

Technology and Globalization impacts...

CXC Technical subjects:

- 2 fundamental tensions:
 - prepare for today's jobs and technologies
 - prepare for tomorrow's jobs and technologies
- Electronic Document Preparation & Management (EDPM) – today's electronic environment in the Caribbean; the international trends; bridging the difference...

Advice and recommendations...

- “*look for models that work in your region...*” our fixation with magic bullets... Finland is the new sexy
- The architecture of delivery... **convergence** (*not necessarily **harmonization***) of effort and delivery... Caribbean is the most over-governed region in the world: per capita Ministers..
- Preparation for world of work: **getting education RIGHT**... its not remediation; its doing it right first time around!

Advice and recommendations...

- Singapore: focus on the essence... improve the basics.... Key C21 literacies, critical thinking... its about **elemental competencies**
- **Competencies** vis **content**
- Incidentally... going digital, H1N1 and CXC... UCS and Docushare... Notesmaster for teachers and students..



REFORMING TVET

POLICY 2011



COMMITTEE MEMBERS

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- | | |
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| ✓ Community Colleges | Dr. Antonia Coward, Barbados |
| ✓ ILO Specialist on Labour Policy | Dr. Hassani Ndahi, ILO Office, Trinidad & Tobago |
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National Training Agency |
| ✓ Caribbean Association of
Principals of Secondary Schools
Association | Ms Lera Pascal – St. Lucia |
| ✓ Ministry of Education, Guyana | Mr Aubrey Overton |
| ✓ Organization of EC States (OECS) | Mr Paul Payne, Montserrat Community College |
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TVET POLICY MANDATE

- Develop a **policy framework**
- Document key components and policy imperatives necessary to ensure that **TVET** is **infused seamlessly into CXC's qualification framework**
- Chart **CXC's new direction in technical education**. Aimed at facilitating concerted and planned TVET actions
- Anchoring existing **good TVET practices**
- Facilitating **greater transparency and accountability of TVET operations** in institutions

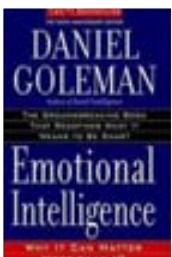
CXC TVET PHILOSOPHICAL & THEORETICAL BASE



