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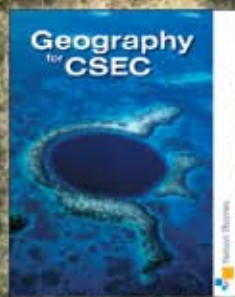
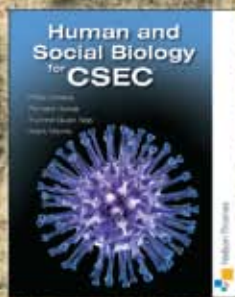
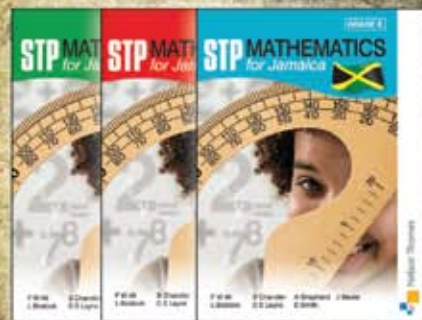
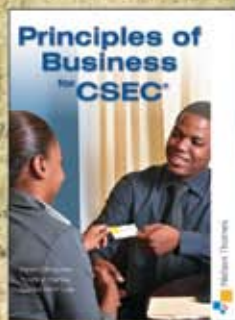
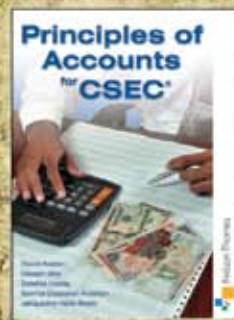
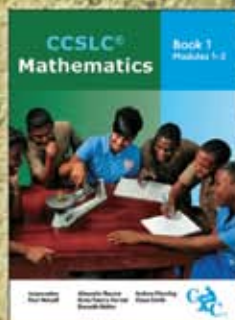


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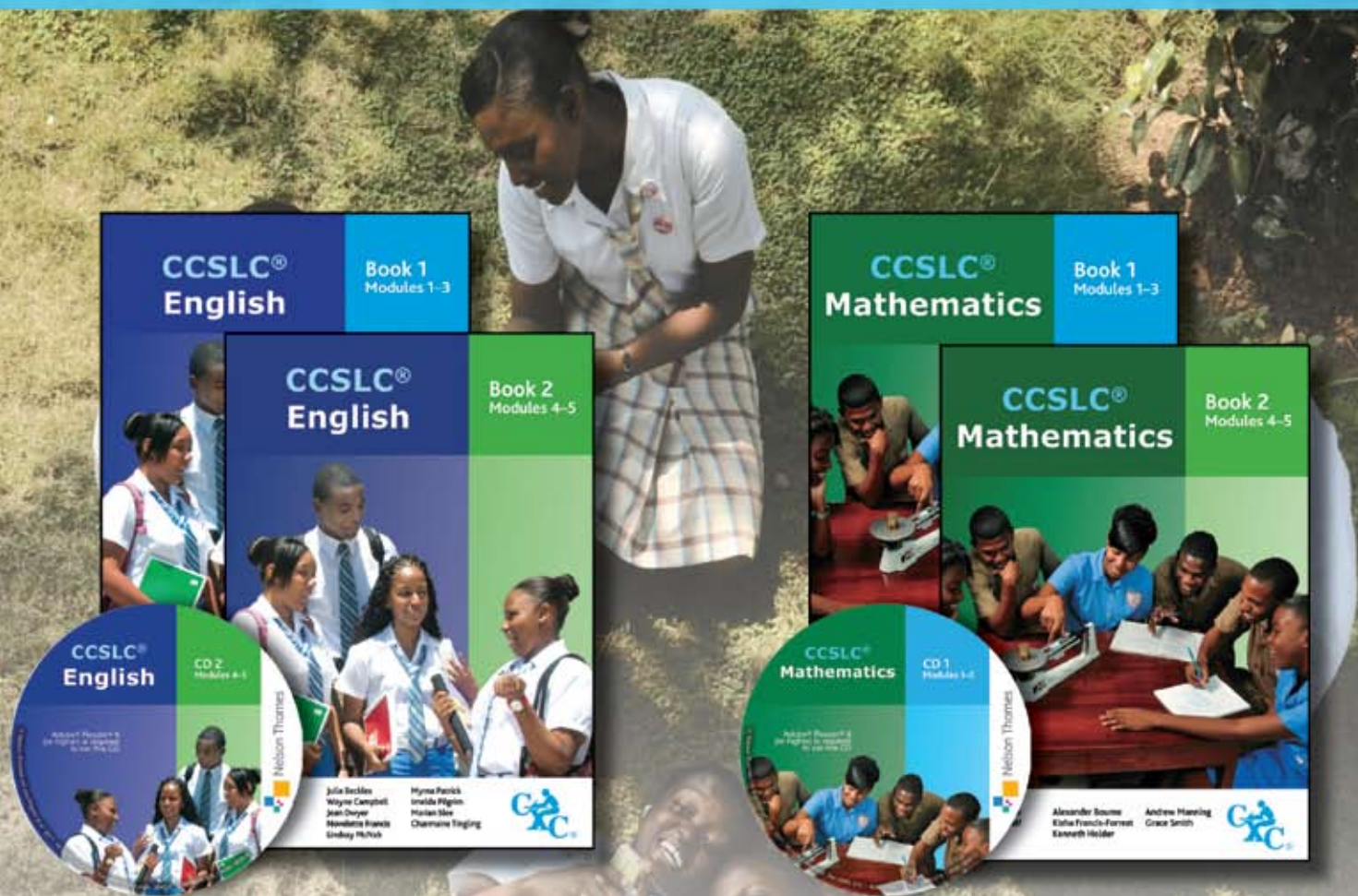


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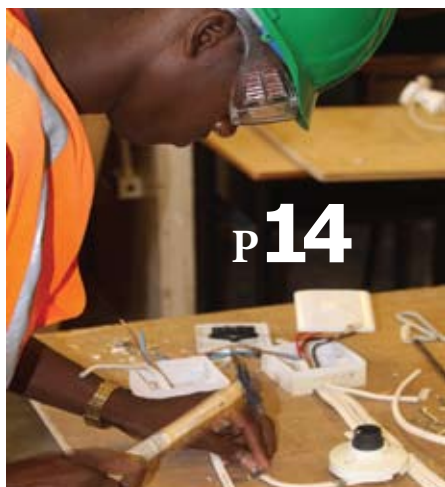
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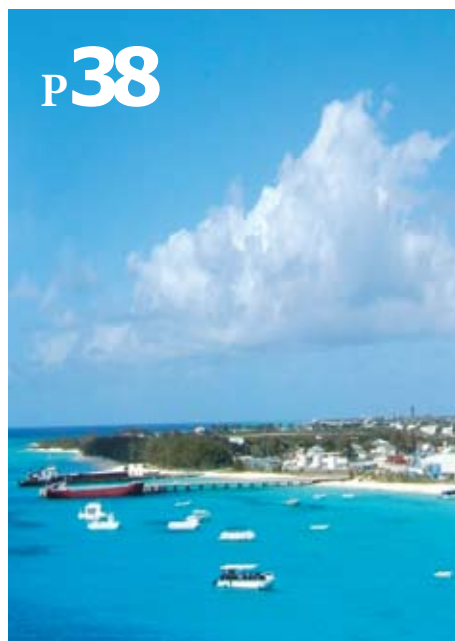
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COVER PHOTO BY: CLEVELAND SAM

Timothy Wade, an electrical installation student from St Lucy Secondary School, Barbados, working on a motor as he prepares for his CVQ certification



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 EDITOR-IN-CHIEF: Dr Didacus Jules • EDITOR: Cleveland Sam • LINE EDITORS: MAUREEN GRAZETTE,
 MARCELDA AUGUSTE, MIRANDA SEALY AND DR SANDRA ROBINSON
 Please send your comments to: THE CARIBBEAN EXAMINER, CXC, THE GARRISON, ST MICHAEL, BARBADOS
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TVET

A CXC PERSPECTIVE

TVET has not taken root in Caribbean education systems because notwithstanding the discourse, it is still treated by planners and seen by the public as a compensatory device.

Over the past 15 years with the possible exception of secondary education, no other education sector has been more spoken about than Technical and Vocational Education and Training (TVET). Some progress has been made and best practice initiatives have emerged but the sector as a whole has not achieved the overall results that were originally heralded.

TVET has not taken root in Caribbean education systems because notwithstanding the discourse, it is still treated by planners and seen by the public as a compensatory device. It is seen as something that is to be provided to students who – in the words most frequently used – are not “academically minded”. Thus it is consequently relegated to second class status; providing a compensatory alternative that will supposedly guarantee some skilled work for this category of student.

At various points during the past decade and a half, many of the efforts made to embed TVET in the general education system have confirmed that it is a costly matter and that its successful implementation requires nothing less than a comprehensive and holistic policy approach. At the international level, the changing discourse on education and the increasing focus on learning outcomes have placed TVET in a more recognized position.

At CXC we recognized the need to take a fresh look at the technical subjects that we offer at CSEC and CAPE because enrollment continues to be disappointingly low despite the articulation of these subjects on the same level as the traditional academic subjects. In light of recent trends and fresh thinking on the sector and taking account of the technological revolution that has fundamentally altered the nature of even the most mundane forms of work, it was opportune to undertake a review of where we were and where we ought to go. The increased diversity of ability of the secondary school populations as a result of universal secondary education added another dimension to this urgency.



By Dr Didacus Jules

At the regional level virtually every report on the status of youth and education conducted by CARICOM, CDB, other regional agencies as well as the multilaterals such as the World Bank, has pointed to the imperative of a different education paradigm that integrates knowing and doing. Our adoption at CXC of the Caribbean Ideal Person and the UNESCO Pillars of Learning in the 21st Century has led us to a bolder conceptualization of TVET’s location in the educational constellation.

This special issue of *The Caribbean Examiner* springs from the work conducted by a special working group chaired by Ms Grace Mclean (Chief Education Officer – Jamaica) comprising leading experts in TVET in the region from CXC, ILO, CANTA, CARICOM, OECS and the private sector. This issue explores the new, more holistic paradigm that has emerged from this initiative

– it defines the philosophic underpinnings, the adoption of CBETA methodologies, the necessary role of multiple partners, and the challenges of implementation in schools.

This publication precedes the release of CXC’s new policy on TVET and we hope that it will prepare the ground by stimulating discussion and debate. Our proposals for reinvigorating TVET involve some fundamental initiatives:

- *Revision of the qualifications framework to better accommodate the concept of a seamless education system; outlining multiple pathways to success in a context of continuous education*
- *Assertion of the Caribbean Ideal Person and the UNESCO Pillars of Learning as the foundational bedrock of our educational intent*
- *Articulation between different levels and types of qualification in a modular format that creates new synergies in TVET (for example the use of CVQ level 1 for school based assessment purposes in CSEC TVET subjects)*
- *Recognition of the critical importance of effective training of TVET teachers alongside the potential role of industry experts in adding relevance and application to real world requirements*
- *Adoption of competency based assessment to measure the precise knowledge, skills and behaviours that students are expected to master*

We hope that this special issue will contribute to the emergence of a regional consensus on where we need to go and how we can cost-effectively embed TVET in our education systems. In a world characterized by rapidly evolving technologies which are inflecting the nature of work at every level, TVET is not an option for “the weak”; it is an imperative for everyone. 21st Century learning requires not simply the capacity to know but the ability to do.

Dr Didacus Jules is Registrar of the Caribbean Examinations Council.



TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

INTRODUCTION

The outcomes of education for relevance to human resource development must be referenced to, guided by, developed and implemented in tandem with social and economic changes. The levels of compatibility with educational outcomes for human capital have resulted in adaptations to existing educational philosophies and, to a large extent, jettisoning of outdated philosophies which have been used to guide standards and curriculum development. The transitions throughout the agricultural and industrial eras of the 16th and 19th centuries have, to a large extent, shaped the philosophy of Technical and Vocational Education and Training (TVET) as non-academic, and perceived it to be primarily concerned with manual occupations with emphasis on “doing” predominantly employing the hands. These traditional concepts appear to be dominant considerations for the selection of students pursuing TVET in secondary education. Issues of quality and systemic obstacles (poor perception – TVET is still considered a programme for underachieving students) also limit the potential of Technical and Vocational Education and Training to be a contributor to the region’s human capital.

The 21st century economy is information-based and driven by technology and globalization. Global competition places substantial pressures on production and productivity for high quality goods and services. In a knowledge economy, therefore, every TVET student must be provided with opportunities to acquire and demonstrate competencies and skills with greater understanding and application of technology, multiple literacies, critical thinking, adaptability and employability skills. These students should also be able to use new and emerging information and take advantage of technologically driven careers and occupations. Consequently, these global challenges have placed substantial emphases on the ‘synchomesh’ of academic and technical vocational qualifications (strong minds and hands) to respond effectively to the demands and performance standards of the production sector, economic and international competitiveness.



By Elaine Shakes

HISTORICAL BACKGROUND OF CXC’S TVET

The 1990s saw the commencement of the diversification of Caribbean economies, the promotion of the concept of self-sufficiency and self-reliance and increased use of technology. The shifts resulted in an urgent need for innovative school programmes, which would more adequately prepare school leavers for occupations in industry and its related service fields, in addition to satisfying the prerequisites for further training. In May 1990, Ministers of Education at the Eighth Caribbean Community meeting endorsed a regional strategy for Technical and Vocational Education and Training. The strategy was to provide a framework for developing, improving and coordinating TVET across the region. The strategy called for emphasis to be placed on the essential links between the education sector and other sectors and called for recognition of the crucial roles of human resource development and skills in social and economic development.

In response to this strategy, CXC expanded its technical offerings operational in the secondary schools in effect since the 1980s. The expansion resulted in the launch, in the 1990s of CSEC Industrial Technology syllabuses comprising Technical Drawing, Electrical and Electronic Technology, Mechanical Engineering Technology and Building Technology. Between the period 2000 and 2002 CAPE technical offerings commenced and were expanded.

WHAT IS TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING?

Technical and Vocational Education and Training is a comprehensive term referring 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.

The Bonn Declaration on Learning for Work, Citizenship and Sustainability, 2004, argues that:

“Since education is considered to be the key to effective development strategies, Technical and Vocational Education and Training (TVET) is the master key that can alleviate poverty, conserve the environment, improve the quality of life for all and achieve sustainable development.”

UNESCO, ILO REVISED RECOMMENDATIONS FOR 21ST CENTURY TVET, 2001

The revised recommendations understand Technical and Vocational Education and Training (TVET) as:

- i. An integral part of general education;
- ii. A means for preparing for occupational fields and for effective participation in the world of work;
- iii. An aspect of lifelong learning and a preparation for responsible citizenship;
- iv. A method of facilitating poverty alleviation; and
- v. An instrument for promoting environmentally sound and sustainable development.



In addition, the recommendations also include some of the TVET principles outlined below:

- Work is a central feature of most people's lives. About 80 per cent of jobs worldwide require technical and vocational skills. TVET must, therefore, be an integral part of everyone's basic and general education for the development of skills, interests and talents.
- There is an overriding urgency for the region to integrate General and Technical Vocational Education and Training. The region must combine, integrate and unify to respond to the exponentially increasing demand for gains in productivity, productive technology, innovation, continuous retraining, lifelong learning, employability and adaptable skills.
- Technical/technology education is a complex socioeconomic system by itself. From this perspective, it must be viewed as a service provider for individuals, society and the economy.
- Competitive productive activities demand a highly educated and skilled labour force. The nation that raises the productivity of their knowledge and service workers will economically lead the next century. Secondary general and technical education have the potential to drive the economies of the region to high levels of performance and to enable them to take advantage of current and emerging global employment opportunities.
- Today's educational challenges cannot be addressed with obsolete philosophies. TVET offers solutions inclusive of skills, technology, innovation, research and development, lifelong learning, healthy social capital and efficient economic infrastructure. These constitute the productivity enhancing assets for the region.
- TVET is an instrument for promoting environmentally sound sustainable development.
- TVET is a method of facilitating poverty alleviation as it provides decent work and gainful employment.

RESULTS OF A SMALL MARKET RESEARCH STUDY ON THE CSEC INDUSTRIAL TECHNOLOGY SYLLABUSES

The Caribbean Examinations Council is cognizant of today's realities and the global challenges associated with the knowledge economy and its impact on the development of the region; CXC therefore aims to consistently

TABLE 1. COUNTRIES OFFERING THE CSEC INDUSTRIAL TECHNOLOGY PROGRAMMES

	Antigua and Barbuda
	Barbados
	Belize
	British Virgin Islands
	Cayman Islands
	Dominica
	Grenada
	Guyana
	Jamaica
	Montserrat
	St. Kitts and Nevis
	Saint Lucia
	St. Vincent and the Grenadines
	Trinidad and Tobago
	Turks and Caicos

strengthen and enhance the competitiveness of its curricula/syllabuses and certification to respond to existing and developing educational and economic trends. Basic literacy in the traditional sense is no longer adequate to meet the needs of our society. Performing competitively in the global economy requires mastery of technical, academic, critical thinking, interpersonal, adaptable, technological, and methodological skills.

PURPOSE OF THE RESEARCH

In 2009, a market research study on the CSEC Industrial Technology syllabus was conducted. The Industrial Technology syllabus contain three TVET programmes namely: Electrical and Electronic Technology, Mechanical Engineering Technology and Building Technology (Option I, Woods and Option II, Construction).

The market research study was undertaken to determine the needs of the candidate population as the Council was concerned about the low entries and competitiveness of the syllabus,

especially in light of emerging TVET offerings in the region's secondary schools. Comments from industry and teachers reiterated the highly theory-based structure of the syllabus and the lack of the practical requirements for entry in the world of work. Schools and subject reports focused on candidates' mastery of the practical components but candidates were failing in the written components of the examinations.

The study focused on the period between 2002 and 2007.

METHODOLOGY

The researcher employed a qualitative survey. It was undertaken in a natural setting where the researcher gathered data in the form of words and representations and attempted to make sense of them.

