



Education and Human Resource Development

Ministry of Education
Curriculum Development Division
TVET Unit



Definitions

- Education is learning.
- Human Resource Development is an umbrella term for implementing strategies that help you bridge the gap between your current workforce and your target (future) workforce.

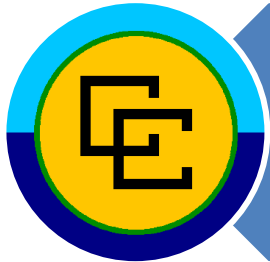


<http://workforceplanningtools.com.au/workforce-development-plan/>

Education and HRD



United Nations/
UNESCO



CARICOM/ CSME



Ministry of Education –
T&T



United Nations Educational Scientific and Cultural Organisation

- Literacy
- Technical and teacher training programmes
- International science programmes
- Bridging the digital divide
- Quality education for all
- Lifelong learning



CARICOM

- On the occasion of the 18th Meeting of the Conference Heads of Government (Barbados, 1996), A Special Session was dedicated to Education and Human Resource Development. This was as a result of labour market trends regionally.



Labour Market Trends Regionally

- High levels of unemployment and poverty
- Critical shortages of skilled labour in key economic sectors
- A low level of entrepreneurship
- Increase in number of unemployed youth
- Increased opportunities for self-employment within both formal and informal sectors
- Increasing opportunities in the higher skill jobs requiring higher technology

http://www.caricom.org/jsp/communications/meetings_statements/statements_2006-2010.jsp

Strategic Intervention

- Policies to enable the development of abilities, attitudes, skills and technological knowledge necessary for jobs, entrepreneurial development, and human well being.



http://www.caricom.org/jsp/communications/meetings_statements/statements_2006-2010.jsp

The Ideal Caribbean Person is someone who

- is imbued with a respect for human life since it is the foundation on which all other desired values must rest;
- is emotionally secure with a high level of self confidence and self esteem;
- sees ethnic, religious and other diversity as a source of potential strength and richness;
- is aware of the importance of living in harmony with the environment;
- has a strong appreciation of family and kinship values, community cohesion, and moral issues including responsibility for and accountability to self and community;
- has an informed respect for the cultural heritage
- demonstrates multiple literacies independent and critical thinking, questions the beliefs and practices of past and present and brings this to bear on the innovative application of science and technology to problem solving
- demonstrates a positive work ethic
- values and displays the creative imagination in its various manifestations and nurture its development in the economic and entrepreneurial spheres in all other areas of life
- has developed the capacity to create and take advantage of opportunities to control, improve, maintain and promote physical, mental social and spiritual well being and to contribute to the health and welfare of the community and country
- nourishes in him/herself and in others, the fullest development of each person's potential without gender stereotyping and embraces differences and similarities between females and males as a source of mutual strength.

Purpose of Ministry of Education

Education Act Ch 39:01 of 1966

- The promotion of the education of the people of T&T, and the establishment of institutions devoted to that purpose by means of which he shall thereby contribute towards the development of human resources, physical, mental, moral and spiritual of the community
- The establishment of a system of education designed to provide adequately for the planning and development of an educational service related to the changing needs of the community
- The effective execution of the education policy of the Government

The T&T Response 2011

Ministerial Priorities

1. Universal Early Childhood Care and Education
2. Integrating ICTs in Education – laptop initiative
3. Teacher Training and Development
4. Curriculum Reform
5. Improving Academic Performance
6. Testing and Neuro-Diagnostics of children
7. Expansion of the Technical Vocational Programme, with emphasis of CVQs, into all secondary schools

Ministerial Priorities (continued)

8. Improving infrastructure in schools
9. Continuous Assessment Programme
10. Literacy and Numeracy
11. Movement of the SEA examination to May
12. Career Guidance and Development in
Secondary Schools
13. Organisational Restructuring and Institutional
Strengthening
14. Corporate Communication Strategy

Ministerial Priorities (continued)

15. Human Resource Development and Management

16. Parental and Stakeholder Engagement, Involvement and Support

GORTT Ministry of Education Education Sector Strategic Plan: 2011 - 2015



Financial Projections

	2011 (000s)	2012 (000s)	2013 (000s)	2014 (000s)	2015 (000s)
ECCE	35 634	40 400	47 100	53 820	61 900
Primary Education	1 003 794	1 227 983	1 248 200	1 256 260	1 442 630
Secondary Education (incl TVET)	1 161 278	1 413 197	1 705 306	2 013 135	2 706 000
School Support Programmes (Textbook Rental, School Nutrition, School Transportation, Student Support Services, NOSTT)	280 309	292 601	401 100	298 200	301 614
Teacher Training and Development	0	15 800	25 800	28 280	31 008
ICT in Education	85 300	90 500	85 100	80 100	80 100
RCLRC	18 171	24 605	25 097	25 850	26 884