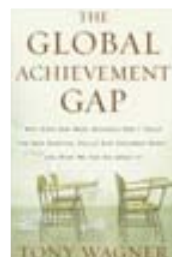
**The Ideal CARICOM
Person, 1989**



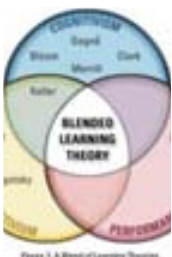
**UNESCO Pillars of Learning
C21**



**Goleman's Emotional
Intelligence**



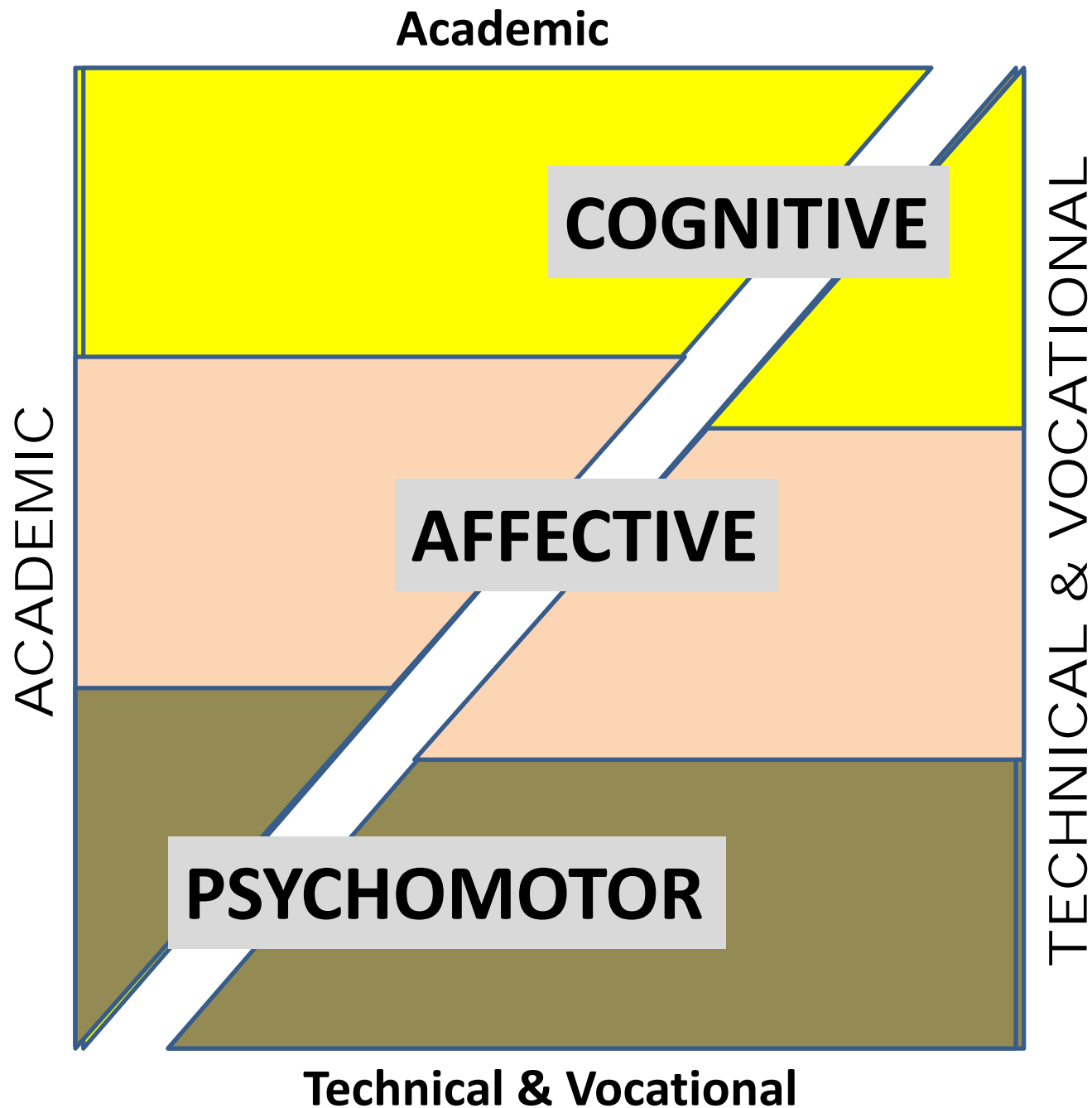
**Wagner's Seven Survival
Skills for the New Economy**



Learning theories



**European Union key skills
for meeting the
fundamental aspects of life**



Learning
distribution
between
two
domains

Interpolate
Middleton
2011



DEFINITION OF TECHNICAL VOCATIONAL EDUCATION & TRAINING

Technical Vocational Education and Training refers to those aspects of the educational process, involving in addition to general education **the study of technologies and related sciences** and the **acquisition of practical skills, attitudes, understanding and knowledge** relating to occupations in various sectors of economic and social lives

RESPONSIBILITIES

CXC in collaboration with Regional Governments and Private Sector Organizations will:



Increase **access** to its TVET programmes



Make its **TVET** programmes **affordable**



Make **provisions for** individuals with **special needs** and other vulnerable groups to access TVET programmes