Data was collected through the use of interviews with selected educational leaders, administrators and teachers of 22 secondary schools in nine Participating Territories offering TVET in their curricula through the use of the Industrial Technology syllabus. Respondents were also drawn from tertiary and post-secondary institutions, industry personnel, TVET educators, advisors and organizations, subject specialists, parents, the region's National Training Agencies, CANTA, ILO members and one UNEVOC centre.

BOUNDARIES

Several boundary conditions affected the effort of the researcher to arrive at conclusions posed by the research questions. These affected the subjects sampled for participation in the research. Due to monetary constraints, field visits were confined to only one CARICOM territory. This affected the full completion of the schedule of activities and consequently the generalisation which could be made from the data gathered.

MAJOR FINDINGS:

1. The CSEC Industrial Technology syllabus constitutes the secondary schools' curricula in 15 countries. NVQs are operational in four countries while the CVQs have commenced in five countries. The standards developed by the National Training Agencies and approved by the National Councils, CANTA and COHSOD, are used by the schools.
2. Of the 35 respondents in the 22 secondary schools sampled, 100 per cent recognized the CSEC Technical and Vocational Education and Training as the best form of TVET to prepare the labour force for the 21st century and beyond. Ten respondents in secondary

Technical And Vocational Education and Training

- schools offering the CSEC syllabuses also accept the CVQ and NVQ qualifications as the best form of certification for students who are not academically inclined. Of the six tertiary institutions, 100 per cent favour the CSEC Industrial Technology offerings as the best form of TVET to prepare the labour force for the 21st century knowledge economy. Of the 18 stakeholders, 12, that is 75 per cent, accept the CSEC Industrial Technology offerings.
- Four, or 80 per cent of the five universities interviewed, recognize CSEC Industrial Technology offerings for matriculation. The University of the West Indies, Mona Campus accepts the CAPE qualification. One hundred per cent of the respondents in the secondary school system, parents and other stakeholders support the continuation of the CSEC Industrial Technology syllabuses in schools' curricula. One secondary school offering Automotive Technology requested that the Council considers the inclusion of the subject in the CSEC Industrial Technology offerings.
 - Of the 22 secondary schools in the sample, approximately 90 per cent reported capacity building problems (building, staff, equipment, tools, and materials). Forty-five per cent reported illiteracy problems in candidates; 50 per cent reported lack of qualified staff and 16 per cent reported difficulty in delivering the syllabus.
 - The institutions do not have the productive capacities to deliver the CSEC Industrial Technology syllabus. The lack of resources (materials and human), outdated and obsolete equipment and tools, scarcity of resources, and the perception of TVET correlate positively to low entries, poor students' performance and labour force inefficiencies.
 - Some institutions are using both the CSEC Industrial Technology syllabus and the NVQ standards for the award of both certificates. This creates fragmentation which leads to replications in curricula, standards, methods and qualification. These will pose interaction problems for employers with the institutions and the national training systems.
 - The CSEC Industrial Technology offerings are the best form of Technical and Vocational Education and Training to fulfil the changing relationships between education, employment and the labour market and to develop the region's human capital in the 21st century. The syllabus is accorded a high level of status.

RECOMMENDATIONS

Inevitably, the Industrial Technology syllabus must focus on the continuous provision of scientific and technical skills in relevant responsive programmes for the development of a new generation of human resources, to respond to regional development priorities and to the rapidly changing needs of its social and economic environment. Technical “know how” is no longer sufficient. Academic and technical education must be equally integrated in TVET for the achievement of higher cognitive, psychomotor and affective skills and competencies to bridge the gap between “know how” and “know why” hands and mind. The modern economy requires strong cognitive development as a foundation for Technical and Vocational Education and Training.

Based on the conclusions and major findings, the following recommendations are proposed:

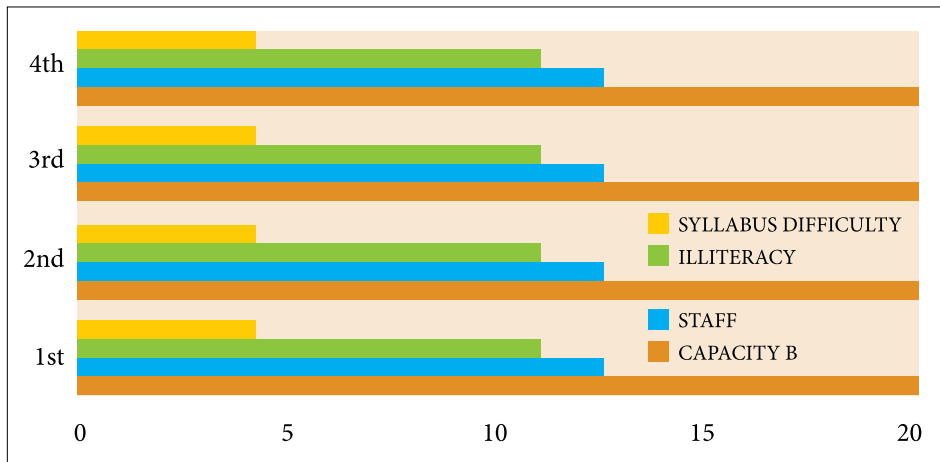
- That the CSEC Industrial Technology syllabus, the foundation for the development of the calibre of engineers, technicians, technical managers and professionals required by the current knowledge-based global economy, be revised with a view to incorporating higher cognitive, psychomotor and affective contents, skills and assessments required for entry-level job and lifelong learning.
- That the Council leads a continuous process of TVET guidance to the ministries of education, school administrators, teaching staff and students. This is vital to dispel the poor image of TVET, to expound its potential and opportunities for development and prosperity of societies, to create enabling environments and to get students of all abilities to be involved.
- That the council leads the development of a demand-driven, flexible, integrated and high quality Technical and Vocational Education and Training system relevant to all sectors of the economy, including all levels and types of TVET. That it leads the process of stakeholders' involvement in all aspects of planning and policy making.

TABLE 2.
TVET PROGRAMMES IN SECONDARY INSTITUTIONS

COUNTRY	CSEC TECH. INDU.	NVQ	CVQ
Antigua and Barbuda	•		
Barbados	•		•
Belize	•		
British Virgin Islands	•		
Cayman Islands	•		
Dominica	•		
Grenada	•		
Guyana	•		
Jamaica	•	•	
Montserrat	•		
St. Kitts and Nevis	•		•
St. Lucia	•	•	•
St. Vincent and the Grenadines	•	•	•
Trinidad and Tobago	•	•	•
Turks and Caicos	•		



FIGURE 3.
PERCENTAGE OF FACTORS CONTRIBUTING TO THE POOR ENTRIES
AND PERFORMANCE IN THE CSEC INDUSTRIAL TECHNOLOGY EXAMINATIONS



4. That the Council spearheads the quality control leadership and monitoring roles of the secondary school system to ensure retooling, infrastructure, personnel planning and management, the best pedagogical practices, assessments and resources to realize the achievement of the learning outcomes in the syllabus. The Council must exercise a proactive role in institutional capacity building (personnel, infrastructure, tools and equipment) and use it to direct continuous improvement in delivery, examination, students’ performance and the socioeconomic development of the region.
5. That the Council facilitates the re-shaping of TVET in the secondary education system through a regional re-engineering and marketing plan in the ministries of education (permanent secretaries, chief education officers, board members and principals) and CANTA to garner support for an efficient allocation of financial resources; the imperatives for the operation and sustenance of a system of quality Technical and Vocational Education and Training based on the highest international standards.
6. That the Council endorses and complements other developing and established national and international TVET programmes/ systems through partnerships and quality assurance. The Council must assess the scope of work of each entity, develop

realistic budgets and manage them, explore mutual interests, manage differences and support opening and integration into other developing programmes. The Council must re-brand to become the market leader in TVET curricula, standards, assessment and certification.

7. That the Council develops and maintains a directory of regionally and internationally trained TVET advisory personnel and trainer of trainers to assist in teacher training, facilities and equipment upgrading and replenishment, capacity building and promotion of TVET.
8. That the Industrial Technology syllabus seeks to change the negative perception of TVET and promote its potential in the 21st century.

THE WAY FORWARD WITH TVET

If the region is to meaningfully compete in the coming decades in the world market place for its development, it is essential that it puts in place a comprehensive human resource development programme aimed at strengthening its capability in Science and Technology. Technical and Vocational Education and Training forms a cornerstone of such a programme. (Bernard, 2004, CARICOM Secretariat).

The economy of the Caribbean region is being transformed and so the region must review and renew its education system to drive

the transition. There is a push for the CVQ in the region to address the 35 to 40 per cent youth unemployment (in some territories) and the many school leavers who have little or no skills and certification. There is a need for diversification of the economy to be facilitated by education and training. The massive expansion of TVET internationally, the increase in demand for higher education, sustainable skills and responsible human resources to meet the requirements of existing and emerging industries and greater demand for transparency and accountability in the quality of the operations of institutions, has created another opportunity for CXC to re-think and re-brand its Technical and Vocational offerings to effectively serve the labour market.

The Council sees itself at the forefront of the development of the region’s human capital, and aligned to international best practice. This is more so as some countries in the region aspired to “developed status” by 2030. The Council embraces the following ILO conclusion:

“The vicious circle of inadequate education, poor training, low productivity jobs and low wages traps the working poor and excludes workers without relevant skills from participating in economic growth, however, evidence shows that a development strategy based on improved quality and availability of education and training can engender a virtuous circle in which skills development fuels innovation, productivity, investment and enterprise development, diversification of the economy, and competitiveness that sustain and accelerate the creation of more and better jobs. Increasing accessibility to good training enables more people to participate in and benefit from economic growth and thus improves social cohesion.”

With its current focus on securing the global competitiveness of the Caribbean, the Council has developed a TVET policy along with the associated guidelines that will transform and guide the provision of relevant curricula, standards and assessment services for the region. The policy will also guide the delivery and assessment of TVET programmes in schools to achieve a virtuous circle of education, training, workforce development, productivity, decent work, employment growth, institutions’ capacity building, programme designs and set standards for the effective operation of these programmes.

Elaine Shakes is an Assistant Registrar in the Curriculum and Syllabus Development Division of CXC based at the Western Zone Office in Jamaica. Mrs Shakes’ portfolio includes TVET and CVQ.

Competency Based Education Training and Assessment (CBETA)

The Pathway to Economic Growth in the Caribbean

Competency Based Training (CBT) is an approach to Vocational Education and Training (VET) that places emphasis on what a person can do in the workplace as a result of completing a programme of training. The concept of competence has become very popular in most Caribbean countries as they seek to streamline their Vocational Education and Training systems, both at the level of policy-making and the level of educational practice. Competency Based Education is the leading paradigm for innovation, both at the system level and at the level of learning environments. “Competence-based education tends to be a form of education that drives a curriculum from an analysis of a prospective or actual role in modern society and that attempts to certify students’ progress on the basis of demonstrated performance in some or all aspects of that role” (Grant et al., 1979).

An important reason for the popularity of the concept of competence in the Caribbean is the expectation held by many stakeholders in the VET field that the gap between the labour market and education can (and will) be reduced through Competency Based Education, Training and Assessment (CBETA). The underlying idea is that vocational education should enable students to acquire the competencies needed in their future professions, and in society as a whole. Additionally, while working as professionals, students should continue to develop their competencies so that they are able to react to and anticipate future developments in their work as well as outside of normal work settings.

Competency Based Education, Training and Assessment has become very important in a globalized economy. The shifting of workforce preparation from purely an individualized approach to one where workers are expected to develop skills and competencies that can be used in different sections of a company has assisted greatly in the profitability of various companies. Workplaces are demanding workers who are fully skilled to handle available jobs. A country cannot function effectively unless



By Grace Mclean

there are sufficiently skilled workers in different vocational and technical areas to contribute their skills to the overall development of the country and ultimately the economy.

The main reasons why Competency Based Education, Training and Assessment has gained so much popularity in the VET policy arena is its capacity to reduce the gap between the school system and the labour market. There is a belief among policy-makers that graduates educated under a competence regime will be better able to perform in jobs required by modern organizations than those with traditional qualifications. Also, the notion of Competency Based Education fits very well within the policy discourses of employability and lifelong learning. Competence systems carry with them the promise of rendering learning processes and outcomes that are measurable and manageable throughout their life span. On a related note, the concept of competence can easily be linked to the performance approach of learning and education

made popular by ideas on core competencies of organizations (Prahalad and Hamel, 1990). The latter reason is another example of the perceived potential inherent in the concept of competence to bridge the education-work divide.

The CBETA philosophy focuses on the fact that all students can learn equally well if they are given the kind of customized instruction required to ensure that they grasp the related principles and concepts, internalize these and then be able to demonstrate these in a practical way. The CBETA philosophy has been derived from the CBET methodology of providing instruction.

Competency Based Training programmes are often comprised of modules broken into segments called learning outcomes. These modules are based on standards set by industry, and assessment is designed to ensure each student has achieved all the outcomes (skills and knowledge) required by each module. Progress within a competency based training programme is not based on time. As soon as students have achieved or demonstrated the outcomes required in a module, they can move to the next module. In this way, students may be able to complete a programme of study much faster. Initially, some competency based training programmes will only be available within fixed timeframes and are based on two assessment components: on the job and off the job. Students should be exposed to the academic areas but intertwined in this must be the technical and vocational areas.

This approach therefore sets the platform for assessment to be conducted using the same approach as would have been used for the instruction. This approach emphasizes demonstration of competence, ability to explain and illustrate a particular area, use of various assessment tools such as checklists and workplace standards to measure performance, ability of the assessor to observe, analyze and rate students based on the standards for assessment.

The CBETA approach, therefore, sets the standard for students to be able to develop skills that can be readily used in the workplace or those

skills that can assist in the continuous training at other levels within the framework of a particular programme. This therefore requires that our training institutions be provided with the physical and human resources to equip students with the relevant skills as well as to establish, deepen and strengthen linkages with workplaces and industry to ensure that the training is current, relevant and applicable to their needs. It is therefore imperative that Ministries of Education across the region place emphasis on the development of a sound training structure that will focus on CBETA and position this as the growth strategy for economic development.

Countries all over the world such as in Europe, Asia, Australia and South America have adopted CBET and CBETA as the premier training and assessment approach that is necessary for the continuous provision of skilled labour to the workforce. Special emphasis is placed on 'on the job' as well as 'off the job' training which is also based on trend analysis and forecasting done in



various countries that inform the kind of training necessary to build the workforce and ultimately assist in the development of the economy.

It can therefore be argued that in order for the Caribbean region to move towards economic development at a much faster rate, the labour force must be skilled; and, in order for the labour force to be skilled, the necessary training must be provided and this training must be validated through a rigorous assessment system that is aligned to the principles of the training system.

The regional assessment body CXC, has been endorsed by CARICOM to offer CVQs in schools. This therefore gives the region an advantage as the process is standardized across all countries. This standardization does assist in ensuring that skilled labour can be available across the region and therefore the portability of these skills will be accessible to all as we seek to build a unified region through skills development.

Grace Mclean is the Chief Education Officer in the Ministry of Education, Jamaica.

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THE CARIBBEAN VOCATIONAL QUALIFICATION (CVQ)

By Pauline Whiteman

The Caribbean Vocational Qualification (CVQ) is an award that represents the achievement of a set of competencies. These competencies define the core work practices of an occupational area consistent with the levels within the Regional Qualifications Framework (RQF).

In an effort to remain competitive within the Caribbean Single Market and Economy (CSME), a number of CARICOM states have subscribed to the Regional Process for Workforce Training Assessment and Certification leading to the award of the Caribbean Vocational Qualification (CVQ). The institutionalization of this regional system of vocational qualification is seen as a crucial element in facilitating the free movement of workers while also contributing to the enhancement of skills training in both institutional as well as on the job settings. The introduction of the CVQ in secondary schools was predicated by a mandate at the 15th meeting of the Council for Human and Social Development (COHSOD).

The CVQ is based on a common regional approach to training, assessment and certification as agreed by the National Training Agencies of the region under the auspices of the Caribbean Association of National Training Agencies (CANTA). The implementation of the CVQ can be regarded as a catalyst for Technical and Vocational Education and Training (TVET) reform. Inherent in this reform is the reorientation of systems to effect a Competency-

based Education and Training (CBET) approach to TVET. The CBET approach is demand-driven and based on occupational standards developed in collaboration with industry. The standards developed are then incorporated into the CVQ and inform the programmes of learning which deliver the standards. The assessment processes used, match the performance of individuals to specific standards. The main drivers of such a system are therefore competencies and standards relevant to employment.

The CBET model has been adopted by CARICOM through endorsement by COHSOD for Vocational Training in CARICOM Member states since 2002. Successful implementation of the CVQ is therefore dependent on the acceptance of the CBET philosophy, the adaptation and comprehensive knowledge of the regional occupational standards, the provision of adequate resources and the clear delineation and execution of the roles and responsibilities of the partnering entities involved in implementation.

There are several facets, some aforementioned, that are essential to the implementation of the CVQ, these include:

- Occupational areas: general groups of work activity that are identified and recognized as highly relevant to the respective industry by employers. The occupational areas are clearly defined by a set of established standards.
- Occupational standards: describe the different activities someone working in the respective discipline would be expected to master. Each occupational standard consists of units, which reflect the functions or duties within the occupational area. The standards represent current best practices that are relevant to the world of work and are benchmarked internationally. A National Occupational Standard (NOS) that receives endorsement/approval from CARICOM becomes a Regional Occupational Standard (ROS). The ROS forms the basis of the CVQ.
- Regional Qualification Framework (RQF): defines the different levels of the occupational standards. There are 5 established levels of the RQF, and are identified as follows:
 - Level 1 (Semi skilled worker/assistant – e.g. a tradesman assistant),
 - Level 2 (Skilled independent worker – e.g. a mason),
 - Level 3 (Supervisor/technical worker – e.g. a construction supervisor),
 - Level 4 (Manager, skilled professional – typically degree level, e.g. a civil engineer),
 - Level 5 (Executive professional – typically advanced degree level, e.g. a registered or chartered engineer).

