WHITHER THE CVQ?
CHALLENGES IN IMPLEMENTING THE CARIBBEAN VOCATIONAL QUALIFICATION FRAMEWORK

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CEO DPBA
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Overview

• Establishing the Context for the RQF
• Implications for TVET
• Regional Vocational Qualifications Framework
• The CVQ
• Role of CANTA
• Challenges
• Recommendations
Changing Regional Economic Context

- Caribbean Workforce is at a disadvantage to other economies

Approach to developing our economies requires a shift to a new paradigm of competitive advantage

- Develop human capital
- Train and certify to international standards
Response

The CARICOM TVET Strategy (1990) critical role of TVET in Economic development

- Developing National Training Systems
- Establishment of a Qualification Framework
- Developing a highly skilled workforce – trained to international standards
- Establishing closer linkages between training and industry – use of LMIS
- Career Guidance, Teacher Training and Upgrading
- Regional Coordinating Mechanism
Implications for TVET and developing Human Capital in the Region

- Provide potential and existing workforce with opportunities to acquire skills appropriate for modern workplace and to adjust to changes in technology
- Relevance and portability of modernized, internationally-bench-marked qualifications (CSME)
- Facilitate continuous improvement and upgrading of the workforce
- Establish progression routes for VET in FHE
Specific Focus on TVET

- Focused preparation for job market
- Bridging skill gaps through demand-driven TVET
- Development of occupational standards
- Occupational certification- NVQ/CVQ
- Ensuring internal and external efficiency in the training system
Other Implications

• Equity between vocational and academic routes to F&HE

• Promotion of transparency, comparability, transferability and recognition of skills and qualifications

• A coordinating mechanism

• A Qualifications Framework which covered the entire education and training system
Outcomes of the Strategy

• Establishment of NTAs, TVET Focal Points
• Adoption of the Regional Vocational Qualification Framework
• Development of Occupational Standards
• Establishment of N/CVQ Awarding Bodies
• Establishment of CANTA
What is a Qualification Framework?

• **Classifies and registers** qualifications according to a set of nationally or regionally or internationally agreed **standards** for **levels** of learning and skills obtained

• **The Regional Vocational Qualification Framework is a *subset*** of the Regional Qualification Framework
<table>
<thead>
<tr>
<th>Type/Level of Program</th>
<th>Orientation And Purpose</th>
<th>Credits</th>
<th>Entry Requirements</th>
<th>Occupational Competence</th>
<th>Academic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1/ Certificate</td>
<td>Completion of a preparatory programme leading to further study in a given academic or vocational area or entry qualification for a particular occupation.</td>
<td>Minimum 10 Credits</td>
<td>To be determined by the local training institution</td>
<td>Semi-skilled, entry level. Supervised worker</td>
<td>Grade 10</td>
</tr>
<tr>
<td>Level 2/ Certificate</td>
<td>To prepare a skilled independent worker who is capable of study at the next level (post-secondary).</td>
<td>Minimum 20 Credits</td>
<td>Grade 11 or Equivalent</td>
<td>Skilled Worker Unsupervised Worker</td>
<td>Grade 11</td>
</tr>
<tr>
<td>Level 3/ Diploma and Associate Degree</td>
<td>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.</td>
<td>Diploma: Minimum 50 Credits, Associate Degree: Minimum 60 Credits</td>
<td>4 CXC's, Level 2 Certification or Equivalent</td>
<td>Technician, Supervisory</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Associate Degree Entry to Bachelor's Degree programme with or without advanced standing</td>
<td></td>
</tr>
<tr>
<td>Level 4/ Bachelor's Degree</td>
<td>Denoting the acquisition of an academic, vocational, professional qualification, who can create, design and maintain systems based on professional expertise.</td>
<td>Minimum 120 Credits</td>
<td>5 CXC’s, Level 3 Certification or Equivalent</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>Level 5/ Post Graduate/ Advanced Professional</td>
<td>Denoting the acquisition of advanced professional post-graduate Competence in specialized field of study or occupation.</td>
<td>Level 4 Certification or Equivalent</td>
<td></td>
<td>Competence which involves the application of a range of fundamental principles at the level of chartered, advanced professional and senior management occupations.</td>
<td></td>
</tr>
</tbody>
</table>
Caribbean Vocational Qualifications Framework

• Common grid of skill levels for all qualifications

• Provides descriptions of the knowledge, skills and attitudes to be demonstrated at various levels

• Facilitates pathways of progression routes between levels

• Qualifications can be obtained through formal and non-formal education and training
The Framework