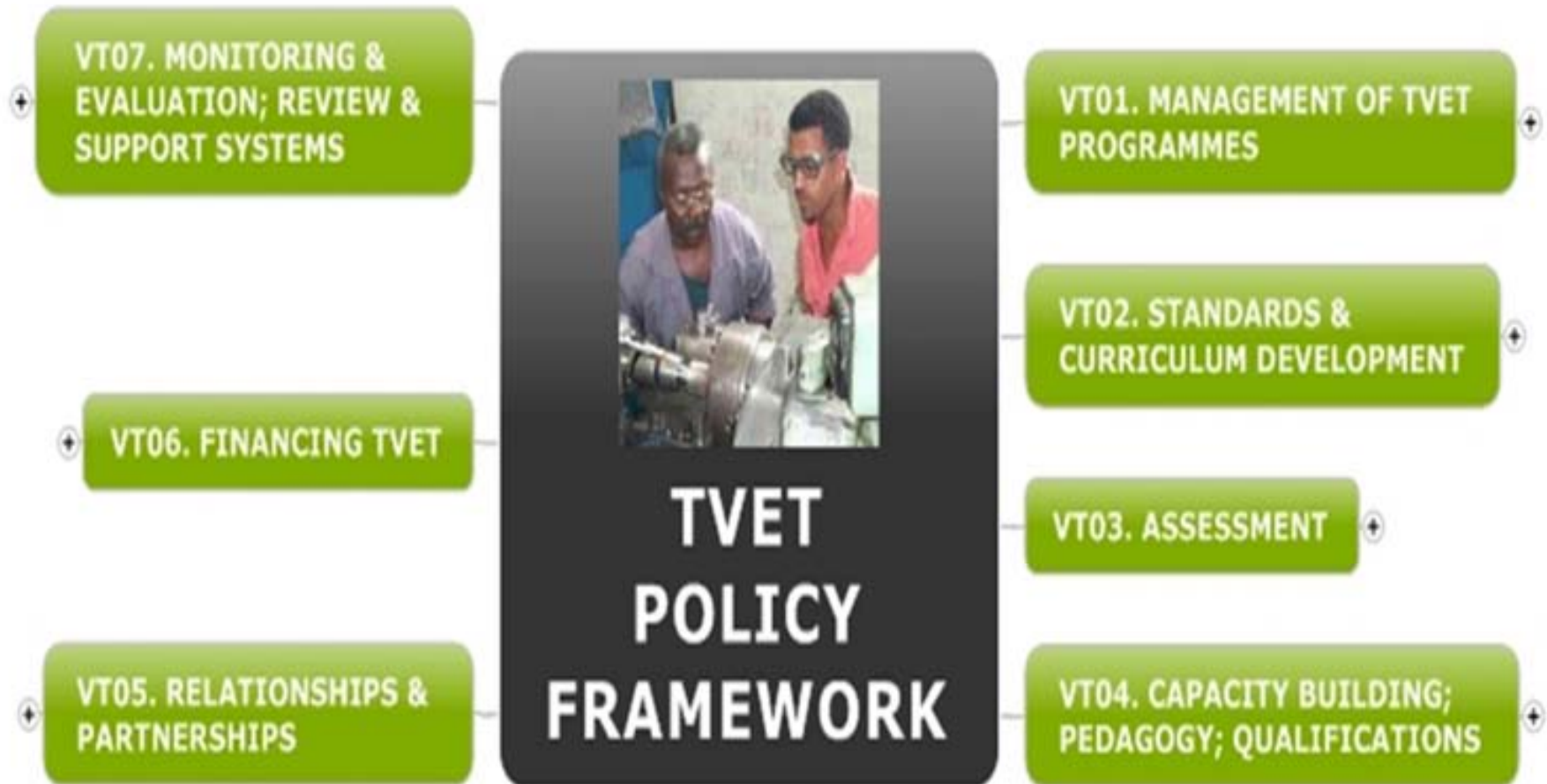
Ensure that each TVET candidate **develops the necessary competencies** to perform well in TVET assessments



Ensure **appropriate infrastructure** is in place to support the delivery of CXC's TVET programmes