The CVQ can be pursued by secondary school students (from the fourth year), school leavers, employees or persons seeking new skills.

- Competency Based Education and Training (CBET): this philosophy posits that all learners will learn equally well if they receive the type of instruction they need. Training programmes therefore identify exactly what trainees should learn, provide high quality instruction, facilitates mastery of skills before going on to the next and requires candidates to demonstrate competency in terms of knowledge, skills and attitude. The CBET approach also allows for flexibility on the instructor's part since it provides opportunities to employ different methods of teaching that are in sync with the learners' style and abilities. CBET complements and improves upon the traditional academic approach.

The CBET model used in implementing the CVQ is criterion referenced. The assessment for certification based on performance criteria and conditions under which achievement will be assessed, are all explicitly stated and made public in advance. The CVQ system advocates a more holistic outcomes-based curriculum which includes career guidance and entrepreneurship training. It also impacts the affective domain as it also focuses on socialization for citizenship, for example, behaviours necessary to ensure teamwork and cooperation, effective inter-personal skills, proper work ethic and occupational health and safety. Indeed, the CVQ subscribes to the view as articulated in UNESCO's four pillars of Learning: to know, to do, to be, and to live together. This philosophy will create the ideal CARICOM Citizen/Worker as promulgated by the CARICOM heads in 1997, who:

- *Is capable of seizing the economic opportunities which the global environment is presenting.*
- *Demonstrates multiple literacies, including foreign language skills, independent and critical thinking.*
- *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/her and in others, the full development of each person's potential without gender stereotyping; and embraces differences and similarities between females and males as a source of mental strength.*
- *Has informed respect for our cultural heritage and that of others.*

The CVQ can be pursued by secondary school students (from the fourth year), school leavers, employees or persons seeking new skills. The Caribbean Examinations Council (CXC) awards the CVQ in secondary school systems and the three established National Training Agencies (NTAs) in the region certify persons in industry, other institutions and community based programmes.

A unit award is issued for each unit achieved. A CVQ certificate is awarded when a candidate has been deemed competent in all of the units specified by the industry standards for the relevant occupational area. There is no fixed/grade used to determine the award of the CVQ. The individual is assessed and judged only as "competent" or "not yet competent"; as such it is not possible to "fail" given that repeat assessments can be facilitated until the person achieves competence. The CVQ transcript provides a comprehensive skills profile of the graduate; enabling employers or educational institutions to make informed decisions about graduates.

There are no time constraints for when an individual must achieve all the units for a CVQ. Several units can be acquired in one programme and the remaining units then completed at a different time or in some other programme. This system therefore promotes the notion of lifelong learning.

The NTAs in Jamaica and Trinidad and Tobago have also developed significant expertise to assess and certify persons using Prior Learning Assessment and Recognition (PLAR). The competence based assessment embedded in the CVQ allows it to be used to certify individuals who did not acquire their skills within a formal programme. In such a case, a portfolio of verifiable evidence as well as a programme of controlled observation and testing is conducted to determine whether the candidate has the required competence for a CVQ award.

The CVQ system represents a significant shift in the current educational paradigm from the traditional academic approach to one that

emphasizes skills and competencies required for the workplace. A direct consequence of this change in paradigm is the need for the allocation of significant financial and human resources to successfully implement the system and for strategies to achieve the necessary buy-in from all educational sector stakeholders.

The training curricula, assessment and certification for the CVQ are based on internationally benchmarked occupational standards. This ensures that every certificate issued guarantees the awardees' competence to perform at his/her given level of occupation anywhere in the world. The graduate is therefore rendered internationally competitive in the occupational area pursued.

The CVQ encompasses knowledge, skills and attitudes in its training modality. The academic component of training increases as one moves up the levels of the qualifications framework. Consequently, the higher levels reflect the superiority of the CVQ over traditional purely academic qualification, in that, the latter represent the educational base of the CVQ that, by its very definition, requires both knowledge as well as competence in the application of knowledge. A key example of this is at Level 5, which reflects long established practice in engineer registration in which one must first acquire the educational base followed by a specified number of years of demonstrated competence as an engineer as evidenced by a portfolio authorized by another registered engineer.

The CVQ allows smooth matriculation to various levels of employment and work and truly empowers and recognizes the workforce contribution to the development of human capital, individual and regional competitiveness. The NTAs are positioned to respond in a timely manner to facilitate training or retraining as new occupations emerge or old occupations or skills sets become obsolete and thus maintain the currency, relevance and competitiveness of the CSME workforce.



Pauline Whiteman is Manager, Programme Development and Management, National Training Agency in Trinidad and Tobago.



CARIBBEAN VOCATIONAL QUALIFICATION (CVQ): An OECS Perspective

By Paul Payne

“Member States of the Organisation of Eastern Caribbean States on Friday January 21, 2011, marked yet another milestone in their integration process, with the entry into force of the *Revised Treaty Establishing the Organisation of Eastern Caribbean States (OECS) Economic Union*”. With these words the news release from the OECS Secretariat in St Lucia signaled the establishment of the “OECS Economic Union, making possible the creation of a single financial and economic space within which goods, people and capital move freely, monetary and fiscal policies are harmonized and countries continue to adopt a common approach to trade, health, education and environment, as well as to the development of such critical sectors as agriculture, tourism and energy.”¹

Of greatest significance to educators and training policy makers in the countries of this nine-member organisation, is Article 12 of the Revised Treaty, in which paragraph 12.1 states, “Freedom of movement for workers shall be secured within the Economic Union Area.”² How will this free movement of “workers” with their differing employable skills be meaningfully facilitated? What existing mechanism will allow these workers’ skills to be quantified, qualified and certified for gainful employment “within the Economic Union Area”? What will this new workers’ paradigm mean for the training systems, the training institutions and stakeholders contributing to the production of the OECS workforce? The answer to these questions is encapsulated in the following three letters: “CVQ”.

CVQ, the Caribbean Vocational Qualification is a regional vocational certification initiative, resulting from competency based training, assessment and certification. This certification is aligned with occupational competency standards now approved by CARICOM. The HEART Trust/NTA of Jamaica spearheaded this Competency Based Education and Training (CBET) initiative, as one response to addressing the training of Jamaica’s workforce

and certification through its National Vocational Qualification of Jamaica (NVQ). This model was adopted by the Council for Human and Social Development (COHSOD) of CARICOM in 2002, as a mechanism for vocational training and certification in its Member States. Adoption of this model by CARICOM Member States, including seven OECS Member States, meant acceptance of:

- 1) *The five-level framework of occupational certification;*
- 2) *The Occupational Standards already developed in the region and of the process of Standards and CBET curriculum development and;*
- 3) *The CBET process of training delivery and assessment for certification.*

Adopting this model also allowed Member States to award National Vocational Qualification (NVQ) certification and/or through a process approved by CARICOM, award the Caribbean Vocational Qualification (CVQ) certification.

THE FIVE-LEVEL CVQ/NVQ FRAMEWORK

The CVQ or NVQ (National Vocational Qualification) Framework assigns five occupational levels consistent with the occupation profile of the worker that is aligned with the **CVQ Framework for Vocational Qualifications**. This Framework has been adopted by CARICOM for regional vocational certification. The five-level system also facilitates the upward mobility of the worker in their specific occupation.

THE CVQ CERTIFICATION FRAMEWORK

The Certification Framework profiles the worker at each occupational level and establishes the criteria for training and certification at these levels. Additionally, the Framework allows for the mapping of the vocational qualification to other regional certification. This Framework would contribute to the identification of the job profile and the development of the Occupational Standards.

OCCUPATIONAL STANDARDS AND CURRICULUM DEVELOPMENT

CBET provides a harmonized process of translating the traditional educational output of ‘knowledge, skills and attitudes’ along with specific job skills or competencies into standardized occupational competencies. Modular curricula are developed from these identified competencies. This curricula advance the development of instructional materials (content) and which facilitate new approaches to programme delivery and assessment of performance. However, given that such curricula and related instructional materials already exist and has been approved at the regional level, then the acquisition and/or adaptation of these Standards and curricula would be the desired alternative process for the OECS.

CBET TRAINING DELIVERY, ASSESSMENT AND CERTIFICATION

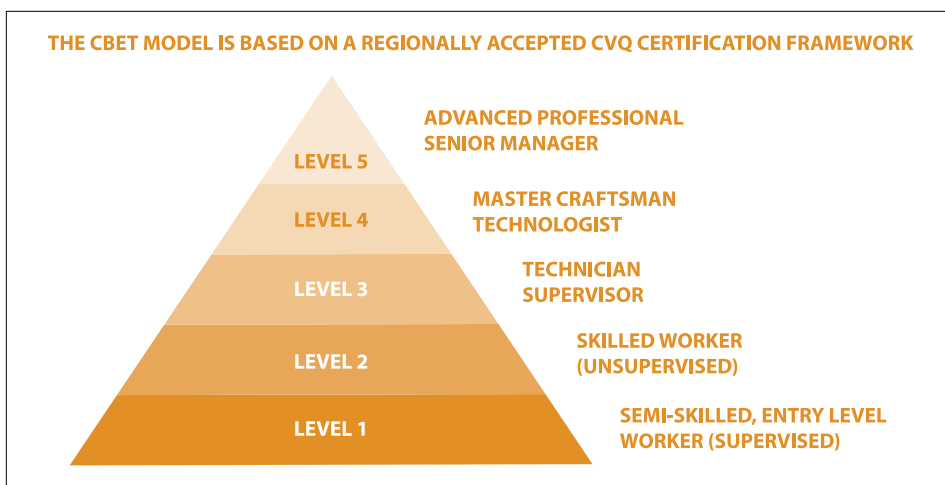
Competency Based Education & Training (CBET) is defined as any education or training programme that embraces:

1. *A Competency-based modular curricula that builds on a ‘basic education’ foundation;*
2. *Occupational skills training based on occupational standards set by the industry or in collaboration with industry;*
3. *Assessment of Internationally Benchmarked Competencies or Standards;*
4. *Vocational Qualification (VQ) based on verified Occupational Competency Standards;*

Crucial to the success of the CVQ initiative therefore, is the training process through which the required occupational competencies are acquired and which must be under the guidance of competent instructors. There must also be a training environment, either in the institution or in the industry, which meets the appropriate standard for training facilities.

¹ <http://www.oecs.org/regional-integration>

² <http://www.oecs.org/regional-integration>



WHAT THE CVQ IS AND IS NOT!

The CVQ is not a substitute for a sound basic education. Rather, it provides a complementary vocational pathway that must be supported by the key educational competencies, which include the core skills of communication, numeracy, critical thinking and environmental awareness, along with some acceptable behavioural skills (attitudes). These core educational skills would equip one for successful vocational and occupational training.

WHAT WILL THE CVQ MEAN TO OECS WORKERS?

The CVQ is an opportunity for the OECS Member States to provide certification for the occupational competencies of its workers. This would facilitate their employment mobility across Member States and the wider CARICOM Region. More importantly, the CVQ will also facilitate their employment mobility in their chosen occupational area and related fields, thereby improving the quality of the workforce and as a consequence, enhance the productivity and competitiveness of the OECS Economic Union.

Proper administration of this process at the local level is another critical element to this process. External verification of the documented competencies and the conditions under which they were acquired, validate the appropriate CVQ/NVQ award.

There must be a regulatory or quality assurance element of the certification process, which gives credibility to the process at both the national and regional levels. This practice would necessitate a body or mechanism delineated as separate and distinct from the national training and assessment system. The CARICOM proposal for an OECS Accreditation Mechanism, as part of a Regional Accreditation Mechanism, is still on the table and the logistics of its operation are yet to be finalized. At this time however, CARICOM has mandated CXC to be the regulatory and certification body for the award of CVQ in the secondary schools of Member States. Some

OECS Member States are already utilizing this mechanism in the schools where the CVQ has been implemented.

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 and certification of competencies acquired prior to the introduction of this new scheme. The main activity of this process is the maintenance of a portfolio of accomplishments, which documents the acquisition of the required competencies. When one considers the status of our current workforce in the OECS, it would appear that this function would initially be a major focus of the new certification scheme.



Paul Payne is Principal of the Montserrat Community College and served as the Coordinator for Technical and Vocational Education and Training (TVET) at the Organisation of Eastern Caribbean States (OECS) from 1996 to 2004.

He was also an Examiner for CXC Industrial Arts and an original member of the Industrial Arts subjects Panel. Since 1989, Mr Payne has been a representative on CARICOM's regional coordinating mechanisms for TVET supporting the introduction of the CVQ.

PROPOSED FRAMEWORK FOR VOCATIONAL CERTIFICATION

OCCUPATIONAL LEVEL & CVQ LEVEL	EDUCATIONAL REQUIREMENTS TO ENTER TRAINING	DURATION OF TYPICAL PROGRAM	JOB EXPERIENCE REQUIREMENT FOR CERTIFICATION	EDUCATIONAL REQUIREMENT FOR CERTIFICATION	TYPICAL TRAINING MODALITIES
LEVEL 1 SEMI-SKILLED WORKER APPRENTICE, ENTRY LEVEL WORKER	GRADE 9 EQUIVALENCE OR 2 CXC "G" LEVELS OR EQUIVALENT FOR SOME SKILLS; GRADE 7 EQUIVALENT FOR 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 CO-OPERATIVE TRAINING INSTITUTIONS
LEVEL 2 SKILLED WORKER	GRADE 10 EQUIVALENCE OR 2 CXC "G" LEVELS	1 YEAR PART-TIME WHILE EMPLOYED	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 TRAINER REQUIRES SPECIALISED STUDY	USUALLY 3 YEARS	GRADE 11 EQUIVALENCE (PERFERABLY 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 SPECIALISED TRAINING	USUALLY 4 YEARS	AMOUNT OF TRAINING VIEWED AS EQUIVALENT TO A TERTIARY MATRICULATION STANDARD	CO-OPERATIVE TRAINING
LEVEL 5 PROFESSIONAL	TERTIARY OR UNIVERSITY ADMISSIONS REQUIREMENTS	+2 YEARS OF FULL-TIME STUDY WITH ARTICULATION	USUALLY 4 YEARS OR MORE	A UNIVERSITY DEGREE WITH PROFESSIONAL COURSES	SET BY PROFESSIONAL BODIES*



CVQ / TVET

REINVENTING

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING IN THE CARIBBEAN

By Dr Hassan B Ndahi





IN TODAY'S GLOBAL SOCIETY, the convergence of factors such as the rapid changes in technology, regional trade agreements, a highly competitive business environment, constantly changing workplace competencies, and rising youth unemployment, have implications for how technical and vocational education and training is designed and delivered. Reforming technical and vocational education and training (TVET) in the Caribbean at the secondary and post-secondary school levels is necessary for relevant skills development and for preparing a skilled and competitive workforce.

The 21st century TVET should provide its graduates with relevant technical knowledge and skills, and industry-recognized credentials, in addition to a certificate or degree. It should be learning that contributes to the academic knowledge, higher-order reasoning, problem-solving skills, positive work attitudes, and entrepreneurial skills of its graduates, which can lead to decent work. Decent work refers to the qualitative and quantitative aspects of work that allow people to earn their livelihood in conditions of freedom, equity, security and human dignity.

The 1990 CARICOM Regional Strategy for Technical and Vocational Education and Training (TVET) was developed to provide a cohesive framework for developing, improving and coordinating TVET across the region. The policy document acknowledged the need for actions by countries to reform their TVET systems. Twenty years after, not much of a significant reform has taken place in most countries. The management and delivery of TVET in the Caribbean however, cannot continue along the same path if the skills supply is to match demand. All technical and vocational training programmes should provide the scientific knowledge, technical versatility, be interdisciplinary, include the study of at least one foreign language; and the integration of entrepreneurial skills in the curriculum.¹ Therefore, the development of a national policy to provide a framework to guide each country's TVET reform, based on its unique situation, is critical.

NATIONAL POLICY AND LEGISLATION FOR TVET

In the Caribbean, governments have the primary responsibility for education, including technical and vocational education. In a new approach, a partnership between government, employers and workers and their representative organizations, professional associations, and the local community is necessary. This partnership would create opportunities for dialogue to enable the development of a national policy and strategy for reforming TVET. Governments should provide the leadership and vision and facilitate the development of national goals and objectives for TVET, supported by national legislation. Their initiatives should lead to the development of a national policy for TVET, which should provide the basis for strategic planning, and all TVET reform activities. It should be noted that the 1990 CARICOM Regional Strategy for Technical and Vocational Education, now under review, can provide the necessary guidance for the development of national TVET policies. Policies can only be made meaningful if legislation is enacted to solidify any reform initiative. In the United States, for example, federal legislation has played a significant role in shaping TVET by meeting the needs of students and society. Legislation has provided for the funding of TVET beginning with the Morrill Act of 1862 to the present Carl D. Perkins Act 2006.² Between this period, hundreds of laws have been enacted to fund, plan and manage technical and vocational education. For example, the Job Training

Partnership Act of 1982 increased the role of the private sector in training and employment while the Carl D. Perkins Act provided for funds to assist states to expand, improve, modernize, and develop quality vocational education.

CURRICULA REFORM

For too long, the TVET curricula in the Caribbean have been criticised as lacking rigour. Reinventing TVET systems in the Caribbean must pay particular attention to the curricula, if graduates of TVET institutions are to attain the level of performance expected of them in a constantly changing world of work. Their learning experiences must be relevant to that which is required by the labour market. TVET institutions should constantly seek relevant labour market data to inform curriculum decisions, through partnerships with business and industry. The curriculum must be dynamic, adjusting to fast-changing technical and scientific knowledge, and the competitive business environment. The course content must include elements to build interpersonal, communication and computer skills, incorporate teamwork,

1 UNESCO and ILO Recommendations on Technical and Vocational Education and Training for the Twenty-first Century (2002)

2 Threeton, M.D. 2007. The Carl D. Perkins Career and Technical Education Act of 2006, and Roles and Responsibilities of CTE teachers and faculty members. *Journal of Industrial Teacher Education*, Vol.44, No1, pp 66-82

3 Gasskov Vladimir (2000) Managing Vocational Training Systems. A Handbook for Senior Administrators. International Labour Organization



integrate mathematics and science, and build personal values such as responsibility, positive attitudes to work, self-esteem, self-management and integrity. In addition, entrepreneurial skills training can be incorporated into the curriculum to create awareness of enterprise development and self-employment as an alternative career option.