- Allows articulation from one level to the next
- Accommodates life-long learning (PLAR)
- Enables viable career path to be established
- Expands access towards an increase in the number of trained certified practitioners
- Houses over 200 Competency Standards
The Framework

• Established the mechanism which facilitates and enables free and orderly movement of skilled certified workers across the Region

• A major pillar of the Caribbean Single Market and Economy (CSME):
  ▪ Enables portability of skills in the CSME (CVQ)
  ▪ Expands opportunities to participate in the CSME
Linking the R.V.Q.F. and the CSME

- Recognition of qualifications
- Greater opportunities for employment, investment, production and trade
- Encourage competitive products of better quality and prices
- Improved services provided by enterprises and individuals
- Greater opportunity to study and work
- Increased employment, improved standards of living
- Free movement of skilled labour throughout the region
(Whither the)
CARIBBEAN VOCATIONAL QUALIFICATION (CVQ)
Launch of the CVQ 2007
What is the CVQ?

• The Caribbean Vocational Qualification (CVQ) is an award that represents the achievement of a set of competences that define the core work practices of an occupational area consistent with the levels articulated within the regional qualifications framework.

CANTA 2007

• The award signifies a demonstrated level of achievement and competence measured against established industry criteria.
The CVQ

- Work-based qualifications derived from internationally-bench-marked occupational standards
- Standards are endorsed and validated by local industry experts
- A Standardized CBET approach is used across the Region
- Comprise the K.S.A. required by workers in the particular occupational area
Through the CSME, the CVQ:

Allows the Region to bridge the divide between the global labour market’s requirement and specifications and the Region’s ability to supply a highly competent and confident workforce.
CARIBBEAN ASSOCIATION OF NATIONAL TRAINING AGENCIES
Mission

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

Objectives

- To promote the development of a competitive regional workforce
- To establish and strengthen partnerships to support the work of CANTA
- To increase the number of member states accessing the CVQ
- To ensure uniform provision of the standards-driven, outcomes-based approach to training, assessment and certification
Major Role of CANTA in CVQ Implementation

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

are met by the schools, enterprises and other training providers offering CVQ training programmes using the "CARICOM PROCESS FOR TRAINING ASSESSMENT AND CERTIFICATION"
Role of NTAs & CXC in CVQ Award

• In 2006, CARICOM approved the regional examinations body **CXC** to award CVQs in secondary schools across the region

• **NTAs** (Jamaica, Trinidad & Tobago, Barbados) to award CVQs in the **Workplace**

• CXC to work with NTAs, TVET Focal points and Ministries of Education to implement CVQs in secondary schools
Stocktaking

Where are we today?
Regionally - Systems & Structures in Place

• Tertiary Education Framework
• A Regional Vocational Qualification Framework
• Regional Coordinating Mechanism
• CANTA
• ACTI

Absence of a Regional Education & Training Framework
Locally – Need for a Framework

2030 Vision

One of the Strategies to improve Human Capital Development is the establishment of a Q.F. as “there is no single framework for ranking and comparing programmes of varying levels”

2012 – date for implementation

Responsibility

- HEART-NTA
- Academic Institutions
- Private Sector
- Accreditation Bodies

Role of the MOE

- Establishing the Policy Framework
- Ownership of the Framework?
CVQ - Varying definitions

• The CVQ is an award that is based on the assessment of Competency towards workspace performance

• The Caribbean Vocational Qualification (CVQ) is a competency based qualification. Students must demonstrate competence in reaching CARICOM approved Occupational Standards developed by practitioners and employers (i.e. the industry experts). These standards are organized in units. Students May earn unit awards towards achieving a complete CVQ

• The aim of the CVQ is the development of the Ideal Caribbean Worker
Varying definitions of the CVQ

• A Caribbean Vocational Qualification (CVQ) is a generic National Vocational Qualifications (NVQ) agreed upon by members of CANTA

• The CVQ is an award that represents the achievement of a set of competencies that define the core work of an occupational area consistent with the levels articulated within the regional qualification framework

• The Caribbean Vocational Qualification (CVQ) is the regional equivalent to the NVQ
CVQs Awarded to date

TOTAL IN WORKFORCE = 2,263
TOTAL IN SCHOOLS = 2,872
## Award of CVQs

### National Training Agencies

<table>
<thead>
<tr>
<th>NTA</th>
<th>CVQs Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCTVET</td>
<td>1,550 (Majority in secondary Schools)</td>
</tr>
<tr>
<td>NTATT</td>
<td>1,905 (In the workplace)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3,455</td>
</tr>
</tbody>
</table>