POLICY FRAMEWORK

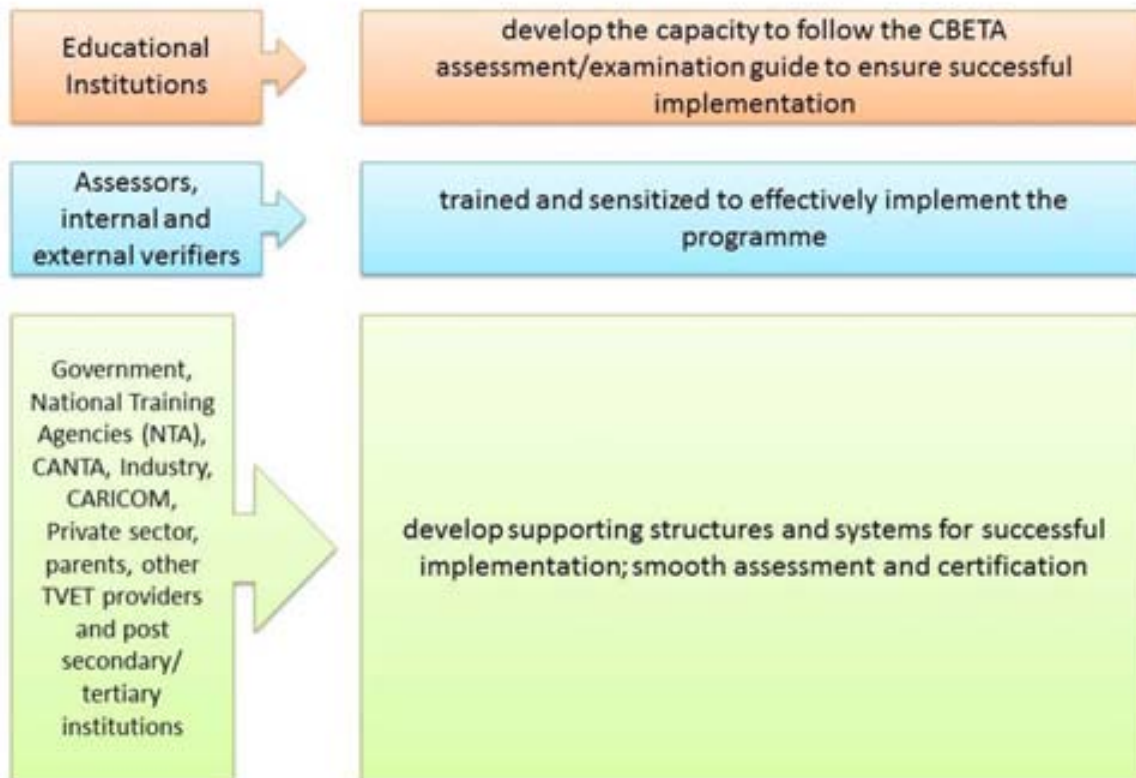
POLICY FRAMEWORK



POLICY VT01 – MANAGEMENT OF TVET PROGRAMMES

- A **strong governance and management structure** for valid and reliable assessment and certification
- **Competency based education, training and assessment** through curricula, standards and syllabi for specific programmes