In some occupational fields of specialization, industry certification or qualifications are needed as well as higher-level skills training. In the Caribbean, the National Training Agencies (NTA) and the TVET Councils provide skills training and certification for the National Vocational Qualification (NVQ) and Caribbean Vocational Qualification (CVQ) Levels 1-5 to establish evidence of quality education and high standards of technical competence. Similarly, the Caribbean Examinations Council (CXC) is endorsed by CARICOM to issue CVQ Levels 1 and 2 in secondary schools for the TVET programmes. This necessitates the Council to develop a policy for TVET, in order to align its course offerings to the occupational standards. Integrating these standards in course content is in line with the new realities of education for employment.

DELIVERY AND RESOURCES FOR LEARNING

An important issue that requires the attention of curriculum developers, is determining appropriate methods of delivery and the provision of adequate and relevant instructional resources. No one method of delivery is effective for all programmes. However, Competency-Based Education and Training (CBET), and assessment have proven to be an effective method of instructional delivery for mastery of skills and assessment in technical and vocational education. Students work at their own pace to master the skills needed, get periodic feedback and have the opportunity to correct their mistakes. This is important if the core issue today is the need to demonstrate competency. Work-based learning has also been used for the delivery of TVET, and includes apprenticeship training, field trips, internships and job shadowing.

The CBET delivery method requires significant use of resources such as manuals, books, electronic materials and media equipment. No curriculum reform can be achieved when antiquated equipment is used for teaching and learning, and when instructors lack adequate materials and other resources. One major reason for the negative image of TVET is the provision of inadequate resources and the use of outdated equipment for teaching and learning.

ACCESS AND INCLUSIVE VOCATIONAL AND TECHNICAL EDUCATION

Providing access to education and training should be part of any planning and delivery of TVET programmes in the Caribbean. Article 26 of the United Nations Declaration of Human Rights clearly states that everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages, and that technical and professional education shall be made available. This requires a collaborative effort by society. To this end, the ILO Human Resources Development Recommendation, 2004 (No. 195), recognizes that governments in cooperation with the social partners - employers' and workers' organizations, should work towards ensuring access for all. Access can be made possible with the advances in information and communication technology. Institutions should strategically make efforts to deliver their programmes at a distance.

Persons with disabilities should enjoy equality of opportunity and treatment with respect to access, retention and transitioning to employment. Their choice of an occupational field should match their interest and competence, or be based on objective professional career guidance that takes into account the individual's aptitude and ability. To ensure equal access, governments in the Caribbean should develop policies and enact laws for inclusive education for all, in line with the ILO Vocational Rehabilitation and Employment (Disabled Persons) Convention, 1983 (No. 159), and the United Nations Convention on the Rights of Persons with Disabilities, 2006.



INSTRUCTOR PROFESSIONAL DEVELOPMENT

The 1990 CARICOM Regional Strategy for Technical and Vocational Education recognized the need for well-trained and qualified teachers for technical and vocational education. The lack of qualified technical teachers has created a situation in which institutions are employing teachers with industrial experience, many of whom lack the pedagogical skills necessary for effective delivery of their courses. When such a situation exists, an alternative certification is necessary to prepare individuals with technical qualifications to teach by giving them the pedagogical skills. No individual should be allowed to teach without adequate preparation.

Technical and vocational education instructors must embrace the principle that learning to teach is a lifelong endeavour. Continuing education should be part of their professional career. It is therefore important that professional development activities are geared towards improving teacher performance and should be grounded in classroom practices, industry standards and meet national goals and objectives for TVET. Teachers should be required to engage in workplace learning to update their technical skills in their subject areas.

There is no doubt that good quality teachers are highly likely to turn out good students. While every effort is made to improve the quality of teachers, it is also necessary to match income with their counterparts in other professions. When such efforts are made, instructors and administrators of TVET institutions should also be held accountable when they fail to perform to the expected standards.

MANAGEMENT AND ADMINISTRATION OF TVET

The management and administration of the TVET institution are critical to implementing the reform process. Often, administrators of TVET institutions lack knowledge of the field of technical and vocational education and therefore, do not see the importance of establishing partnerships with business and industry in the design and delivery of their courses. It is important for administrators of TVET institutions to devote a significant portion of their time to the administrative, educational and technical aspects of their work. These should include issues of guidance and counselling, supervision and coordination of practical work experience, planning and provision of equipment, and the design and delivery of the institution's programmes. They should understand the importance of stakeholders and their participation as it relates to skills development.

Reinventing TVET in the Caribbean

ASSESSMENT OF LEARNING AND COMPETENCY

Efforts to reinvent TVET must not overlook the assessment of student learning and competency. This should be a multi-step process of collecting evidence on students' knowledge, skills and attitudes to demonstrate competency in any occupational field. The use of assessors, and internal and external verifiers should complement and validate assessment data documented by TVET instructors, and more importantly, validate the quality assurance process.

Assessment data should not be used solely for certification purposes, but also as a diagnostic tool to determine instructors' deficiencies in the knowledge of their subject areas, to improve instruction and provide feedback to the learner. Different methods of assessment can be used, but the Competency-Based Assessment method is best used to measure skills performance/competencies. While assessment helps the student to learn, instructors also benefit by improving their methods of instruction and using student performance as a diagnostic tool.

PROGRAMME EVALUATION AND ARTICULATION

For skills supply to match demand, programme evaluation should be conducted on a periodic basis. The fast-changing global economic environment, occupational standards, and skill competencies, underscore the importance of programme evaluation to improve existing programmes. Programme evaluation can eliminate the duplication of programmes and courses; discontinue programmes that are no longer viable; and reduce enrolment where necessary to adjust to skills demand and supply. Schools often contribute to structural unemployment by not matching demand with supply, and not catering for the articulation of their programmes to those of other institutions.

Articulation is critical to ensuring continuing education/lifelong learning. It is also necessary for promoting inter-institutional collaboration. Articulation allows for a seamless transition from different levels of education/training or certification (vertical articulation) and from one programme to the next (horizontal articulation). This is a major problem for TVET. The lack of articulation creates a "dead end" situation for TVET graduates and creates a negative image for the profession.

IMPROVING THE IMAGE OF TVET

A longstanding issue for TVET is its negative image among youth and the general public in the Caribbean. Simply, the word "vocational" for some is enough to turn them

away. While the word 'vocational' will continue to be used, reforming the curriculum and providing adequate resources, and state-of-the-art equipment can create a positive image for TVET. Vocational education institutions should establish partnerships with business and industry, not only for enhancing their curriculum through workplace learning, but to demonstrate to employers the competency of their students as well.

There is no doubt that TVET institutions have the enviable position to demonstrate to the public that their graduates can transition from school to employment. The institutions should learn to market their programmes to students, parents, business and industry, and the community as a whole. Other marketing strategies may include skills competitions, career fairs, TVET Expo, vocational student organizations, promotional materials, school and industry visits, and institutional collaboration. It is important for the profession to define itself and not allow public perception to define it. For example, the German dual system of TVET (school-based and work-based learning) is valued by government, employers and the general public because of its contribution to the economic development of the country. In the United States, both low and middle-level technicians are graduates of vocational institutions and community colleges. The TVET institutions in the Caribbean must clearly demonstrate that persons with technical and vocational training and qualifications have a positive contribution to make to the economic development of the region.

FINANCING TECHNICAL AND VOCATIONAL EDUCATION - A SHARED RESPONSIBILITY

While governments in the Caribbean continue to take the lead role in financing TVET, it is vital that they gradually wean themselves from total financing and allow for a sustainable financing mechanism. Governments should take a leadership role in promoting dialogue on a shared responsibility for a sustainable method of financing. The principle that education and training is a service to society means that all beneficiaries should bear the cost.³ Financing TVET should be based on tripartite mechanisms where government, employers' and workers' organizations agree and participate on a financing scheme. This mechanism varies from country to country. In Latin America and the Caribbean, examples of institutions with a voluntary-shared investment scheme between employers and workers include: the Barbados TVET Council; Jamaica's HEART Trust/NTA; SENAC - Servicio Nacional de Aprendizaje Comercial, Brazil; SENAI - Servicio Nacional

de Aprendizaje Industrial, Brazil; and SENA - Servicio Nacional de Aprendizaje, Colombia. Payroll levies that are channelled to these training institutions range between 0.5 per cent to 3.0 per cent. All over the world, countries have used alternative financing schemes with tremendous successes and sustainability, as compared to the traditional full financing by government which is unsustainable.

It is for governments to provide incentives to employers, workers and individuals to invest in TVET. Alternative methods of financing can include subsidies, levies/income tax, tuition and fees, and tax exemptions. The investment may involve one or more of the financing arrangements agreed upon by the social partners. The funds should be paid into a secure account and managed by a tripartite board, which should consist of an equal number of representatives of government, employers' and workers' organizations. The funding scheme should be legislated with clear stipulations to avoid funds being diverted for any other purposes.

STAKEHOLDER PARTICIPATION

The participation of stakeholders is critical to relevant skills development in the Caribbean. While governments continue to play a lead role in the development of TVET, employers' and workers' organizations should also participate in all areas of skills development, paying particular attention to its relevance, flexibility and accessibility. Government has a role to stimulate dialogue on employment policies for young people; encourage public and private partnerships in funding of TVET institutions; and establish skills recognition and certification. Employers, in local and foreign enterprises of all sizes, should provide opportunities for workplace learning for TVET students to facilitate the school-to-work transition. This collaborative approach to skills development is critical to changing the status quo and contributing to improvements in opportunities for youth employment, as well as the competitiveness and productivity of Caribbean economies in the global economy.



Dr Hassan B Ndahi is the Senior Specialist, Skills and Employability at the International Labour Organization Sub-regional Office for the Caribbean in Port of Spain, Trinidad and Tobago.



ISSUES *and* CHALLENGES

in The Implementation of
The CVQ in the Caribbean

By Henderson Eastmond

Skilbeck et. al. (1994) describes the renewed interest in vocational education as follows:

“The upsurge in interest in the vocational dimension of education in the world’s industrialized and industrializing countries has its root cause in two of the central objects of modern public policy, namely, creating basic conditions for sustained economic growth, ensuring that the work-force is both quantitatively and qualitatively adequate in the face of changing demands. Other considerations include concern over social and personal consequences of large pools of low-skilled, unemployed young people, rigidities in establish education and training systems and the need to establish new kinds of roles and relationships among the several partners in education and training enterprises. (p 228).”

CVQ Issues and Challenges

The above quote elegantly captures the reasons for the resurgence of vocational education and describes the current situation in the countries of the English-speaking Caribbean. This article examines one of the English-speaking Caribbean's response to the current situation, namely, the Caribbean Vocational Qualification (CVQ) in schools. This article draws on a guest article in the January-June 2005 Volume 6, No 1 issue of *the TEHVOC* and is an adaptation of a speech given by Ken Boston, former CEO of QCA in the United Kingdom. The article entitled 'How to Draw Vocational Qualifications into Secondary Education' outlines Ken Boston's experience on the conditions to be satisfied in order to successfully draw vocational qualifications into secondary schools in Australia. In this article the writer will use the conditions identified by Boston to examine the issues and challenges currently existing as the stakeholders in education try to establish the CVQ in secondary schools across the English-speaking Caribbean.

Challenges in CVQ Implementation

In his Australian experience, Boston identified five conditions which need to be met to successfully draw vocational qualifications into secondary school. These were 1. stop talking about vocational qualifications as if they were different from academic qualifications; 2. develop vocational qualifications that have a strong alignment with industry; 3. ensure quality teaching; 4. operate schools so that they are more flexible to deliver vocational qualifications and 5. for government to recognize that the idea of getting more youth to be involved in vocational education is not only a curriculum issue but an industrial issue.

In conducting CXC's quality assurance audit since 2007, this writer has identified, along with the five identified by Boston (2005), two other conditions to be met in the implementation of the CVQ in the Caribbean. These are 6. for the ministries of education to recognise that the CVQ is a resource intensive qualification and 7. there needs to be a clear understanding of the roles and responsibilities of the ministry of education versus that of the NTA. This article now discusses the challenges faced by the region in meeting these seven conditions necessary for the successful implementation of the CVQ in schools in the region.

Firstly, in this region, TVET qualifications are still quite sparse and are still shunned in the secondary schools compared with academic subjects. The CVQs are new to the region and so little is known about them and their standing alongside academic qualifications for accreditation and matriculation purposes is still to

CVQ OCCUPATIONAL STANDARDS LEVEL 1 AND 2

Agro-Food Processing L1	Instrumentation & Control L2
Agro-Food Processing L2	Jewellery (Production) (Leather) L2
Allied Health - Geriatric Care L2	Jewellery (Production) (Seeds) L2
Allied Health - Health Care	Leather Goods Manufacturing L2
Assistance (Patient Care) L2	Library and Information Services - (Library Clerk) L1
Amenity Horticulture L2	Library and Information Services
Audio/Visual (Editing Operations) L2	(Library Assistant) L2
Bamboo Weaving L2	Livestock Rearing L1
Basic Chaining L1	Maintenance of Parks and
Brick/Block-Laying, Rendering L2	Protected Terrestrial Areas L2
Butchery L2	Masonry L1
Camera Operations L2	Masonry L2
Carpentry L1	Mechanical Maintenance L1
Carpentry L2	Mechanical Maintenance L2
Ceramic Production L2	Metal Work Engineering L2
Civil Construction	Motor Vehicle Air Conditioning Systems L2
(Material Handling Operations) L2	Motor Vehicle Care & Conditioning L1
Concreting L2	Motor Vehicle Chassis Systems L1
Concreting / Steel Fixing L2	Motor Vehicle Chassis Systems L2
Commercial Food Preparation L1 (Cookery) L1	Motor Vehicle Engine Systems L1
Commercial Food Preparation (Stewarding) L1	Motor Vehicle Engine Systems L2
Cosmetology L2	Motor Vehicle Repairs (Cars & Light Trucks) L1
Cricket Pitch and Field Maintenance L1	Motor Vehicle Body Repairs
Crop Production L1	(Cars and Light Trucks) L2
Crop Production L2	Motor Vehicle Steering & Suspension Systems L2
Crop Production-Grow Box Operations L1	Motor Vehicle Transmission L2
Customer Service L2	Musical Performance L2
Dairy Farming L1	Nail Technology L2
Data Operations L2	Nursery Care Services L2
Design and Construction	Ornamental Aquaculture Operations L1
of Lingerie & Sleepwear L2	Painting and Decorating L2
Drapery Making L1	Papier Mache Craft L2
Early Childhood Development L1	Photography L1
Early Childhood Development L2	Pipefitting L2
Electrical Installation L1	Plumbing L1
Electrical Installation L2	Plumbing L2
Extrusion Operations L1	Property and Facilities Maintenance
Extrusion Operations (Plastic) L2	(Building Maintenance) L1
Fabric Design L1	Recording Engineering L2
Floral Arrangement L1	Screen Printing L2
Front Office (Uniform Services -Bellman) L1	Small Appliance Repairs L1
Furniture Finishing L1	Small Engine Repairs L1
Furniture Making L1	Soft Furnishing L1
Furniture Making L2	Soft Furnishing L2
Garment Production L1	Soil Testing L1
General Construction L1	Steel Fixing L2
General Construction L2	Steelman Manufacturing L1
General Cosmetology L1	Steelman Manufacturing L2
General Office Administration (Office Clerk) L1	Steelman Tuning L2
Graphic Arts L1	Technical Assistant in TV and Video Production L1
Graphic Arts L2	Upholstery L1
Home Furnishings Production (Fabric) L2	Wall and Ceiling Lining Drywall Construction L2
Housekeeping (Laundry Attendant) L1	Wall and Floor Tiling L2
Inland Aquaculture Operations	Welding L1
- Tilapia Production L1	Welding L2



be worked out. In the absence of definite policies from the various ministries of education across the region with respect to the implementation and expansion of CVQs in secondary schools, the implementation and expansion of the qualification remains tardy. Although there is a CARICOM Qualifications Framework which describes the various levels of the CVQ alongside academic qualifications, the lack of mechanisms to use the CVQ in the matriculation of students earning the CVQ into tertiary colleges and the major regional universities, remains an obstacle to the acceptance of the value of the qualification by many parents, schools administrators and other stakeholders. In this region, we still have a long way to go to overcome the stigma that TVET qualifications are inferior and are for the not-so-able students. In fact, it is for this reason that many school administrators supported by parents select the not so able students to pursue the CVQ and the more able students to stay away from it. Boston (2005) describes this distinction between academic and vocational as illogical, unhelpful and destructive and this is one of the major challenges that must be overcome if the status of vocational education is to be raised in secondary schools.

Secondly, as Boston (2005) points out, "... whatever is offered in vocational education in secondary schools must genuinely be the first rung on the ladder; it must be validated and

valued, regardless of whether that particular ladder is eventually climbed" (p. 3). The Level 1 and Level 2 CVQ qualifications do represent the first two rungs of the qualification framework and the standards are industry developed standards and these standards are also maintained by industry experts. It means that industry has a heavy role in developing the vocational curriculum in the secondary school. It does not mean that the products of the CVQ programme are independent professionals but workers with entry-level skills who can perform task with some supervision. The CVQ therefore meets this second condition.

Thirdly, Boston (2005), makes the point that in academic education there are some teachers who light the fire of learning in students and made the following remark concerning successful TVET teachers when he wrote, "My experience has been that the presence of teachers with the similar inspirational qualities is critical to the attraction and retention of young people to vocational education in schools" (p. 3). Boston (2005) also points out that these teachers must not only have the passion but have the same high skills in comparison to those teachers in academic education. The third challenge in the implementation of the CVQ lies in the quality of the teaching of the programme. Several problems give rise to this challenge.