### Caribbean Examinations Council (CXC) - Schools

<table>
<thead>
<tr>
<th>YEAR</th>
<th>CVQs Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>191</td>
</tr>
<tr>
<td>2009</td>
<td>326</td>
</tr>
<tr>
<td>2010</td>
<td>585</td>
</tr>
<tr>
<td>2011</td>
<td>578</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,680</td>
</tr>
</tbody>
</table>
Challenges - Locally

- Lack of common understanding of Q.F., RVQF, levels
- Costs and potential implications (how to address)
- Focus on CVQs in schools & less activity in workplace
- Restriction in 5-level framework - needs more levels to promote equity
- Strong reliance on involvement of local stakeholders – difficulty in finding personnel
- Limited information on CVQ in relation to CSME
- Very little or no promotion of QF and CVQ
- No Management or governance of the QF
Challenges

• Mixed messages to stakeholders:
  • Definitions, Standards, Terminologies, Assessment Practices
• Limited resources, materials, trained personnel e.g. how to develop the standards; how to convert standards into curricula
• Few trained assessors, verifiers; Fewer trained Q.A. experts (CAMS)
• 100s of standards – very few being used – formatting issues
• Implementing and operationalizing the Framework
• Recognition & utility of the CVQ: vis-a-vis the NVQ
• CVQ:NVQ - who will issue?
• Lack of leadership - Who is speaking for TVET? Who are the Champions?
Lessons Learned

• Must have regulatory or legislative support (Policy)

• A Framework is **NOT** static it should be evolving (gradually)

• No one “right” model - each has to be contextualized

• Cooperation among stakeholders – acceptance of the Q.F.

• QF is a social construct - needs consensus and agreement

• Implementation can lead to policy copying and borrowing
The Way Forward (Rec.)

- Q.F. MUST be driven at the highest level - led by MOE (resp. for all education and training)
- Review of the RVQF - “Fit for purpose”
- **Formal** Adoption of a Regional Education & Credit Qualifications Framework (RVQF as a sub-set)
- **Greater** networking of TVET institutions/practitioners/partnerships should be encouraged - share experiences and resources
- **Strong Leadership** and Advocacy
Raise the status and perception of TVET

“Students who are not deemed ready to sit CSEC should register to sit the Caribbean Vocational Qualification”

Gleaner, October 11, 2011

• Much greater stakeholder involvement (Employers, Private Sector, Trade Unions, parents, workers)
• More consultations and conversations
• Peer-reviewed articles – validation of information
CANTA

• Has the **potential** to assist and facilitate:
  • exchange of experiences
  • development and sharing of instructional materials
  • information on infra-structure development
  • use of technology and databases
  • advocacy
    • **RCMTVET Remit** - Feb.2007 :
      » All member states would be assisted by CANTA to establish mechanisms for awarding CVQs

• **Capacity limited as it is a Voluntary Association**

• **Funding is an issue**
Official CVQ Website

**CANTA Official Web Site**: CANTAonline.org

www.canta.jp/Cached - Similar - Translate this page  Undo

プロフィール、ディスコグラフィー、ファ

Need an exclusive stand alone CVQ Website (populated with standards, policies etc.)
Regionally

- Urgent imperative - will & commitment of governments to support TVET for the fast changing world of work
- Urgent need to develop effective & efficient ways to measure competencies and recognize qualifications gained at the workplace to facilitate greater mobility of the regional workforce
A Regional CVQ Centre/Secretariat to

- Refine the standards setting process
- Coordinate and manage quality assurance (CAMS)
- House and disseminate information
- Offer support to operationalizing the RQF (material, training)
- **Conduct Research, document and publish findings**
- Establish a database
- Communicate, promote and advocate
- Evaluate qualifications
- Encourage collaboration – schools, industry
- **Chart our own course**
Excerpt - Launch of the CVQ in Jamaica

The road to the development of CVQs is one which exemplified the benefits of functional cooperation. The imperative of positioning the Region for competitive participation highlighted the importance of Human Resource Development and in particular, underlined the importance of reorganizing TVET in the Region to provide skill development in line with workplace demands.

The fact that we can now move from National Vocational Qualifications to a regional Vocational Qualification is testimony to the political will and hard work invested in the process by our Member States.

Myrna Bernard
CARICOM Secretariat
October 2007
THE END

THANK YOU

ARE THERE ANY QUESTIONS?

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