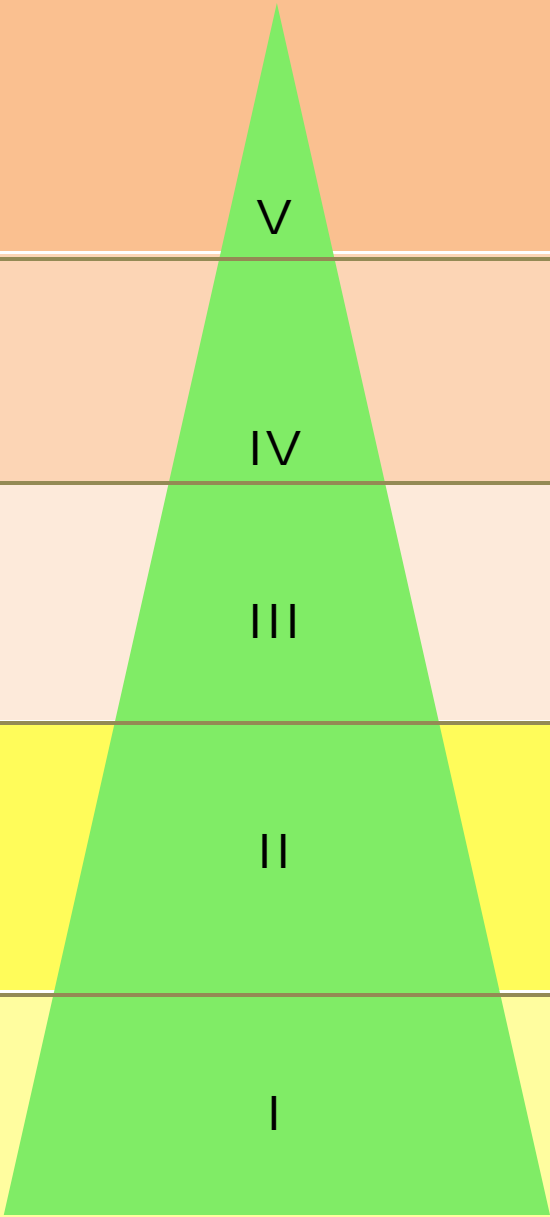
PROPOSED STRUCTURE



POLICY VT02 – STANDARDS & CURRICULUM DEVELOPMENT



- Design and implement TVET **curriculum based on prescribed standards** established by examining body
- Adoption of a **clearly defined Qualifications Framework**

QUALIFICATION	QUALIFICATIONS FRAMEWORK			OCCUPATIONAL LEVEL
	LEVELS	CREDITS	DESCRIPTORS	
Second Degree	 V	480 (=120 level 5 + 60 level 4 + 60 level 3 +120 level 2 +120 level 1)	Recognition of high professional knowledge, expert work and study competencies and the performance of these at the senior manager and professional levels	Advanced professional Chartered professional (Senior Manager)
First Degree		360 (= 60 level 4 + 60 level 3 +120 level 2 +120 level 1)	Recognition of high specialized and expert work and study competencies and skills and the performance of these in a wide range of contexts. This includes at managerial, master craftsman, entrepreneurs, and technologists	Manager Master Craftsman Technologist (Para Professional)
Associate Degree/ Diploma		300 (= 60 level 3 +120 level 2 +120 level 1)	Recognition of the ability to achieve detailed work and study competencies and skills and the performance of these with autonomy. Can perform supervisory work. Equivalence: CVQ 3, CAPE Units, GCE A Level, City & Guilds 3	Technician (Supervisor)
Certificate		240 (= 120 level 2 +120 level 1)	Recognition of the ability to achieve a very good comprehension of work and study competencies and skills and the performance of these under minimal supervision or guidance. Equivalence: CVQ 2, NVQ 2, CSEC 1 - 3, GCE A - D, CCSLC 5 subjects – Competent /Mastery, City & Guilds 2	Skilled worker (Unsupervised)
Certificate		120	Entry level qualification that recognizes preparatory competencies and skills, and the application of these in everyday situations under direct supervision. Equivalence: CVQ 1, NVQ 1, CSEC 4 – 5, CCSLC (individual subjects), City & Guilds 1	Entry-level worker (supervised)

GRADE DESCRIPTIONS

Competency Status	Total of the General Assessment, Formative and Summative SBA Portfolio	Rating scale
Mastery	100 – 90	1
Proficient	89 - 70	2
Competent	69 - 50	3
Developing Competency	49 – 39	4
Not Yet Competent	38 – 25	5
Not yet Competent	Below 24	6

VT03 - ASSESSMENT

CXC will:

- enhance its current assessment process to **improve the practical component** ensuring that the evidence provided is in line with the standards prescribed.
- Modify the Schools Based Assessment and Teachers' Assessments (TAs) to become **more evidenced based** and facilitate **continuous assessment**.
- Reflect this modification in the offering of **the CVQ as the SBA and TA component** of its technical subjects.

This approach will therefore provide the opportunity for candidates to be certified in CSEC and CVQ and at the higher level in CAPE and CVQ.