Many of the teachers delivering the programme have been teachers of Industrial Arts and have had little industry experience or if they had, it was a long time ago, and because of the negative stigma associated with TVET and the low status associated with TVET teachers; many of them have lost the passion for teaching. The school administration sends them the less able students in the school, much is not expected of either the students or the teachers and so like a self-fulfilling prophecy some teachers now find the CVQ a real challenge to teach. There is now underpinning knowledge, practical skills and plenty records to keep because the CVQ is evidenced based. There is thus a lack of buy-in from such teachers. The access of teachers to TVET programmes to strengthen their content is also impinging on the quality of teaching in the CVQ programme. TVET education in the region is not completed to degree level in most of the countries. Except for UTECH in Jamaica and the recently formed University of Trinidad and Tobago, which offer degree level programmes in specific technical and vocational content areas, there are only certificate and diploma level programmes being offered at the technical colleges and polytechnics across the region. Not many Level 4 and 5 NVQ and CVQ programmes have been developed. So access to

highly technical content training is restricted in the region. Teachers of the CVQ programme must also be trained and certified as assessors before they can deliver the programme. Some challenges are being met in getting teachers out of classrooms to access the training which is time consuming. School administrators complain that it is disrupting and presents management challenges for the school if too many teachers are out of school on training. To get around this problem, the training is offered after school or during the holiday period. Some teachers are reluctant to attend the training as they complain that the training is now scheduled on their time. Such issues are inhibiting the expansion of the CVQ programme in secondary schools. Boston (2005) describes the type of teachers who were able to generate renewed interest in vocational education in schools as "...part-time vocational teachers who are also running their own businesses or are employees of national or multinational companies. They bring with them state of the art knowledge, currency as practitioners, and high credibility with industry..." (p. 3). The challenge for ministries of education in the region is to raise the level of the current teachers of the CVQ, both in content and their status, as well as to attract more teachers from industry to the teaching profession either on a full-time or part-time basis.

The fourth condition to be met by the region is that schools must become more flexible in their programme delivery so as to ensure adequate exposure of the students in the programme to work-based learning. It was observed through CXC's quality assurance audits that in many cases very few site visits or in some cases none at all were carried out by teachers to expose students to current industry standards. Some teachers complained that it was difficult to arrange insurance for the students or that the school did not have the industry standard equipment or that they could not access actual industry sites. This presents another challenge to the implementation of the CVQ. The current industry experience is vital to the validity of the CVQ. Ministries of education must manage their overall resources so as to make industry standard facilities in their plants available to students. Schools must then build their timetables to accommodate movement of students from one school to another so as to access the industry standard facilities either at other schools or within industry so that work-based experience is acquired. The issues of insurance and permission to visit other schools and industry sites are issues that can be negotiated and worked out prior to the delivery of the programme so that these issues do not inhibit students from acquiring such vital experience.

CVQ Issues and Challenges

The fifth condition to be met according to Boston (2005) is for the governments to provide some incentives to the industrial sector so that their participation in the delivery of the programme within secondary schools has a tremendous benefit to them; as the education sector will be providing industry with outputs that do not need to be trained from scratch but come with a head start. Regional governments must sell to the industrial sector that the delivery of TVET education in secondary schools is not just in the interest of educational, but also the industry. This must therefore be approached as a partnership both in terms of investment and participation.

The sixth condition to be met lies in the understanding of the respective roles and responsibilities of the three agencies involved in the implementation and delivery of the CVQ programme in the region as outlined earlier in this article. Some countries do not have a fully developed NTA. In some of these countries there are attempts by the ministry of education to try to perform some of the functions of the NTA. The CVQ is an evidenced-based qualification and does not depend on an external examination. The quality assurance procedures being used by CXC will ensure that those separation of functions are followed. The development of the standards, training and certifying of assessors, internal and external verifiers, conducting the facility audits and the certifying of centres to deliver the programme are the role and function of the NTA and not the ministry of education. It is important to the validity of the CVQ that these functions remain separate. If a country does not have an NTA then it can acquire the services of an NTA from another country to fulfill those functions. One of the challenges is that this option is proving to be costly but the validity of the qualification is paramount.

The final condition to be met in this region lies in the resourcing of the schools. Across the region there are countries at various levels of development. Some countries have schools with materials and equipment, even though not modern equipment, while others have a scarce materials and equipment in schools to support the programme. This disparity lies not only among different countries but among different schools within the same country. It was observed that in many cases teachers bought materials out of their own pockets or the students brought their own materials so as to enable programme delivery. As the programme expands, some countries and schools are eager to offer the programme because they think it is more suitable for their students but the equipment is in many cases outdated or scarce. Offering a programme



with such equipment undermines the condition already met by the CVQ which was that it was developed using industry standards. Thus, this can affect the validity of the qualification if the quality assurance procedures and facility standards are not sound. Another resource observed in the CVQ implementation is that teachers need support in the implementation of the programme especially during the first cycle of implementation. It was observed that many teachers needed support in filling the various evidence-gathering forms and understanding the depth and breadth to teach, with respect to the range of statements where there was an absence of curriculum materials. It must be noted that in most countries there is the absence of curriculum materials for the CVQ. It was also observed that many ministries of education have only a few Education or Curriculum Officers specializing in TVET. These were not enough to provide support for the teachers. In one country this problem was solved by the NTA officers who provided that support to the teachers. Ministries of education are responsible for the delivery of the CVQ programme and must ensure that the schools are adequately resourced and that the teachers are given support in the first cycle of implementation of CVQ qualification.

Conclusion

There needs to be much effort in six of the seven conditions identified and discussed in this article. Boston (2005) remarked that "...drawing vocational qualifications into secondary schools is a huge challenge" (p. 4). The region has a long

way to go in the implementation of the CVQ both in and out of schools. The implementation of the CVQ in schools depends on the strengthening of TVET outside of schools. All the agencies involved in TVET across the region must work together in creating that alternative path for the school population so that students having the CVQ can according to Morgan (1994) "have a qualification that is respected and valued by employers and, more importantly, the students themselves" (p. viii).

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Henderson Eastmond is a Measurement and Evaluation Officer with the Caribbean Examinations Council (CXC) and has responsibility for the assessment aspect of the CVQ.



TWINNING TVET AND CVQ QUALIFICATIONS

By Dr Hamilton Jemmott

There is no doubt that we are living in an era of considerable economic, social and cultural change. Much of this change is driven by technology in the form of information communication technology (ICT) and improved machinery and operating procedures. ICT can be said to be responsible for the majority of this change including changes in how work is organised, the structure of work organisations and greater responsibility being given to greater segments of the labour force. This prevalence of technology has also spawned what is commonly referred to as the knowledge society, which is necessitating changes in the delivery of education and training.

Technical and vocational education and training (TVET) prepares individuals for jobs requiring the demonstration of skills, knowledge and attitudes. According to a UNESCO-UNEVOC report on TVET published in 2006; TVET is expected to respond to labour market trends, equip learners with basic skills, and support personal and social development. Additionally, the UNEVOC report cited governments' pursuit of TVET programmes as essential for enhancing economic competitiveness and for contributing to social inclusion, poverty reduction and ensuring sustainable development.

At the regional level, TVET has been seen in similar terms. The 1990 Caricom Regional Strategy on TVET set in train the momentum required to bring greater support to TVET which has been severely stigmatised over the years. The establishment of National Training Agencies (NTAs) and TVET units within some territories has helped to bring structure and coordination to TVET systems across the Caribbean. In fact, the formation of the Caribbean Association of National Training Agencies (CANTA) in 2003 has been significant in helping to coordinate TVET and promote the use of occupational standards across the region.

When I analyse the reality of TVET in Caribbean secondary school systems I am confronted with two scenarios. Firstly, in Caribbean schools today, many students are engaged in TVET programmes that lead to the attainment of CXC qualifications at both

the CSEC and CAPE levels. Traditional TVET programmes offer subjects that try to match traditional academic offerings. Thus, they are taught and examined in very traditional ways. This has often been the result of attempting to give them equal status to academic subjects. Where this has been a useful undertaking for students aspiring to further their education in more advanced levels of their subjects, not all students have that particular interest or are sufficiently motivated by this approach. Furthermore, some of this particular group may achieve the CXC qualification, but the question arises as to what extent they are able to use the qualification for entry into the labour force.

Secondly, there are many other students who are engaged in other programmes which are outside the traditional academic offerings. Many of these programmes have been implemented at schools where some students have demonstrated a lack of interest in traditional academic offerings. Consequently, leaders in these schools have opted to introduce some non-traditional programmes such as barbering, cosmetology, auto mechanics, masonry, plumbing etc. (all TVET courses) to their students. In other situations, existing TVET curricula has been tweaked to maintain interest among the students in the subject, thus leading to what some schools refer to as developmental classes while not pursuing CXC CSEC qualifications. These efforts are pursued in an attempt to capture the attention and interest of these students and provide them with skills and attitudes necessary for their development to making them productive members of society.

In the case of the first scenario, those students who achieve the qualification but are unable to use it for obtaining a job, may be better served by a different approach to certification. In the second scenario, one of the challenges which such efforts will encounter is that though the individuals are likely to leave these programmes with marketable skills; unfortunately, they currently do not lead to the award of qualifications that have currency. This is so, largely because the remedy is a 'knee jerk' reaction or a desire to help the students without examining the total picture. Of course this is potentially disconcerting for the students

because of the probable request by prospective employers for such qualifications to be presented to gain employment. I know there are those who would shout entrepreneurship, i.e. the students are being given the skills to develop their own businesses etc., but does that negate a carefully analysed and structured approach to developing such programmes?

Nonetheless, if there is demand for such skills, as are the pronouncements of governments, employers and modern societies at large, there must be the opportunity for students who pursue these programmes to be certified in their respective occupational discipline; just as a student pursuing traditional academic subjects is certified.

It is on this basis that I give support to the pursuit of Caribbean Vocational Qualifications (CVQs) as the rescue mechanism for two potentially problematic situations. According to the TVET Council, Barbados; CVQs are competence-based certificates awarded to individuals who have successfully undergone assessment against regionally approved standards and have been deemed competent. In this regard, this makes CVQs the ideal qualifications for students pursuing non-academic subjects.

On one level, the competence-based nature of pursuing the qualification ensures individuals open entry/exit to/from programmes, development of mastery of tasks performed, self-pacing of learning and skill development in a modularised framework, flexible approaches to training and the integration of theory with skill development. According to the NC/TVET of Jamaica, competency-based education and training delivery is guided by five elements:

- *The tasks to be taught are identified by experts in the occupation.*
- *The programme allows each learner to have the opportunity to develop and to be assessed on the competencies achieved.*
- *Assessment of competency is based on knowledge, attitude and demonstration of competency.*

Twinning TVET and CVQ Qualifications

- Occupational standards are used as the basis for assessing achievement.
- Students progress through the programme by demonstrating the attainment of specific competencies.

I would dare say that this approach to delivering education and training would be more suited to some students who find it difficult maintaining interest in traditional approaches to education and training, either because of perceptions of being 'left behind' or because the content of the subject being taught does not offer sufficient interest to them.

On another level, the competence-based approach linked to the use of occupational standards which were developed to match workplace requirements ensures that students are involved in training which is authentic and therefore consistent with performance tasks in the real world of work. The result is that these students are likely to be more suited for direct entry into the labour force. This is supported by the fact that though the standards

and competencies are concerned with what an individual can do or perform, the standards also place considerable emphasis on the underpinning knowledge associated with the skill and the attitudes individuals are expected to use in the work context. The pursuit of CVQs, therefore, will provide individuals with the opportunity to develop into well-rounded members of society.

Furthermore, the pursuit of CVQs also impacts on the ability of individuals to trade their skills in other Caribbean territories, since CVQs are regional qualifications receiving support from regional governments. Consequently, persons possessing CVQs can travel and work in other Caribbean territories knowing that the standards to which they were trained have been agreed to by members of CARICOM. This therefore provides a major plank toward realisation of the CSME concept that has been an ongoing task of CARICOM governments.

What I am advocating is the pursuit of TVET qualifications through another route, one that takes account of the true nature of occupations and allows students to develop and master skills according to the level pursued.

These two routes to qualifications (academic and technical/vocational) need not interfere with each other, but may complement each other 'if' or 'when' the individual requires. Some students may not be at all interested in pursuing academic qualifications, but must still have the opportunity to find a niche in good respectable high paying technical and vocational disciplines that are suitably certificated and recognised. Consequently, aligning TVET qualifications with NVQs is an approach that satisfies the requirements of modern education and training systems.



Dr Hamilton Jemmott is a lecturer in the Technical and Vocational Studies Bachelors Degree and Diploma programme at the Barbados Community College.



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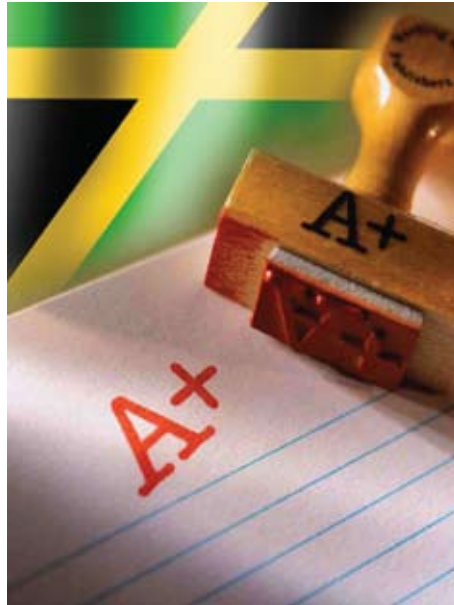
JAMAICAN STUDENTS DOING WELL IN CSEC SUBJECTS

that prepare them for employment and meaningful life

Over the last few years, much of the media discussion on the performance of Jamaican students in the Caribbean Examinations Council (CXC) Caribbean Secondary Education Certificate (CSEC), has sharply etched in our minds an image of rather poor, and at times dismal, levels of achievement. Schools, teachers and even the Ministry of Education have been continually flayed for poor performance of students. While I fully agree that better performance should be expected in a number of subjects, I hold the view that our students are performing very well in a wide range of subjects that prepare them for life after school. The vast majority of our students, upon completing secondary school, will seek employment in various areas. We expect that an increasing number will seek to become self-employed. An examination of performance in the subjects that are material for such preparation, suggests that students are doing surprisingly well in the CSEC examinations. I refer to those subjects that are designed to provide students with marketable skills.

Despite the fact that we can reasonably expect no more than 20 per cent of our secondary school cohort to proceed immediately to university education and other tertiary education programmes, much of the media discussions on the performance of students in CSEC examinations seem to rest on the premise that all students should perform well in traditional academic subjects, which are essential preparation for higher education. These discussions ignore the fact that most students will proceed to other destinations upon graduating from secondary school. Because of this, they assess teachers, schools and the Ministry of Education as having earned a failing grade.

The yardstick for judging good performance seems to be mainly English, Mathematics and the single sciences (Biology, Chemistry and Physics). Despite years of educational reforms and redirection of educational investment to generate secondary school graduates to meet our development needs, the performance of students, teachers and schools still seems to be judged by performance in subjects associated with the ancient grammar school education. Perhaps, this



*By Professor
Stafford A. Griffith*

is a case of repetition conquering reason. Those who have been castigating students, teachers and schools have been so vociferous that they seem to have shouted down the reformers, and even those in the employment sector now seem to have forgotten what they really need. They too, seem to have joined the chorus in calling for success in the traditional grammar school subjects for entry level employment. We seem to have lost our way.

Let us try to retrace our steps. The CXC is a Caribbean examinations board established to give leadership and support to the development of education that is responsive to the needs of the region. Consequently, the CXC provides the opportunity for students to pursue a wide range of courses of study and examinations which are responsive to the needs of the region. These offerings now include 34 CSEC subjects clustered in the areas of Agriculture, Business Education, Home Economics, Humanities, Industrial Technology, Information Technology,

Modern Languages, Science and Mathematics, and Visual and Performing Arts. The dominance of the grammar school subjects has clearly been replaced with offerings which help to prepare students not just for university education, but also, and more importantly, for the employment sector to which most of them will proceed. In offering this range of subjects, CXC has responded to the wishes of member countries for secondary school graduates that have critical skills for the destinations to which they will proceed. Many of these will proceed to the world of work. Under the circumstance, success of teachers and schools should be judged on how well they are preparing students for their various destinations, bearing in mind that less than 20 per cent are likely to proceed to university education or related programmes, and that the vast majority are likely to proceed to various areas of employment.

If we divert our attention from the grammar school preparation to preparation for entry-level employment that would be useful to the economy of Jamaica, we find that our students, teachers and schools deserve our commendation. I have provided below a table of subjects that I selected which I believe would prepare those who are not immediately university bound, for destinations in the employment sector. Note how well students performed in these areas in the CSEC examinations.

For 12 of the 16 subjects which fall into this category, between 81 and 96 per cent of the students who took the examinations performed at an acceptable level by earning Grades I to III. In one of the other four subjects, Visual Arts, 77 per cent of the students received an acceptable grade. Only for three Industrial Arts subjects, Building Technology (Woods), Electrical and Electronic Technology, and Mechanical Engineering Technology did we have less than 70 per cent of students in Jamaica obtaining an acceptable grade.

We are often quick to lay the blame for poor performance entirely at the feet of students, teachers and the school. Too often, we leave unchallenged the possibility that the examination itself might be a contributory factor. However, this departure of performance in the three

Jamaican Students doing well in CSEC Subjects

Industrial Arts subjects from the norm of student performance in subjects which prepare them for employment warrants further attention. The CXC is currently reviewing the Industrial Arts syllabus and is considering the possibility of adopting a competency-based approach to its Industrial Arts offerings. If pursued, this is likely to require a different approach to the preparation of students and this is likely to see much larger proportions of students demonstrating acceptable performance in the relevant CSEC examinations. I wish to call attention to the fact that the very nature of the practical and technical subjects in which students performed so well requires an approach to teaching that is largely competency-based and this might well be a contributory factor to the commendable levels of achievement noted. Perhaps, a competency-based approach to teaching other CSEC subjects should be adopted.

