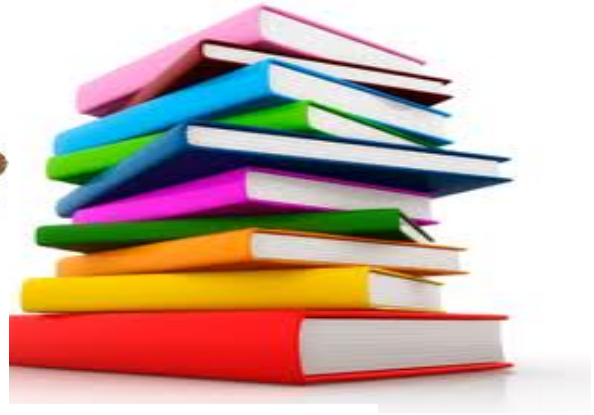
National Qualification Framework

The Caribbean Vocational Qualification



General Assumptions of Qualification Framework

- Quality and relevance - skilled workforce
- Increased productivity and economic growth
- Competency-based education and training, and assessment (outcome-based)
- Industry recognized standards
- Labour/skills mobility
- Different levels of qualification
- Labour market impact and social mobility (employment)
- Lifelong learning/RPL
- Solution to unemployment

ILO – Study of NQF Implementation: 16 Countries 2010 findings

- Limited evidence to show NQF broader claims were achieved
  - No quick fix to skills development and labour market issues
- No single right model- Policy borrowing
- Considerable evidence of difficulties with implementation
- Improved communication – education and labour market
- No considerable evidence of employer wide preference of NQF
- Limited ambition works better

Caribbean Vocational Qualification
The Context

Regional Integration (Treaty of Chaguarama- Rev 2001)

Single Market and Economy - 1989

Free Movement of people

Regional TVET Strategy -1990

CARICOM Vocational Qualification (CVQ) 2003

ILO – Study of NVQ/CVQ Implementation 3 Caribbean Countries 2013 Findings

- Graduates inadequate technical and analytical skills
- No credible data on labour market impact on graduates
- Some employers are not familiar with NVQ/CVQ
- No credible evidence of employer satisfaction with NVQ/CVQ graduates

Challenges - Caribbean

- Articulation: Progression routes for vocational education and training
- Parity of standing between vocational and academic routes
- Implementation across education and training programmes

Challenges - Caribbean

- Assessing policy / performance
- Comprehensive labour Market Information
- Participation of social partners
- Training of instructors - CBET
  - Development of instructional materials
- Training of assessors and verifiers
- Sustainable financing

Success

- **Closer link between education and training**
- **Establishment of regional coordinating body (CANTA)**
- **Agreement on Regional Standards**
- **Awareness of the importance staff professional development**

Lesson learnt

- Implementation should be narrow
- Avoid the “one size fits all” approach
- Financing - Integral part of NQF design
- Employer involvement is critical to NQF success
- Qualified instructors, assessors and verifiers are critical for NQF success

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