POLICY VT04 – CAPACITY BUILDING; PEDAGOGY; QUALIFICATIONS

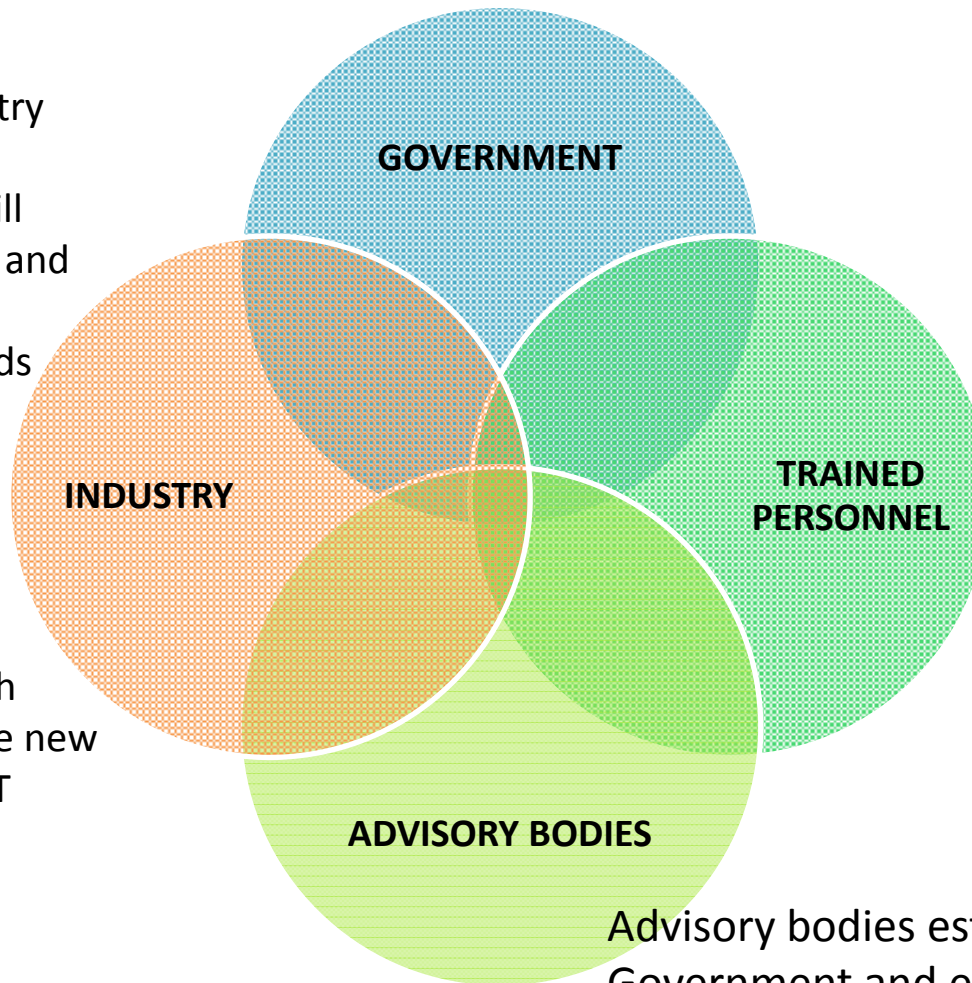
The Ministry will ensure that all teachers in TVET programmes **undertake annual professional development in the relevant TVET areas** to ensure that they remain current with best practices in the areas.

Staff providing TVET education **must have the relevant industrial experience**, in addition to their technical qualifications

POLICY VT05 – RELATIONSHIPS & PARTNERSHIPS

Engagement of Industry
Lead Groups whose
terms of reference will
include identification and
regular review of
occupational standards

Strategic linkages with
industry regarding the new
approach of CXC TVET
courses



Investment in TVET
in terms of
continued support
and provision of
trained personnel

Advisory bodies established to advise CXC,
Government and educational institutions
on the currency of courses