I am of the view that students are doing well in those subjects where they can make the nexus between what is taught and critical skills needed for the destination to which most of them will proceed upon graduating from school. It is time we eschew the grammar school education on which so much of the gloom and doom analysis of the CSEC results rests and recognize the value of the reformed educational outcomes that we have for years championed. Our students are doing well. Over 80 per cent of them are doing well in the subjects that should equip them with knowledge and skills for destinations

“Over 80 per cent of them are doing well in the subjects that should equip them with knowledge and skills for destinations where they can make meaningful contributions to areas of need in the economy.”

where they can make meaningful contributions to areas of need in the economy. Let us remove the barriers that we seem to be placing on the proper utilization of the skills of these graduates in entry level employment for which the majority of them are properly prepared.

Lest it appears that I am ignoring the need for good communication and numeracy skills, let me hasten to clear the air. I believe that these are important life skills, but that does not translate into the requirements of the current CSEC English A and Mathematics syllabuses. Note that the practical and technical subjects in which students have performed so well required considerable writing skills. Note also, that even when students earn the highest grade in CSEC English A, we still hear that they do not

demonstrate satisfactory language competence at work and at institutions of further education to which some of them proceed.

I believe that students should develop and demonstrate good communication skills, including good reading, writing, listening and speaking skills that they are required to demonstrate at work and for further studies. A course which emphasizes the development of these communications skills at the CSEC level should be an integral part of the preparation of students for their various destinations. The current CSEC English A syllabus does not have that emphasis. Similarly, a CSEC course which provides students with mathematical skills that have a clear nexus with issues with which they have to treat in their daily existence, and in entry-level jobs, will be more meaningful. These offerings of more functional communication skills and mathematical skills may be added to the current CSEC offerings.



Professor Griffith is Professor of Research, Measurement and Evaluation at the School of Education, UWI, Mona Campus in Jamaica. He is also a former Pro Registrar of CXC. This article was original published in the Jamaica Gleaner newspaper.

SUBJECTS	NO. WRITING EXAM	CANDIDATES OBTAINING GRADES I-III	
		NUMBER	PERCENTAGE
Agricultural Science (Single Award)	2125	1886	89
Agricultural Science (Double Award)	355	325	92
Building Technology - Construction	693	570	82
Building Technology - Woods	815	561	69
Clothing and Textiles	1426	1156	81
Electrical and Electronic Technology	1976	947	48
Electronic Doc. Preparation and Management	3329	2983	90
Food and Nutrition	4737	4148	88
Home Economics: Management	3425	2954	86
Information Technology - General Proficiency	308	260	85
Information Technology - Technical Proficiency	13086	11312	86
Mechanical Engineering Technology	1011	607	60
Office Administration	7145	6048	85
Physical Education and Sports	1431	1372	96
Theatre Arts	311	265	85
Visual Arts	1978	1526	77

TURKS AND CAICOS ISLANDS

delightful host of Council Meeting 2010

By Cleveland Sam

*As the plane descends from the cloudy skies, a burst of turquoise blue unfolds below you.
As the plane nears the horizon of land, the white-sand beaches
which encircle the island show their beauty.*

On entering the airport terminal, you are met with the pulsating rhythms of island music and men dressed in multi-coloured shirts greet you with smiling faces as they move to the music.

A liaison officer escorts you to the immigration officer and after your passport is stamped and with a genuine “enjoy your stay”, you are sent on your way. As you leave the immigration officer, a corridor of beautiful young ladies dressed in colourful attire offer you a cold bottle of water, some sweet treats and a complimentary TCI bag.

This was welcome, Turks and Caicos Islands style or as the residents like to call it “TCI”.

This was just the airport welcome, delegates had not reached the Beaches Resort and Spa as yet, the host hotel for the meetings of the School Examinations Committee, Council and the Regional Top Awards Ceremony.

Beautiful by Nature is the tag line of the Turks and Caicos Islands and based on what was experienced thus far, the tag line seemed like an understatement.



Members of the Violin Ensemble “Eadge” from the Clement Howell High School playing at the Opening Ceremony and Regional Top Awards Presentation

Words alone failed in describing the property that is Beaches Resort and Spa, but let’s try some -luxurious, awesomely beautiful, idyllic, paradise on earth, gorgeous and what about CXC Chairman, Professor E. Nigel Harris’ confession on the day we left Beaches; “I have never seen a place quite like this.” The Chairman commented as he took his final stroll around the property on Saturday 4th December.

This ‘Eden’ on earth was the venue for the 42nd Meeting of the Caribbean Examinations Council, meeting of the School Examinations Committee and the Regional Top Awards Ceremony.

The meeting of the School Examinations Committee (SEC) was held on Thursday 2nd December. SEC received reports from the technical committees, the Sub-Committee of the School Examinations Committee (SUBSEC) and the Final Awards Committee.

The meeting also reviewed the administration of all examinations administered in 2010 - CAPE, CSEC, CCSLC and CVQ; and noted the appointment of Examining Committees for 2011 to 2012.



Dr Didacus Jules (4th from left), Registrar of CXC presenting His Excellency Gordon Wetherell, Governor of Turks and Caicos Islands with a painting during a courtesy call. Witnessing are L to R: Glenroy Cumberbatch, Pro Registrar; Mr David Bowen, Chairman, CXC National Committee; Dr Beatrice Fulford, Permanent Secretary, Ministry of Education in Turks and Caicos Islands; Professor E. Nigel Harris (2nd from right), Chairman of CXC and Sir Kenneth Hall, Past Chairman of CXC.

AWARDS CEREMONY

The Opening Ceremony of the Council Meeting and Presentation of Awards for Outstanding Performances in the May/June 2010 examinations followed on Thursday evening. It was an evening of Caribbean pride, TCI cultural explosion, awards, speeches and a tinge of humour.

Following the parade of the 16 national flags of CXC Participating Countries by the Pathfinders, Robyn Hinds thrilled the audience with the rendition of the National Anthem and the TCI National Song.

Speeches by Professor E. Nigel Harris, Chairman of CXC; Dr Didacus Jules, Registrar and Dr Beatrice Fulford, Permanent Secretary in the Ministry of Education were punctuated by three captivating cultural performances. The TCI Cultural Group captured the spirit of the yuletide season with a medley of Christmas songs, featuring Edwardson Jean on violin and Sophie Grice on keyboard.

The Combined Schools Choir performed a piece entitled *Heroes Through Time*, an adaptation of Mariah Carey's song *Hero*. The performance notes to the piece explained, "It is a now, in the moment song that begs us to recognise the many heroes in our lives who challenge us, educate us, pray for us and love us!"

A mélange of drama, percussion and traditional folklore characterised the final energetic performance by the TCI Cultural Group which told the story of hard toil in the salt ponds of the Turks and Caicos Islands in years gone by.

Errol Jaikaransingh, Principal of Presentation College, San Fernando, Trinidad and Tobago

put smiles on the faces in the audience as he humoured them about the performances of his school and some of the personalities it has produced in its relatively short history. As he introduced Nicolas Sammy, the Dennis Irvine Award winner for 2010, he left the audience in no doubt about the ambition of Presentation College, San Fernando to retain the title of CAPE School of the Year in 2011.

Sammy followed in a similar vein, as he gave the vote of thanks on behalf of the 17 awardees and told of the friendships formed, lessons learnt and of the "memorable and unforgettable experience, one that we will cherish for our entire lives."

INTERACTIONS

During the time in the Turks and Caicos Islands, the Ministry of Education arranged for local students from the high schools to

accompany the awardees on tours to places of interest. This facilitated interactions between the awardees and TCI students.

One of the first places the awardees visited was the world-renowned Conch farm. During the visit to the farm, they were given lessons on the growth and life cycle of conch and were able to touch conchs of varying sizes. For some of the awardees this was the first time they were seeing live conch.

They also visited the Clement Howell High School, an old cotton plantation, a refurbished slave house, caves on the islands and took a boat trip to North and Middle Caicos.

The words of Dorian Villafranco, the Most Outstanding CSEC Candidate summed it up for all the awardees; "These couple of days spent with the awardees passed quickly, too quickly in my opinion, but I'm sure that we all produced memories that will last a lifetime."



Members of the Turks and Caicos Islands Cultural Group performing during the Opening Ceremony and Regional Top Awards Presentation



“Think Big!” Regional Top Awardees Told

By Cleveland Sam

“Some of you are small in stature but big on ambition. As the Jamaicans would say, ‘We may be small but we tallawa!’... Think big!”

That’s the charge the 17 Regional Top Awardees received on Thursday 2nd December 2010 as they sat in the ballroom of the lavish Beaches Resort and Spa on Providenciales Island, Turks and Caicos Islands to receive their awards.

Delivering the feature address at the Opening Ceremony of the 42nd Meeting of Council and the Presentation of Awards for Outstanding Performances in the 2010 CAPE and CSEC examinations, Dr Beatrice Fulford, Permanent Secretary, Ministry of Education, Youth, Sports and Culture laid out the charge to the awardees.

“Your socioeconomic status at this point in time is immaterial to what you can do and where you can sail,” Dr Fulford told the students who were proudly dressed in their varied school uniforms. “This is the wave that will propel you on your journey to greatness. The Caribbean is seeking more hands, hearts and minds to help propel its development. This can be readily found in you.”

The educator told the awardees that even as many of them have already chosen a career they must seek only excellence in whatever profession they enter. “In whatever field you enter, be at the cutting edge of that discipline. Seek every opportunity to expand your knowledge and sharpen your skills.”

She also encouraged them to uphold high moral standards in their professional life.

“Maintain a positive attitude, act honestly and truthfully and if you are being asked to do something that compromises the ideals for which you stand, have the courage, fortitude and confidence to say No!” the TCI official urged.

AWARDEES

Of the 17 awardees, eight received awards for outstanding performance in the Caribbean Secondary Education Certificate (CSEC) and nine for outstanding performance in the Caribbean Advanced Proficiency Examination (CAPE). This is the Highest number of awardees to receive prizes in a given year’s ceremony.

BELIZEAN TOPS CSEC

For the first time, a student from Belize was awarded the Most Outstanding Candidate Overall in the Region for the CSEC May/June examination. Dorian Villafranco, a student of St John’s College received the top CSEC prize with 15 Grade Is. Dorian’s accomplishment broke the stranglehold of students from Queen’s College in Guyana, who have won the award for the last four consecutive years.

Dorian achieved Grade I in Biology, Caribbean History, Chemistry, English A, English B, Information Technology, Integrated Science, Mathematics, Physics, Principles of Accounts, Religious Education, Social Studies, Spanish, Physical Education and Sport and Human and Social Biology.

With Chemistry, Mathematics and Physics as his favourite subjects, Dorian is aspiring to become an aeronautical engineer.

Although Queen’s College did not win the overall CSEC award in 2010, Navindra Baldeo carried the school’s flag at the ceremony in Turks and Caicos Islands. He received the award for the Most Outstanding Candidate in Sciences. Navindra achieved 12 subjects at Grade I and one subject at Grade II. He achieved Grade I in six Science subjects – Agricultural Science, Biology, Chemistry, Information Technology, Integrated Science and Physics. He also achieved Grade I in English A, English B, Geography, Electronic Document Preparation and Management and Human and Social Biology, and Grade II in French.

JAMAICANS TAKE THREE

The Jamaicans in the audience had a lot to shout about during the ceremony as three students received awards for outstanding performance at CSEC. Shéniele Grant of Wolmers Girls’ School, received the award for the Most Outstanding Candidate in Business Education. She achieved Grade I in 11 subjects, including five business subjects with all A profiles. The five business subjects are Economics, Information Technology, Office Administration, Principles of Accounts and Principles of Business. Shéniele also achieved Grade I in Chemistry, English A, English B, French, Mathematics, Physics and Spanish.

Ayala Bennett of Ardenne High School received the award for the Most Outstanding Candidate in the Humanities. Ayala achieved Grade I in 11 subjects including six Humanities subjects – Caribbean History, English B, Geography, Social Studies and Spanish. She



CAPE and CSEC awardees display their prizes as they pose with Professor E. Nigel Harris, Chairman of CXC and Dr Didacus Jules, Registrar of CXC

also achieved Grade I in English A, Information Technology, Mathematics, and Human and Social Biology.

An active member in several clubs at school, Ayala is eyeing a career in International Relations.

Adrian Kellyman of Seaforth High School received the award for Most Outstanding Candidate in Visual Arts, 2-Dimensional work. Adrian produced a piece of work in the Imaginative Composition Section entitled "The City Dump." The piece depicts various scenes and activities in a city dump.

The award for the Most Outstanding Candidate for Visual Arts 3-Dimensional work went to Hemawati Lochansingh, a student of Rio Claro West Secondary School, Trinidad and Tobago. Hemawati was the only Trinidadian to receive a CSEC award. She designed and produced a container for saving coins. Using ceramics, the container was designed in the shape of a tree trunk with two iguanas looking over the opening for the coins.

With a passion for dance, Hemawati is looking forward to passing on her skills in both art forms as a teacher in the future.

After an absence of six years, a student from Grenada copped an award in 2010. Oliver Maynard of Presentation Boys' College received the award for the Most Outstanding Candidate in Technical/Vocational Education. Oliver achieved Grade I in 10 subjects, one Grade II and one Grade III. He achieved Grade I in three Technical Vocational subjects – Agricultural Science, Technical Drawing and Electrical and Electronic Technology. Oliver also achieved Grade I in Biology, Chemistry, English A, Information Technology, Mathematics, Physics and Principles of Business. He achieved Grade II in Caribbean History and Grade III in Spanish.

The prize for the Best Short Story in the English A examination went to Zoie Hamilton of Washington Archibald High School, St Kitts and Nevis.

Zoie's story is entitled *Grasping Death* and is based on the stimulus: *It was the middle of the mathematic class. Mrs Taylor our teacher suddenly collapsed and sprawled unconscious on the floor. It was terrifying.*

Ms Yolanda Gongora, Principal of St John's College, Belize received the prize for the CSEC School of the Year for producing the Most Outstanding Candidate in the 2010 CSEC examinations.

TRINIDADIANS CONTINUE TO DOMINATE CAPE

Students from Trinidad and Tobago continue to dominate the CAPE Regional Top Awards. Of the nine awards offered for outstanding performance at CAPE, five went to students from Trinidad and Tobago.

Nicholas Sammy of Presentation College, San Fernando, received the Dennis Irvine Award, the symbol of academic excellence at CAPE.

Nicholas became the fourth student from Trinidad and Tobago to win the award. He did in style as he was the first student to win the award with 14 CAPE Units. Nicholas achieved Grade I in all 14 Units.

Currently an Engineering student at UWI's St Augustine Campus, Nicholas wrote Applied Mathematics Units 1 and 2, Biology Units 1 and 2, Caribbean Studies, Chemistry Units 1 and 2, Communications Studies, Physics Units 1 and 2, Pure Mathematics Units 1 and 2 and Spanish Units 1 and 2.

Jonelle Humphrey of Holy Faith Convent, Penal, won the award for the Most Outstanding Candidate in the Humanities. A budding lawyer, Jonelle achieved Grade I in eight Units including six in the Humanities – History Units 1 and 2, Literatures in English Units 1 and 2 and Sociology Units 1 and 2. She also achieved Grade I in Caribbean Studies and Communication Studies.

Bjorn Ramroop, a student of Naparima College received the award for the Most Outstanding Candidate in Mathematics. Bjorn achieved Grade I in 11 Units including four Mathematics Units – Applied Mathematics Units 1 and 2, Caribbean Studies, Chemistry Units 1 and 2, Communication Studies, Computer Science Units 1, Physics Units 1 and 2 and Pure Mathematics Units 1 and 2. He achieved Grade II in Computer Science Unit 2.

Listing his favourite subjects as Computer Science, Mathematics and Physics, Bjorn wants to pursue a career in nuclear engineering.

Jenisa Bala of Lakshmi Girls' Hindu College received the award for the Most Outstanding Candidate in Business Studies. This is the second consecutive year a student from Lakshmi Girls' Hindu College is winning this award, as Jenisa follows in the footsteps of her predecessor Shivana Sharma who copped the award last year.

Jenisa achieved Grade I in eight Units with all As on the Module Grades. These included six Business Units-Accounting Units 1 and 2, Economics Units 1 and 2 and Management of Business Units 1 and 2. She also achieved Grade I in Caribbean Studies and Communication Studies. She is currently a student at The University of the West Indies and hopes to be an Economist in the future.

Arjesh Raghunathsingh of ASJA Boys' College, San Fernando received the award for the Most Outstanding Candidate in Environmental Science. Arjesh achieved Grade I in six Units and Grade II in two Units. He achieved Grade I in Biology Units 1 and 2, Communications Studies, Environmental Science Units 1 and 2 and Geography Unit 2. He achieved Grade II in Caribbean Studies and Geography Unit 1.

JAMAICANS TAKE FOUR

Jamaican students took the other four CAPE awards and Campion College students walked away with three of the four awards.

Students from Campion College in particular and Jamaica in general, continue to dominate the Information and Communication Technology award.

This time Aston Hamilton carried the Campion College banner proudly as he received



Professor E. Nigel Harris presenting Arjesh Raghunathsingh of Trinidad with his CAPE Environmental Science prize



Dr Didacus Jules presenting Oliver Maynard of Grenada with his CSEC Technical/Vocational Education prize



Professor E. Nigel Harris presenting Dorien Villafranco of Belize with the CSEC prize for Most Outstanding Candidate Overall in the Region



Dr Beatrice Fulford presenting Sharlayne Waller of Jamaica with the prize for the Most Outstanding Candidate in Natural Sciences at CAPE



Dr Didacus Jules presenting prize for Best Short Story to Zoie Hamilton of St Kitts and Nevis

the award for Most Outstanding Candidate in Information and Communication Technology. He achieved Grade I in six Units – Caribbean Studies, Computer Science Units 1 and 2, Physics Units 1 and 2 and Pure Mathematics Unit 2; Grade II in Communication Studies, Geometrical and Mechanical Engineering Drawing Unit 1 and Pure Mathematics Unit 1; and Grade IV in Geometrical and Mechanical Engineering Drawing Unit 2.

Andre Bascoe, another student from Campion College, received the award for Most Outstanding Candidate in Modern Languages with Grade I in 10 Units with As in all Module Grades except one B.

