 6.1 July 2007 6.2 As necessary |

| SPECIFIC OBJECTIVES ⁴⁰ | ACTION STEPS | RESOURCES REQUIREMENTS | RESPONSIBLE PERSON OR ORGANISATION | SCHEDULED COMPLETION DATE |
|---|---|--|--|---------------------------|
| 7 To effectively implement the Regional TVET Strategy on the provision of vocational and career guidance in the schools of OECS Member States | 7.1 Include a comprehensive orientation for Guidance Counselors to key elements , definition, purpose relevance and scope of TVET 7.2 Provide career and vocational guidance to ALL students of the upper primary/lower secondary levels 7.3 Ensure that all teachers are also targeted by the TVET promotional initiatives of TVET Council | 7.1 Human & financial resources 7.2 Guidance Counselors 7.3 Career guidance materials | 7.1 MOE/TVET Council 7.2 MOE/School Management Team 7.3 MOE/TVET Council | September 2007 & ongoing |
| 8 To effectively implement the Regional TVET Strategy on programme consolidation and development in institutions of OECS Member States | 8.1 Adopt the regional criteria for implementation of CBET Model 8.2 Facilitate the validation of all training leading to vocational certification (national/regional) 8.3 Facilitate the development of additional occupational standards in new areas 8.4 Emphasize the development of entrepreneurial skills | CBET standards and training materials Human resources (national accreditation body & Lead Groups) | MOE/TVET Council | |
| 9 To effectively implement the Regional TVET Strategy on the system for articulation, certification, accreditation and validation of TVET programmes in Member States | 9.1 Adopt the regional frameworks for vocational certification and articulation 9.2 Establish national quality assurance mechanisms for TVET 9.3 Establish national accreditation mechanism (focal point) 9.4 Participate in the regional accreditation mechanism | Human and financial resources | MOE/TVET Council/CARICOM | March 2007 |
| 10 To effectively implement the Regional TVET Strategy on the training and development of TVET teachers in OECS Member States | 10.1 Develop and implement strategies (modalities of access) to address the pedagogical and technical content development of TVET teachers 10.2 Facilitate structured industrial attachments for TVET teachers 10.3 Provide training of TVET teachers in CBET assessment strategies and techniques | Human & financial resources Human resources (coordination) Technical assistance | MOE/Teacher training institutions/Union/TVET Council | June 2008 |

6.2 TVET WORK PLAN ON INTEGRATING OAS PROJECT

General Objective: To facilitate the re-alignment of the Technical and Vocational Education and Training (TVET) policy and policy implementation with the present and emerging needs of individual students and the OECS societies with a focus on implementing the OAS Hemispheric Secondary education TVET Project in Member States.

| SPECIFIC OBJECTIVES | ACTION STEPS | RESOURCES REQUIREMENTS | RESPONSIBLE PERSON OR ORGANISATION | SCHEDULED COMPLETION DATE |
|--|--|--|---|---|
| 1. To facilitate the implementation of the OAS Hemispheric Secondary Level TVET Project in OECS Member States | 1.1 Present the OAS Hemispheric Secondary Education Project to Ministers of Education and Senior Ministry of Education Officials at the next OECS Meeting of Ministers of Education 1.2 Ministers of Education and Senior Officials to make policy decision on the introduction of CBET in secondary schools in Member States and on the participation of Non-OAS Members in OAS Project. 1.3 Ministries of Education of Non-OAS States appoint National Coordinator to manage and coordinate Project related activities | Cost of Presenter to attend Meeting of OECS Ministers | OECS Education Reform Unit | Date of Meeting of OECS Ministers of Education |
| 2 To facilitate the participation of Non OAS Member States in the planned regional meeting of National Project Coordinators of the OAS Hemispheric Secondary Level TVET Project. | 2.1 Ministries of Education of Non-OAS States appoint National Coordinator to manage and coordinate Project related activities 2.2 Request the Sub-regional Coordinator to invite OAS Hemispheric Secondary Education Project to Ministers of Education and Senior Ministry of Education Officials at the next OECS Meeting of Ministers of Education. 2.3 Hold national consultations on the Project, its objectives, content and the national implications of its implementation. 2.4 Establish national mechanism for implementation | 2.1 Provision of replacement personnel. 2.2 Funding of participant to sub-regional meeting of National Coordinators | 2.1 Ministries of Education of Member States 2.2 OECS Education Reform Unit in collaboration with the Sub-regional Coordinator | Date of sub-regional Meeting of National Coordinators |