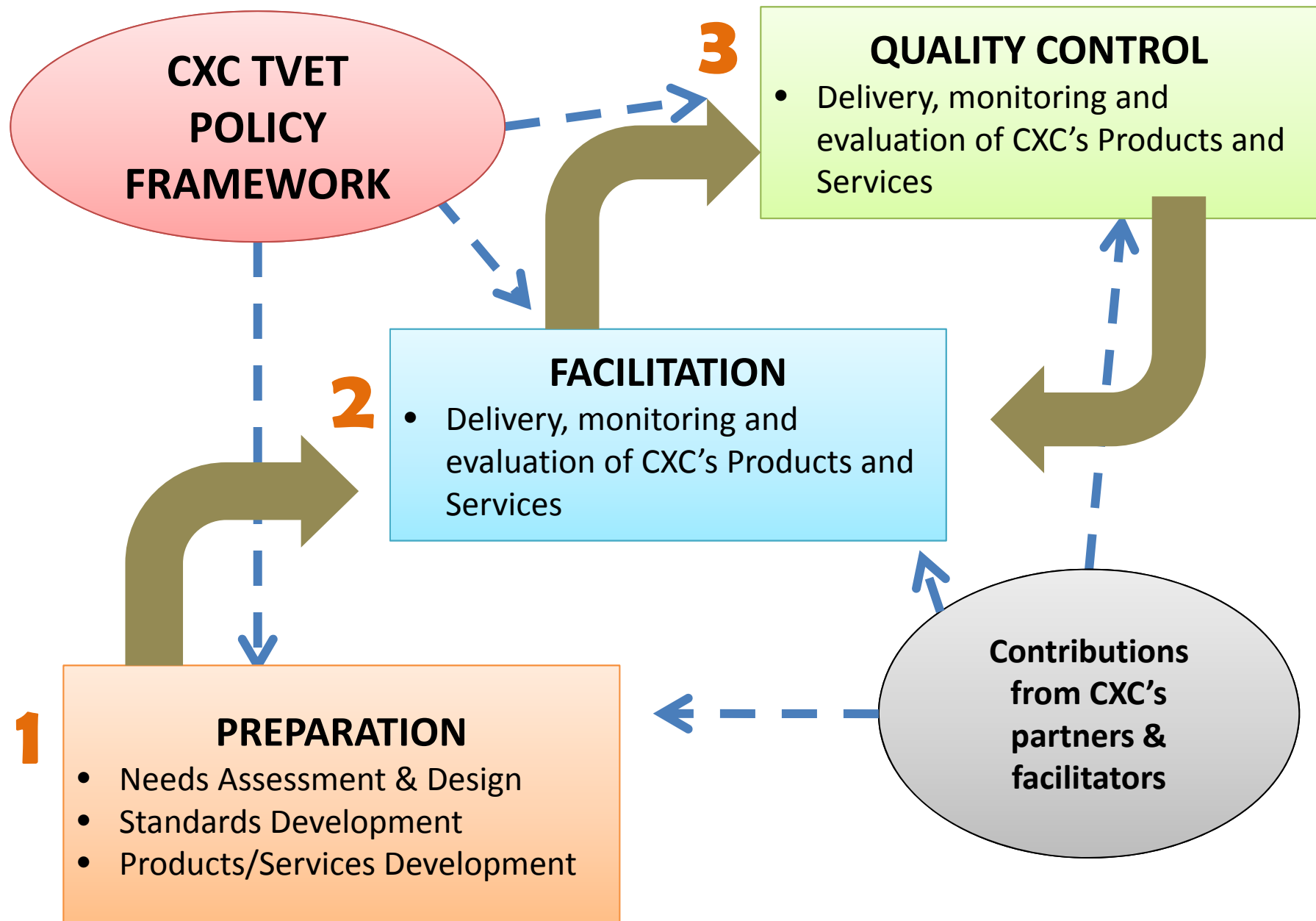
POLICY VT06 – FINANCING TVET

Improvement in the governance structure of the secondary system to **include enterprises, industries and private sector** increased involvement in governance and decision making of TVET in the institutions.

Allocation of a **one half percent** of NTAs/Local TVET Council funding and other institutions as cost recovery activities **for retooling and retraining of staff.**