Andre achieved Grade I in four Units of Modern Languages – French Units 1 and 2 and Spanish Units 1 and 2. He also achieved Grade I in Caribbean Studies, Communication Studies, Law Units 1 and 2 and Literatures in English Units 1 and 2.

Now a law student at UWI's Mona Campus, Andre has credited CAPE with helping him to develop critical analysis skills and “perfecting the art of time management.”

The third Campion College Student, Sharlayne Waller, received the award the Most Outstanding Candidate in Natural Science with Grade I in 12 Units with all As on the Module grades. These include six Natural Science Units - Biology Units 1 and 2, Chemistry Units 1 and 2 and Physics Units 1 and 2. Sharlayne also achieved Grade I in Caribbean Studies,

Communication Studies, French Units 1 and 2 and Pure Mathematics Units 1 and 2. She is currently a student at Yale University.

Andre Sargent of Ardenne High School copped the award for the Most Outstanding Candidate in Technical Studies with eight Grade Is, one Grade II and one Grade III. Andre achieved Grade I in Biology Units 1 and 2, Caribbean Studies, Chemistry Units 1 and 2, Communication Studies, Food and Nutrition Units 1 and 2 and Grade II on Physics Unit 2 and Grade III in Physics Unit 1.

MANY FIRSTS

The 2010 ceremony was also one of many firsts.

It was the first time the Council meeting and ceremony was being held in the Turks and Caicos Islands.

It was also the first time a student from Belize copped the award for the Most Outstanding Candidate Overall in the region in CSEC.

It was the first time seven of the awardees came from one territory-Jamaica.

It was the first time three of the CAPE awardees came from the same school-Campion College, Jamaica.

It was the first time the CAPE Top Awardee gave the Vote of Thanks at the ceremony. Previously it was done by the CSEC top awardee.

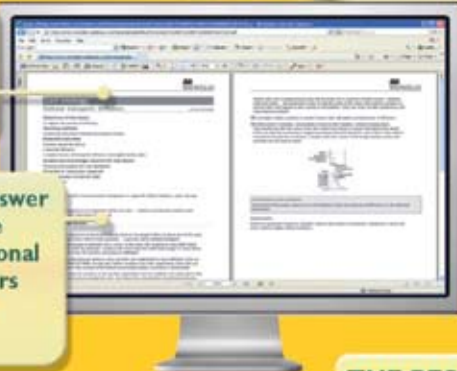
It was the first time in four years that a student from Guyana did not win the top CSEC award.

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
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
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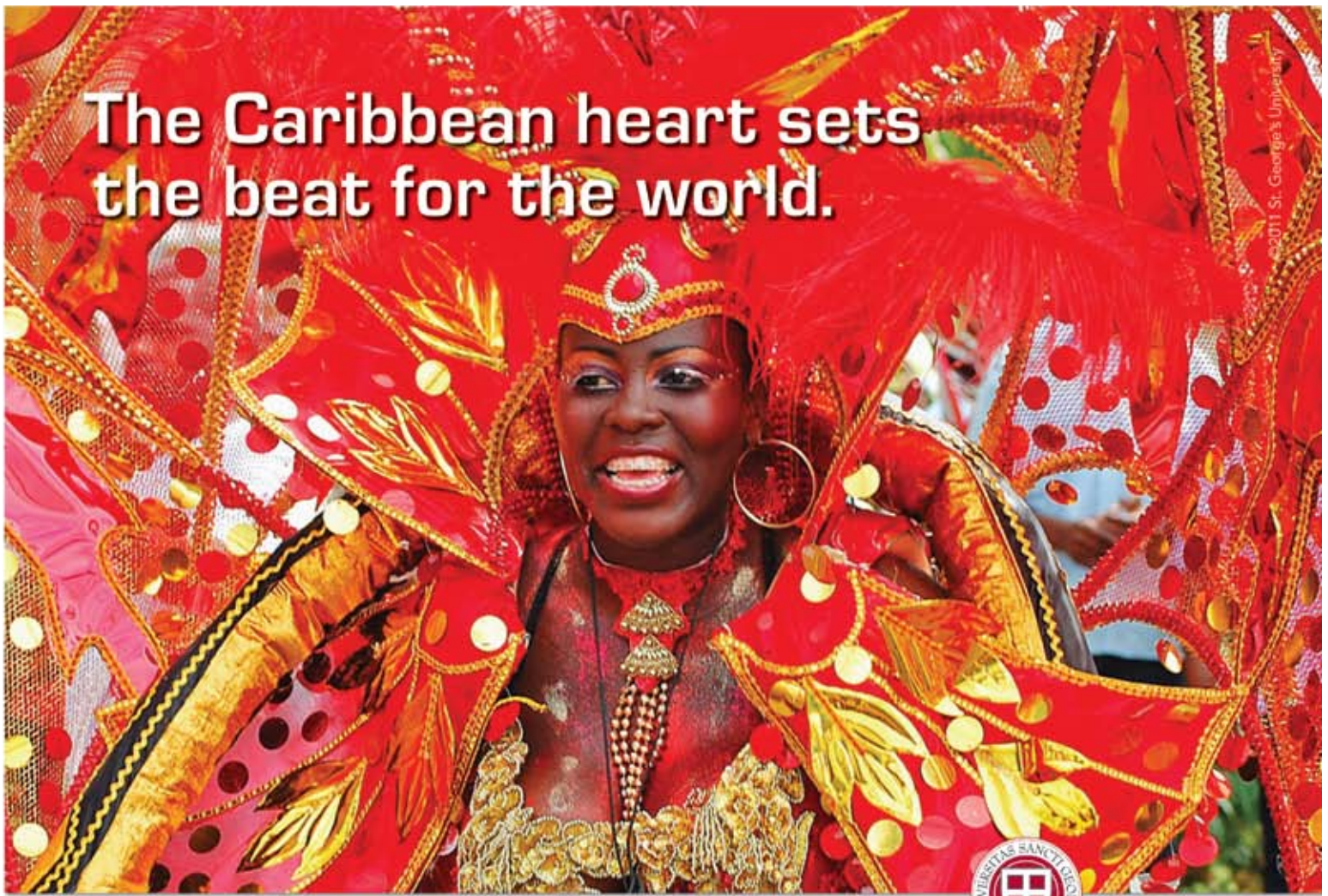
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2009 & 2010 Carnival Queen of the Band and SGU graduate Denisher Thomas
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VOTE OF THANKS delivered by MR NICHOLAS SAMMY, Winner of the DENNIS IRVINE AWARD for the MOST OUTSTANDING PERFORMANCE AT CAPE 2010 SANDALS RESORT AND SPA, TURKS AND CAICOS ISLANDS

It is my distinct honour to be before you this evening to address you on the occasion of CXC Regional Awards Ceremony 2010. I believe that my fellow awardees have the same sentiments of pride and delight. These past two days in the Turks and Caicos Islands have been a memorable and unforgettable experience, one that we will cherish for our entire lives.

I would like to share with our audience, in a nutshell, what our activities have been for the past two days. We arrived in the Turks and Caicos on Tuesday evening, greeted by a live band and friendly staff who assisted us through Immigration and Customs. The drive to Beaches (Resort and Spa) was electric as we anticipated seeing this wonderful resort that so many of us had checked out on the Internet. When we arrived, we were treated to drinks and assisted by the hospitable receptionists in getting our room allocation sorted out. We were then led on a tour around the facility which left a lot of us in awe and literally dumbstruck by the luxury of the entire place. Yesterday's (Wednesday 1st December) schedule included a bus tour of Providenciales, which afforded us the opportunity to appreciate the natural beauty of the island. The blue seas continue to tantalize my mind with their tranquil turquoise hues and waves that lazily roll onto the shore. We had the opportunity to visit Clement Howard High School and interacted with the students and teachers there briefly. We also visited a cotton plantation and conch farm among other sites of interest. Today (Thursday 2nd December), we were treated with a tour of North Caicos and Middle Caicos. We visited the caves, cotton plantation and the beach and besides having so much fun, I was totally drenched by the ocean blast on the rock in the middle of the sea. We had great opportunities to interact with our friendly tour guides from the island amongst the beautiful sceneries.

These past few days have certainly been marvelous for all of us awardees. It has changed us ordinary individuals who were previously unknown to each other into lifelong friends and brothers and sisters. Personally, I will treasure the memories of this trip, with the midnight pool splashes and the early-morning tennis knock with Mr Cleveland Sam. I will particularly remember



Professor E. Nigel Harris presenting Nicolas Sammy with the Dennis Irvine Shield for the Most Outstanding Performance in CAPE

trying to interpret what my fellow awardee from Jamaica, Mr Adrian Kellyman, was saying in his deep Jamaican accent. Mr Sam has already asked for remuneration for the numerous occasions that he provided translations for me. I still find it difficult to believe that I can understand Spanish, French and other foreign languages, but I cannot understand a different dialect of my mother tongue-English.

As we near the end of this spectacular delight, on behalf of my fellow awardees, we have many thanks to give to many different persons. For the past year, and for some of us, for the past three years, the only thing we had to thank CXC for was exams. But I assure you we have more gratitude to you now. I'm actually considering

joining the CXC fan page on Facebook!

Firstly, I want to thank the Supreme, the Almighty, the most Divine, in whatever way we perceive Him. He has been a quiet, gentle and reassuring force pushing us forward each day of the journey. When we gave up hope of ever passing these dreadful things called exams, he provided us with comfort and strength, that is, the strength of determination and the strength to succeed. We give thanks to Him for giving us the extra push to reach the tops of our subject areas or categories, when in some cases, all we were hoping for was to pass!

I also want to thank my parents: Mr Chunilal Sammy and Mrs Patricia Hochoy-Sammy. They have been the steady support who have loved

Vote of Thanks delivered by Mr Nicholas Sammy

us, nurtured us and provided us with all the tools necessary to be successful thus far. My father definitely would have been proud of me today, had he been around to witness this event. Dad passed away this year in early June, whilst I was writing exams. Being a retiree, he was so dedicated to raising his last son that he used to drop me and pick me up from school everyday for the past 13 years. He saw to my every want and need with willingness despite his aging physique. My mother, being a herbalist, saw to proper nutritional supplements that helped to develop my brain. See her for further information because all I know is that I had to take so many tablets, caps or pills that I often wondered whether this was prevention or cure.

I want to thank my teachers for being so hardworking. I believe that teachers are among the most underappreciated heroes of society. They dedicate their lives to the empowerment of the future generations and the betterment of youth, a most noble task. My teachers provided me with the tools for passing these examinations and to them I am sincerely grateful. I would not have been here today without their invaluable contributions to my studies and for shaping me into the character that I

am today. I wish to pay tribute to my math lessons teacher of five years, Mrs Hassina Ramasra, who passed away five days after my dad. She was like a mother to me and her mode of instruction was so simple and easily understandable. She was a teacher for more than 30 years and she was most capable of teaching anyone and making them understand math. I wish she were still around to help me, because I am lost with the Engineering Math course in UWI.

I want to thank my friends and supporters who believed in me, even when I began to wonder whether I could manage with all these subjects. I observed how much respect they had for me and how much they admired my achievements and it humbled me. It gave me the courage and motivation to continue even when IAs (Internal Assessment), labs and projects were piling up on me.

I definitely would not be here today without the CXC team. The obtaining of the American visa was a task which without Mr. Cleveland Sam's help I don't think I would be here today. Mr. Sam has been very hospitable and ready to assist us with anything we asked of him. The

friendly staff working in the Secretariat (CXC) always smiled with us whenever we passed and happened to provide a distraction from work for them. Many of their names I still do not know, but I do know that you were definitely working hard. I want to thank the CXC team for providing us with this exclusive opportunity to vacation at Beaches Resort. This has changed my life forever!

Finally, I want to thank my friends and fellow awardees for making this an unforgettable occasion. I wish that you all continue to strive to excel as we have all seen with this experience that our excellent standards and academic discipline have reaped excellent rewards thus far. I ask that as we achieve our various accolades in our fields that we acknowledge all those that have contributed to our success, because our success is not a personal effort, but an effort of society as a collective whole. I trust that we will, in turn, return to society the fruits of its efforts because to whom much is given, much is expected.

Ladies and gentlemen, I thank you.

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Turks and Caicos:

AWARDEES' ISLAND EXPERIENCE

Sharlayne Waller

As I stepped from the tarmac into the immigration and customs room of the Providenciales International Airport, lively traditional music from a local band welcomed me. After, began the CXC's well executed plan to get us from the airport to the resort; a quick and comfortable trip including sweet treats, souvenirs, and cool water to beat the warm temperature. At the Beaches Resort in 'Provo', we were seated in the lap of luxury, with numerous pools, restaurants, and beautiful greenery. I had a feeling that the next two days would be a bit out of the ordinary.

Due to academic obligations, I had missed the initial meeting and dinner for the awardees, as well as the first island tour. So when I joined the group, I met all sixteen fellow awardees at once. Matching the names to the faces, countries and

the awards received was a little overwhelming to say the least. Over dinner and conversations, however, I became acquainted with several interesting personalities from all over the Caribbean. After a night of pool, table-tennis, Jacuzzi hopping and a rousing game of dominoes with new-found friends, I could hardly sleep, since I was filled with anticipation for the next day's activities.

Literally at the crack of dawn the next morning, we were awoken to catch the ferry to North Caicos. There, we visited a set of caves, an absolutely breath-taking beach, and a sugar plantation; all before lunch. Then, at a high school on the island, we were offered a meal of home-made patties and even a small bag of salt from the nearby salt farm. I was amazed that in just a few hours I was introduced to so much

of the island's rich culture. The tour guides and student guides were warm, friendly and eager to share facts and answer any question we had about their homeland.

Finally came the formal event; the CXC Opening Ceremony. The dancing, singing and instrumental performances were quite entertaining. I felt proud to be a member of the Caribbean family as I heard the improvements and achievements that CXC had made in the past year. We received our awards, and took many pictures with friends and family; then the long awaited ceremony came to a close. Equipped with only a few hours left before having to go our separate ways, we vowed not to waste them sleeping. Needless to say, I slept during the entire flight back to Yale, where the reality of final examinations awaited my return.

Turks and Caicos: AWARDEES' ISLAND EXPERIENCE

Ayala Bennett

The air of togetherness that permeated the three-day trip in the Turks and Caicos Islands is one that has left me with new knowledge, friendships and humble appreciation. From the moment of entry to the airport in the island of Providenciales, we were all greeted with goody bags, warm smiles and the national music of the islands. This hospitality continued until the very end of the trip, as every resident that interacted with us, whether at the gorgeously lavish Beaches Resort or outside those walls on the various tours, treated us as if we were old friends. I was particularly pleased to find that a number of persons I met hailed from my own homeland of Jamaica- 'yardies' at heart, they called themselves. The high school students who served as temporary tour guides truly brought out the convivial spirit of the islanders, and touring their own schools was a particular treat. The institutions welcomed us with banners, and one had actually provided tokens and a taste of more of the islands' exotic food. One thing is for sure-the TCIslanders love their conch the way Jamaicans love ackee.

Even if the islands were totally uninhabited, I still could have enjoyed the company of the awe-inspiring environment. Their waters were one of the most beautiful shades of blue that I have ever seen. Our visit to a private beach was a breathtaking experience for me, with its picturesque limestone features, one of which was high rising and climbable to only the brave few, who were showered with waves in the process.

It is these moments that will always stay within my heart and mind. What tied all of these elements together for me was the diverse group

of awardees that I was blessed to have been a part of. Even before I left for the trip, I was pleasantly surprised by the mix of countries that had won awards. I eventually learnt that we (Jamaicans) were the largest group of CXC awardees so far. Our encounter was truly one-of-a-kind, as we have proven how much of a melting pot the Caribbean region truly is. Though we each had our own experience, the bonds we formed are ones which I do believe we all hope to maintain for as long as possible.

"It is these moments that will always stay within my heart and mind."