2013 Budget

\$9.8 billion



Human Resource Development

- ECCE – As of 2011 there were 173 approved centres
- ICTs – Students from Forms 1 – Form 4 in secondary schools presently have laptops, also teachers and support staff, IT technicians assigned to schools.
- Teacher training and development – workshops are ongoing from Curriculum Division, DERE, Teacher Professional Unit.

Human Resource Development (cont.)

- Improving Academic Performance – Curriculum Monitoring continues in all schools.
- Curriculum Reform – Primary Curriculum Reform implemented in Infant Year 1 and 2 and Standard 1(9 subjects including Spanish, integrated curriculum). Will be implemented in Std 2 to 5 as Std 1 group is promoted. Secondary Curriculum Reform for Forms 1 to 3 presently being worked on. CXC TVET subjects under review to include CVQ as the SBA component allowing students two forms of certification. Technology Education being taught at Forms 1, 2 and 3.

Technology Education

- Problem Solving
- Critical Thinking
- Teamwork
- Scientific Enquiry
- Technology Based
- Research Driven
- IDEATE Model - Identify Problem, Define Problem, Explore Solutions, Assess Solutions, Try Solutions, Evaluate Solutions

Technology Education Training for Teachers



Nisa Suepaul



Human Resource Development (cont.)

- Testing and Neuro Diagnostics of Children – Guidance Unit and Student Support Services
- Continuous Assessment Programme and Movement of SEA – SEA was moved from March to May to allow teachers more contact time with students. From 2014, SEA will contribute 60% of the final mark awarded to students while CAC will contribute 40%.

Human Resource Development (cont.)

- Literacy and Numeracy initiatives include retraining of teachers and provision of support staff for remedial work.
- Career Guidance and Development in Schools – Guidance Officers, Career Fairs.
- Organisational Restructuring and Institutional Strengthening – Retooling of TVET labs, establishment of CVQ labs, infrastructural development.

TVET and CVQ



- The greatest gaps in human resource development are in technical and vocational skills.

Song Seng, L (2011) **Case Study on “National Policies Linking TVET with Economic Expansion: Lessons from Singapore”**.

- In 1990 CARICOM recognised the need to develop Technical Vocational Education and Training.
- According to the CSO in the 2nd quarter of 2012,

Industrial Group as a percentage of Labour Force

Industrial Group	% of Labour Force
Agriculture	3.78
Petroleum	3.20
Mining	0.10
Other Manufacturing	7.95
Electricity	1.38
Construction	14.3
Wholesale	18.18
Transport	6.54
Finance and Real Estate	9.04
Community and Personal Services	30.38
Not stated	0.3

TVET and CVQ (cont.)

- TVET areas continue to be offered at all schools in T&T in Economics, Accounting, Business, Food and Nutrition, Agricultural Science, Electrical Technology, Technical Drawing, Building Technology, Automotive etc.) (CSEC and CAPE Certification)
- With CSME and the possibility of free movement of certified skilled labour across the region, National Training Agencies (NTAs) established the Caribbean Association of NTAs (CANTA).
- This led to the establishment of a regional certification scheme – Caribbean Vocational Qualification (CVQ).
- In T&T the Ministerial mandate is that each secondary school child must pursue at least 1 CVQ in Forms 4 & 5.
- In 2012 \$100 000 was given to each secondary school primarily for CVQ.
- Out of a total of 163 secondary schools 92 are presently pursuing CVQ.

CVQ

- This is an award that represents achievement of a set of competencies which define core work practices of an occupational area, consistent with the regional qualifications framework.
- Offering of Regional Occupational Standards in Agriculture, Automotive Industry, Business Services, Construction, Creative Industries, Education, Engineering and Maintenance, Entertainment, Fish & Fish Processing, Health, Tourism and Hospitality etc.

[http://ntatt.org/index.php?option=com_content&view=article&id+97:regional – occupational-standards-slider&catid=82:services](http://ntatt.org/index.php?option=com_content&view=article&id+97:regional-occupational-standards-slider&catid=82:services)

Training of Secondary School Teachers for CVQ Beauty Culture



The Link

Education



Human
Resource
Development



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Thank You



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