| SPECIFIC OBJECTIVES | ACTION STEPS | RESOURCES REQUIREMENTS | RESPONSIBLE PERSON OR ORGANISATION | SCHEDULED COMPLETION DATE |
|---|--|--|--|--|
| 3. To facilitate the acquisition and distribution of the OAS Hemispheric Project documentation by OECS Member States | 3.1 Determine national requirements of the OAS Project documentation 3.2 Communicate national requirements to the OERU 3.3 On receipt of documents, hold national consultations as part of distribution process | Funding for printing (and transporting) of documents | OERU/Member States | Completion dates for remaining activities to be determined at the national level |
| 4. To determine and select pilot schools based on the Criteria for selection of pilot schools or centres | 4.1 Identify schools or centres to participate in pilot 4.2 Select schools or centres based on Selection Criteria 4.3 Identify short-comings of selected schools which can be remedied in the short term 4.4 Provide support to identified schools to allow them to meet Selection Criteria | Funding to equip schools or centres where necessary | National education and training authorities | |
| 5. To facilitate the acquisition of Standards and Curricula materials for CBET programmes in Member States | 5.1 Determine occupational areas of training for which Standards and curricula materials are required 5.2 Establish regional mechanism to acquire standards and curricula materials 5.3 Purchase standards and curricula materials through regional mechanism | Funding to acquire standards and curricula materials | CARICOM/CANTA and Member State's national education and training authorities | |
| 6. To facilitate the acquisition and utilization of Competency Standards and Curricula materials for CBET programmes in Member States | 6.1 Determine occupational areas of training for which Standards and curricula materials are required 6.2 Ratify the Standards through national consultation with key stakeholders including representatives of the related industries 6.3 Liaise with regional bodies to ensure training and assessment process meet regional standards for certification | Funding for national consultations | National education and training authorities | |

| SPECIFIC OBJECTIVES | ACTION STEPS | RESOURCES REQUIREMENTS | RESPONSIBLE PERSON OR ORGANISATION | SCHEDULED COMPLETION DATE |
|---|---|---|---|---------------------------|
| 7. Select and train required CBET management, training and assessment personnel | 7.1 Provide orientation training to management staff 7.2 Provide orientation to programme content and delivery methodology to training staff 7.3 Select and train assessors | Funding to support deployment of necessary personnel Funding for training of assessors | National education and training authorities | |

7.0 CONCLUSION

Technical and Vocational Education and Training (TVET) is the vehicle for the provision of education, training, assessment and certification that is relevant to the needs and aspirations of the greater proportion of students of a universal secondary education system. Member States of the OECS cannot afford to continue with the obsession of catering for the “cream of the crop”⁴¹ at the expense of “all the rest” in the development of its human resources.

The Ministries of Education of the OECS Member States, having embarked on education reform initiatives that would enable them to meet the requirements of universal secondary education, must provide the not just the political leadership in this direction, but also the appropriate level of support to sustain this reform. The implementation of these reform strategies which address the issues of access, quality and relevance of secondary education and TVET which includes Adult and continuing education, must be recognized as critical to the regional economic survival.

Strategy 29⁴², which is the basis of the thrust in the OECS Education Reform Programme, addressing TVET, Adult and Continuing Education (including training of the out-of-school youth) states that we need to: “Re-think and reorganize Technical and Vocational Education and Training to produce a standardized system which functions in a partnership with the private sector and which is intimately integrated into the world of work.” There are no half measures in implementing this strategy because the result can either be successful or unsuccessful.