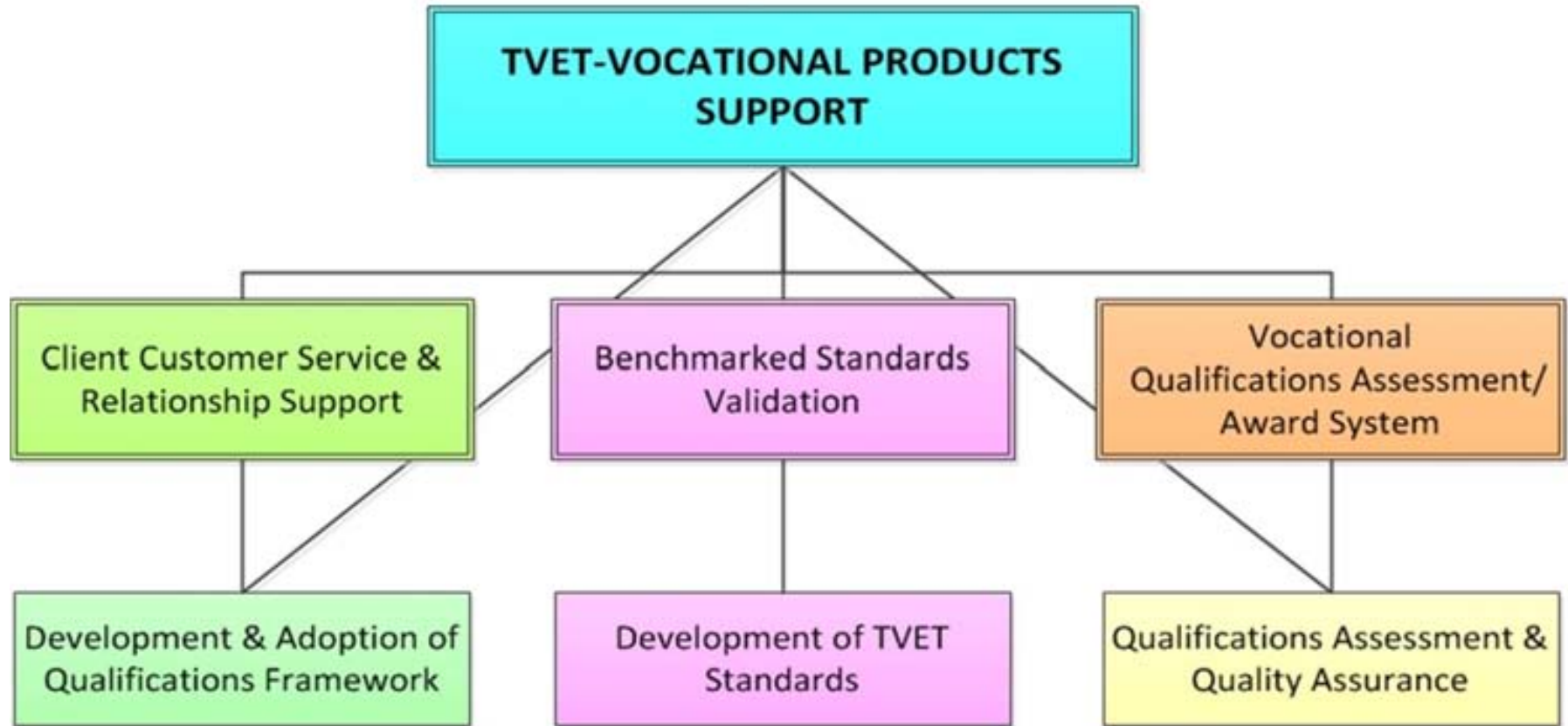
Regional Governments and Ministries of Education to seek **local funding support for scholarships/ fellowships** to outstanding TVET students and teachers and to provide **loans to parents/students** thus enabling them to contribute equally to the investments in TVET

POLICY VT07 – M&E; REVIEW & SUPPORT SYSTEMS



SUPPORT SYSTEM

The suggested critical support systems for development, enhancement and maintenance of quality TVET product offerings are shown in the diagram below:



TVET POLICY IMPLEMENTATION PLAN 2011- 2014

PROJECTION OF IMPLEMENTATION & COMPLETION TABLE

OBJECTIVES	2011	2012	2013	2014
Provide a Policy framework for TVET activities related to curricula/syllabus development resources, assessment and certification in CXC				
Provide the basis and or framework for articulation between CSEC (TVET) & CVQ offerings				
Provide guidelines for the management and coordination of assessment and certification of TVET offerings in Caribbean Schools				
Ensure a clear articulation of TVET courses and programmes into post-secondary schools				
Address the TVET needs of the widest cross section of the student population				
Promote strategic linkages with TVET partners in the region				
Assist in rebranding TVET programmes				
Facilitate the provision of adequate teaching and learning resources in schools				

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