⁴¹ OECS

⁴². FOUNDATION FOR THE FUTURE: OECS EDUCATION REFORM STRATEGY; Education Reform Working Group, 1991, (pp 57 - 62).



ANNEX 1 - CARIBBEAN VOCATIONAL QUALIFICATIONS FRAMEWORK

OCCUPATIONAL CERTIFICATION

PROPOSED GENERAL FRAMEWORK FOR OCCUPATIONAL LEVELS

LEVEL 1: ENTRY-LEVEL: SEMI-SKILLED, APPRENTICE, SUPERVISED WORKER

Recognizes competence in a significant range of varied work activities performed in a variety of contexts. Work activities range from simple and routine to more complex and non-routine involving some individual responsibility and autonomy. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

LEVEL 2: SKILLED WORKER: TECHNICAL/SPECIALIZED INDEPENDENT WORKER (LICENCED, ETC)

Recognizes competence in a broad range of varied work activities performed in a wide variety of contexts, most of which are complex and non-routine. Considerable responsibility, autonomy, control, teamwork and guidance of others is required.

LEVEL 3: TECHNICIAN, SUPERVISOR, TRAINER / INSTRUCTOR

Recognizes competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing, and supervisory capabilities. *With additional specialized training can provide basic instruction.*

LEVEL 4: MASTER CRAFTSMAN, MANAGERIAL, ENTREPRENEUR, INSTRUCTOR TRAINER

Recognizes competence involving the application of a significant range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources, as well as personal accountabilities for analysis, diagnosis, design, planning, execution, and evaluation.

LEVEL 5: CHARTERED PROFESSIONAL AND/OR MANAGERIAL

Recognizes the ability to exercise personal professional responsibility for the design, development, or improvement of a product, process, system or service. The award recognizes technical and managerial competencies at the highest level and may be confined to those who have occupied positions of the highest professional responsibility and made outstanding contribution to the promotion and practice of their profession.

OCCUPATIONAL LEVELS, EDUCATIONAL QUALIFICATIONS AND TRAINING PROGRAMMES

PROPOSED GENERAL FRAMEWORK FOR CERTIFICATION

| OCCUPATIONAL LEVEL & CVQ LEVEL | EDUCATIONAL REQUIREMENTS TO ENTER TRAINING ⁴³ | DURATION OF TYPICAL PROGRAMME ⁴⁴ | JOB EXPERIENCE REQUIREMENT FOR CERTIFICATION | EDUCATIONAL REQUIREMENT FOR CERTIFICATION | TYPICAL TRAINING MODALITIES |
|---|--|---|---|---|--|
| <i>Level 1</i> Semi-Skilled Worker, Apprentice, Entry Level Worker | Grade 9 equivalence ⁴⁵ , or 2 CXC 'G' levels or equivalent for some skills; Grade 7 equivalent for other skills | 3 months to 1 year full-time | 160 hours in an approved Work Experience site | Grade 9 equivalence | Institutionally-based or on-the-job or via <i>co-operative training</i> (firms and institutions) |
| Level 2 Skilled Worker | Grade 10 equivalence or 2 CXC 'G' levels | 1 year part time while employed in skill | Usually 2 years | Grade 10 equivalence | Co-operative training |
| Level 3 Technician, Supervisory, Trainer/Instructor, Entrepreneur | Grade 11 equivalence or 2 CXC 'G' levels | 1 year part time while employed in skill; Trainer requires specialized study. | Usually 3 years | Grade 11 equivalence (Preferably 3 'G' levels) | Co-operative training |
| Level 4 Master Craftsman, Instructor Trainer, Entrepreneur | 3 CXC 'G' levels or equivalent | 1 year part time while employed in skill; specialized training for Instructor Trainer | Usually 4 years | Not specified, but amount of training viewed as equivalent to a tertiary matriculation standard | Co-operative training |
| Level 5 Professional | Tertiary or university admissions requirements | 1-2 years of full time study with articulation agreements in place | Usually 4 years or more | A university degree with professional courses | Set by professional bodies |

⁴³ "Educational Requirements" refers to the level of *actual* academic achievement of candidates (rather than grades completed) as evidenced by achievement tests. These are viewed as minimum requirements to benefit from the training and to function effectively on the job.

⁴⁴ Programme duration is based on the standards and the competencies, as well as target group characteristics, and is, therefore, flexible.

⁴⁵ "Equivalence" recognizes various clearly understood educational qualifications as agreed by the parties based on national recognition schemes.

REVISED REGIONAL QUALIFICATIONS FRAMEWORK

| Type/Level of Programme | 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. | |

Annex 2 National Capacity & Critical Functions

The certification of occupational competencies and the related training and assessment activities encompass specific tasks, which can be undertaken at both the national and regional levels. By participating in this regional initiative, OECS Member States are able to benefit from results of some of these tasks being undertaken at the regional level. Other tasks can only be undertaken at the national level and for which the national capacity has to be developed. Member States must therefore decide on which tasks listed below they have the capacity or the potential to develop the capacity to undertake. They must also consider the requirement of providing the management and coordinating capacity to integrate the regional tasks with the national functions.

Identifying National Occupations, Sub-regional Data Base of Directory of Occupations: Sector Studies & Analysis- identifying key occupations and employment & training opportunities based on national training needs. This is a task that has to be addressed at the national level and should be a key element of the national HRD planning process.

Setting or Acquiring Occupational Standards: Occupational Analysis – occupation and job profiles (classification) and development of occupational standards. The need for a focal point for the management and coordination of the process of validation and adoption of acquired standards. This validation and adoption process is a national function.

Competency Based Curriculum Development: The essential elements of this activity are:

- Programme Specification Development- defines programme content and training context, competency profile by levels & certification plan.
- Curriculum Development- definition of competencies, instructional modules, instructional and evaluation methods including contact time.
- Instructional Materials Development/Selection

While these steps are essential for the development of the curriculum, there is limited TVET curriculum development capacity in member states. However, given that such curricula already exist at the regional level, this fact requires that the acquisition of these curricula be the desired alternative.

Assessment of and Certification of Competencies: Competency based training and certification, unlike criterion-referenced certification, requires continuous assessment for certification. Verification of the required competencies at the established standards is a national activity.

Successful implementation of this national function will require the training of Assessment Coordinators and Assessors from the trainers and supervisors in the various industrial sectors.

Assessment of Prior Learning: In the introduction of competency based training and certification, consideration must be given to the fact that there are also already in the workforce, uncertified persons who have acquired the necessary competencies for the occupation they now hold. Certification of these persons would not necessarily be preceded by any training programme but would require an assessment of competencies acquired prior to the introduction of this new scheme. When one considers the status of our current workforce, it would appear that this national function would initially be a major focus of the new certification scheme.

Accreditation: There must be a regulatory element of the certification framework, which gives credibility to the process at both the national and regional levels. There is also the need to maintain the distinction between the quality control and regulatory functions of the education and training system and its institutional and operational functions. This process would necessitate a body or mechanism delineated as separate and distinct from the national certification system. The CARICOM proposal for an OECS Accreditation body is still on the table and the logistics of its operation is yet to be finalized. Consideration is to be given to having a regional regulatory body to carry out this function and to ascertain a possible role for CXC with some regional experience in this process.

Public Awareness: Consultations and public awareness activities to build public and private sector support for the new scheme. The main objective of this public awareness thrust is to facilitate the creation of a non-threatening environment where all stakeholders become sufficiently comfortable to institute the inevitable but necessary socio-cultural changes required for effective implementation. This exercise can be a sub-regional initiative with specific elements being undertaken at the national levels.

ANNEX 3 - REFERENCES