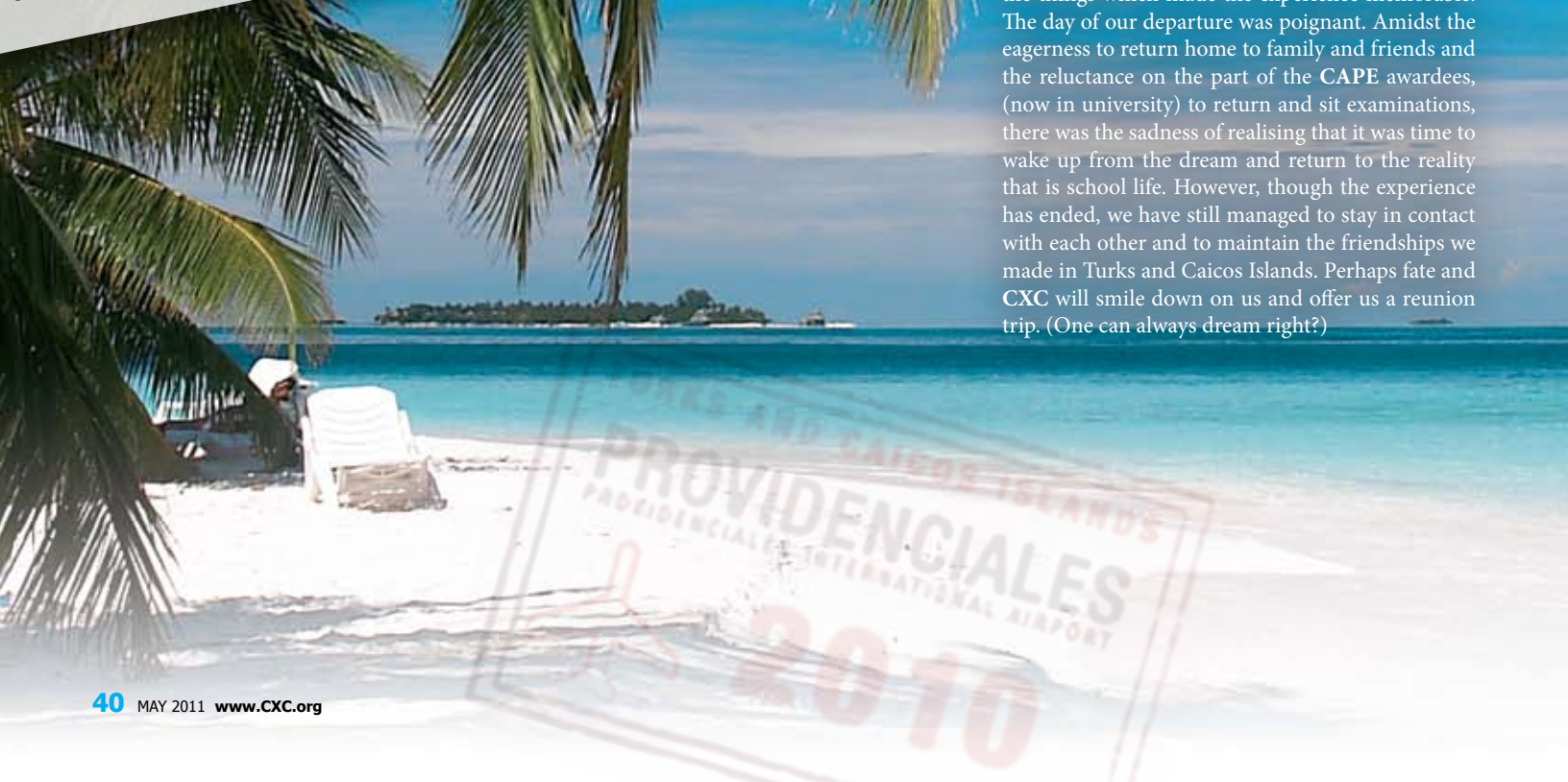


Andre Bascoe

It was like a dream, the type of dream from which you never want to be awakened. The Turks and Caicos Islands experience was indeed a surreal one. On the very first day of my arrival, I was greeted by a warm and friendly set of people who did their best to make me feel welcome. It was as if they were as fascinated by me as I was by them. Amidst the smiles and scintillating conversation, I was carried to the Beaches Hotel where the 'breathtaking' seems too simplistic a word to capture the magnificence of this hotel. I remember thinking that this hotel was like a microcosm of the world with restaurants reflecting a different cultural theme and of course a diverse and personable hotel staff. I was so impressed by the abundance of restaurants, features, activities and beauty of this hotel that it had me wondering whether there was any need to leave and visit the island any further. Of course I was wrong.

Over the next two days my fellow awardees and I visited just a few of the cultural sites that the islands had to offer such as a conch farm and one of the conch bar caves. It was indeed an enlightening experience to share a part of the Turks and Caicos Islands' culture. Even more memorable was the boat journey to Middle Caicos and North Caicos, where I was mesmerized by the picturesque and idyllic flora and fauna.

However, what I cherish the most about my experience in 'Provo' is the friends I made. From our first meeting until the day we left, it was nothing but fun. The dinner conversations, the late night swimming ventures and even the humorous attempts to understand each other's dialect were some of the things which made the experience memorable. The day of our departure was poignant. Amidst the eagerness to return home to family and friends and the reluctance on the part of the CAPE awardees, (now in university) to return and sit examinations, there was the sadness of realising that it was time to wake up from the dream and return to the reality that is school life. However, though the experience has ended, we have still managed to stay in contact with each other and to maintain the friendships we made in Turks and Caicos Islands. Perhaps fate and CXC will smile down on us and offer us a reunion trip. (One can always dream right?)



Turks and Caicos's: AWARDEES' ISLAND EXPERIENCE

Dorien Villafranco

Being told that I received Grade Is in all of my 15 subjects was at first unbelievable. I think it was not until I had received the actual preliminary results slip that I even pondered on it being true. Even more so when I received a call saying that I was the top student in the region for the CSEC examinations. I've always heard of the yearly ceremonies held in honor of the region's top CSEC and CAPE students, and year after year I watched as Queen's College of Guyana walked away with the top performances in the CSEC examinations. Never would I have thought that one day it would be me, and I'm sure it was a surprise to all when it was announced that the top student in CSEC came from, of all places, Belize.

The next day, it all came so fast; calls from all over the country; family and friends congratulating me, and the omnipresent media requesting interviews. I've never fancied attention, and frankly, I was a tad bit annoyed at it for flooding my day unnecessarily. Regardless though, I embraced all the interviews that day with cheer. It wasn't until on my way home that day that I began to understand that this achievement entailed not only personal bliss, but it was an achievement for my country. At that time, I remembered the press release sent out by CXC. The first line read, 'For the first time a student from Belize is the Most Outstanding Overall in the Region in the CSEC May/June Examinations.' Regardless of what came after or who this student was, this was a first for my nation - a moment to be cherished, and honoured.

Later that week the details kept rolling in, and I learnt that I was to be flown out to Turks and Caicos Islands for the Regional Awards Ceremony. Though I was ecstatic about the all-expenses-paid trip being afforded to me, I was a bit worried about missing school. It was September, and I eagerly awaited the end of November.

November came, and naturally, my mother decided she would accompany me on the trip. Her level of excitement seemed to rival mine. We parted ways in Miami though, as she stayed to wait on other family members who would be attending the ceremony. As I boarded the plane to Turks and Caicos, I realized that it would be the first time I would be visiting another country in the Caribbean. Ironically, my years of travel never took me through my own backyard. As we approached the island, I was viciously reminded that I was in the Caribbean. On descent, the airplane experienced constant turbulence. As an aeronautical enthusiast, I fully appreciated the breaking of the air's laminar flow over the wing, and the pilot's use of the spoilers to bring it back into streamline; others held on to their seats in terror.

As soon as we landed in Turks and Caicos, the warmth and hospitality of the island overwhelmed me. Normally, immigration and customs are a hassle at any port of entry, but for me and my counterpart from St. Kitts and Nevis, it was a walk through the airport - literally. We had our own line, which seemed stunning, as there were scores of people in the other lines. After clearing immigration, we were greeted by a school girl. She welcomed us to the island and presented us with a bag filled with magazines and other souvenirs from the island. We then identified our luggage, and were whisked away to Beaches Resort.

The resort itself seemed like another city and the massive area that it covered brought awe and wonder. The beautiful and diverse architecture was one to be rivaled. It reminded me of the descriptive essays we wrote in class, and I thought to myself that this place surely needed its own. Ms. Hamilton, the awardee from St. Kitts and Nevis and I were the last to arrive that day. We met the others at dinner that night. As I glanced around the table, I could see the contingency from each nation - the Trinidadians,

the Jamaicans, and amidst all of them there was the Belizean. Up until that night, until we had learnt each others' names, I was referred to as Belize; the single most distinguishing feature that I proudly radiated.

The next morning, we explored the aquatic wonders of the water park at Beaches. It was a welcomed moment of relaxation from the grueling Physics I had left back home. For the remainder of that morning, we enjoyed most of what Beaches had to offer; it was too much to do in one day. Later that afternoon, we took a tour of the main island Providenciales. All the awardees, along with Mr Cleveland Sam and our very own tour guides from the island, visited a local conch farm, a high school, and a cotton plantation. All of these experiences were thrilling and exhilarating. I find it hard to affix the term, 'bookworm' to any of these individuals. The couple days that I spent with the awardees were pure enjoyment. The tours were always filled with constant conversation, jokes and an overall vibrant atmosphere.

The following night the moment we were all here for finally came. As I walked into the brightly lit room, the precepts of formality, prestige, and honor quickly descended upon me. As each of us was called up to receive our respective award, I could see the pride that embodied the toil and struggle behind each achievement. Though this was our moment of bliss, that night was the last we shared together.

These couple of days spent with the awardees passed quickly, too quickly in my opinion, but I'm sure that we all produced memories that will last a lifetime. I must say that I am greatly honored to have shared such a wonderful experience with such wonderful people. However short our time was with each other, we have formed bonds of friendship that will not be broken by the hands of time nor by the distance that separates us.

“It was like a dream, the type of dream from which you never want to be awakened.”

Jonelle Humphrey

I was all at once ecstatic, stunned and in a state of disbelief when my principal announced at my school's awards ceremony that I had topped the region in Humanities. The preparation process for the CAPE examination was grueling and frustrating at times and I was relieved that all my hard work had paid off immensely. I was thrilled to hear that the awards ceremony would be held in Turks and Caicos Islands, as I had never visited before.

On arrival, we awardees were greeted with much "pomp and circumstance" at the airport, where we received souvenirs and tasty treats. Immediately, the wonderful spirit of benevolence and camaraderie of the people of Turks and Caicos was evident to us all. We were treated by CXC with the opportunity to stay in the magnificent Beaches Resort and Spa, where the warmth of the staff added to the atmosphere of comfort. The scenery was gorgeous and the hotel had so much to offer, including fabulous cuisine, live entertainment and water sports, that every moment was simply amazing.

The scheduled tours were both fun and extremely educational. However, as a history fanatic, I must say that personally, the visits to the ruins of the Cheshire Hall and Wade's Green Plantations were the best moments for me. It truly brought the experience of reading from my history textbooks to life, which was quite exhilarating. The most enjoyable aspect of the tours for me as well, was the chance to interact, not only with my fellow awardees from different Caribbean islands, but also with students from Turks and Caicos Islands. We found many things that we had in common and it fostered in me a sense of regionalism instead of only devout nationalism.



The awards ceremony itself was absolutely spectacular. The cultural performances and musical renditions were highly entertaining. Wise words of wisdom were offered to us during the trip and at the awards ceremony itself by various members of the Caribbean Examinations Council. We awardees were reminded that even though we had all achieved great success, it was not the time to become nonchalant about our educational goals. We were encouraged to keep striving and persevering to reach even higher heights and to never throw in the proverbial towel when challenges arise. Indeed, I must thank CXC for the monetary prizes and informative literature that will aid us all in our educational pursuits.

Ultimately, this experience will forever be engrained in my memory and I am sure my fellow awardees would say the same. Even though we were only together for a short time, we formed a lasting bond and I am positive that we will maintain lifelong friendships. I commend CXC for all its hard work, but also for having the foresight to conduct such ceremonies to celebrate the achievements of the region's youth. It truly inspired me and I am positive that it has and will continue to inspire other youths to work hard.

Thank you CXC for the memorable, fantastic, fun filled trip you provided for the awardees, to the Turks and Caicos Islands!

“I know that the strength of the bonds formed at Turks and Caicos will transcend the geographical boundaries of our respective countries, and will withstand the test of time.”

Turks and Caicos: AWARDEES' ISLAND EXPERIENCE

Aston Hamilton

Over the period 30 November to 3 December 2010, courtesy of CXC, I had the most esteem pleasure of calling Beaches by Sandals Resorts in Turks and Caicos Island my home. Firstly, I must thank CXC, for affording me my first opportunity to visit Turks and Caicos Island, and Mr Cleveland Sam for all the guidance during the period prior to and during my stay in TCI. He was my liaison with CXC, always ready to answer my questions, and he never failed to provide entertaining discussions at dinner about our different cultures, as he marvelled at some of our more questionable practices.

Arriving at Providenciales International Airport, I was witness to the immense energy of the islanders, being greeted by a festive entertaining band, and a friendly group of students who welcomed me to the island. My experience only got better after I arrived at the hotel, where I thoroughly enjoyed all the scrumptious meals and late night swims in the pool and Jacuzzi, with the new friends I made from all across the Caribbean. My friends also allowed me to experience some of the cultures of my neighbouring islands in a way no book could, as we shared our variations of English creole, and compared our accents, trying to convince each other that they were the ones who spoke the fastest. So enjoyable was their company that I never went to bed any earlier than 1:00 am while I was there, not realizing how detrimental it would prove, when the time came to study for my exams three days after I returned home, but never regretting it.

The tours of the island were very informative and I enjoyed the company of the jovial and friendly tour guides, with whom I also became close friends for the duration of my stay and after I returned home. I must take my hats off to the staff of Beaches by Sandals Resorts as their ever welcoming attitude and their willingness to assist in any way they could, only made my experience in Turk and Caicos more appealing.

I know that the strength of the bonds formed at Turks and Caicos will transcend the geographical boundaries of our respective countries, and will withstand the test of time. I am now a firm believer that nobody should know their neighbour's yard before knowing their own back yard, and I most sincerely thank the Caribbean Examinations Council, for affording me the wonderful opportunity to experience my first vacation on another Caribbean island.

Ajesh Raghunathsingh

I could not have received a more pleasant call one Thursday morning as I was making my way to class. This call was most surprising. My teacher had called to congratulate me on topping the Caribbean in Environmental Science. I immediately felt an intense bolt from the blue. This news made my day, and even the entire week very special. It was the cause of great joy and pride to my teachers, families and friends.

This brought about a sequence of events in the following weeks, which would lead up to a trip to Turks and Caicos Islands. I had never travelled before, and I had to obtain a passport and a United States visa. I would like to express great thanks to my teachers from ASJA Boys College, Mr Cole and Mr Sam for their hard work and time expended in helping me obtain these necessary items.

Before I knew it, I was leaving on a plane for Miami. This was my first time travelling in an aircraft and it will be certainly treasured. I must emphasize that I will always remember how enormous, interesting but tiring Miami airport is.

On arrival at Providenciales International Airport, my colleagues and I were shocked at the amusing performance put on by the locals. It was very enchanting. Furthermore, the welcome

to the Beaches Resort was also ecstatic. The tour given to us by 'Sponge-Bob' was very entertaining and special. I was totally amazed at how creative and gorgeous this resort is. Additionally, the food served was extremely scrumptious and its layout was perfect. This island is truly unique and the presence of cotton plantations, bat caves, slave plantations, blue-water beaches add to its attraction.

The award ceremony itself was extraordinary and action packed. The cultural performances were exceptional. I must say hats off to the organizers of the ceremony for planning it so systematically. It contained the perfect blend of activities to end our vacation there. The awards (plaques) themselves are exquisite and truly represent a mark of integrity.

This Turks and Caicos trip certainly had a positive impact and encouraged me to strive further towards excellence. I am sure all the awardees had a renewed sense of encouragement and dedication towards their academic studies. My entire experience was like a miraculous dream!





CXC AND PARTNERS REWARD STUDENTS FOR EXCELLENCE

CXC in conjunction with its partners have been rewarding candidates for outstanding performances in the May/June CAPE and CSEC examinations.

Over the last five months, students from several Caribbean islands have been adding silverware to their cabinets as a result of their hard work and subsequent good results achieved in the examinations.

CARDI Award for Outstanding Performance in Agricultural Science

The Caribbean Agriculture and Research and Development Institute (CARDI) has partnered with CXC to offer an award to the Most Outstanding Candidate in Agricultural Science in the region.

The winner of the award for 2010 was **Sarah Khemraj** of New Amsterdam Multilateral School in Guyana.

United States Embassy/CXC National Award for Outstanding Performance in CSEC

The United States Embassy in Barbados and CXC have partnered to offer awards to the Most Outstanding Candidate in Barbados and the Organisation of Eastern Caribbean States served by the embassy. The following are the recipients of the awards for 2010:

Antigua and Barbuda

Shauna Abdouche of Christ The King High School won the award with 13 Grade Is. She achieved Grade I in Biology, Chemistry, Economics, English A, English B, Food and Nutrition, Geography, French, Information Technology, Mathematics, Physics, Principles of Accounts and Principles of Business.



Dr Brent Hardt US Embassy Charge d'Affaires for Barbados and the Eastern Caribbean presenting Israel Carr of the St Vincent Grammar School with the CXC/US Embassy Award for outstanding performance in CSEC for St Vincent and the Grenadines



Mrs Susan Giles, Senior Assistant Registrar of Examinations Administration and Security Division presenting Jason Gaskin of Harris College with the CXC/US Embassy Award for outstanding performance in CSEC for Barbados. Mr James Goggin (R), USAID Director at the US Embassy in Barbados presented him with a grant. Jason's father is at left.

Barbados

Jason Gaskin of Harrison College won the award for Barbados with eight Grade Is and one Grade II. He achieved Grade I in Biology, Chemistry, English A, English B, Information Technology, Mathematics, Physics and Spanish and Grade II in Caribbean History.

Dominica

Liam Rolle continues the domination of this award in Dominica by St Mary's Academy students. Liam achieved Grade I in nine subjects – Biology, Chemistry, English A, English B, French, Information Technology, Mathematics, Physics and Principles of Accounts.

Grenada

Carla Stroud of Westmoreland Secondary School took the award for Grenada with 10 subjects, eight Grade Is and two Grade IIs. She achieved Grade I in English A, English B, Geography, Integrated Science, Mathematics, Principles of Business, Social Studies and Spanish; and Grade II in Information Technology and Office Administration.

St Kitts and Nevis

Amanda Greene of Washington Archibald High School won the award with eight Grade Is and one Grade II. Amanda achieved Grade I in Caribbean History, Chemistry, English A, English B, French, Information Technology, Mathematics and Spanish and Grade II in Geography.

St Lucia

Jermia Joseph of Vieux Fort Comprehensive Secondary School copped the award for St Lucia and broke the stranglehold of St Joseph's Convent on the award since its inception. Jermia achieved Grade I in 11 subjects: Agricultural Science, Biology, Chemistry, English, Integrated Science, Mathematics, Physics, Social Studies, Spanish, Human and Social Biology and Electrical and Electronic Technology.

St Vincent and the Grenadines

Israel Carr of the St Vincent Grammar School gave the school its second consecutive award, following Gregory Tuayev-Deane last year. Israel achieved Grade I in Biology, Chemistry, English A, English B, French, Geography, Information Technology, Mathematics, Physics, Principles of Business, Social Studies and Spanish.

The Eric Williams CAPE History Prize

This award was introduced in 2008, in honour of the former Trinidad and Tobago Prime Minister, the late Dr Eric Williams, who was a world-renowned historian. The award is donated by the Eric Williams Memorial Collection and is for the Most Outstanding Candidate in CAPE History over his/her two years of study. The recipient is required to achieve Grade I in both Units of CAPE History.

The 2010 recipient was **Renice Henry** of St Jago High School in Jamaica. Renice achieved Grade I in History Units 1 and 2, all with As in the Module grades.

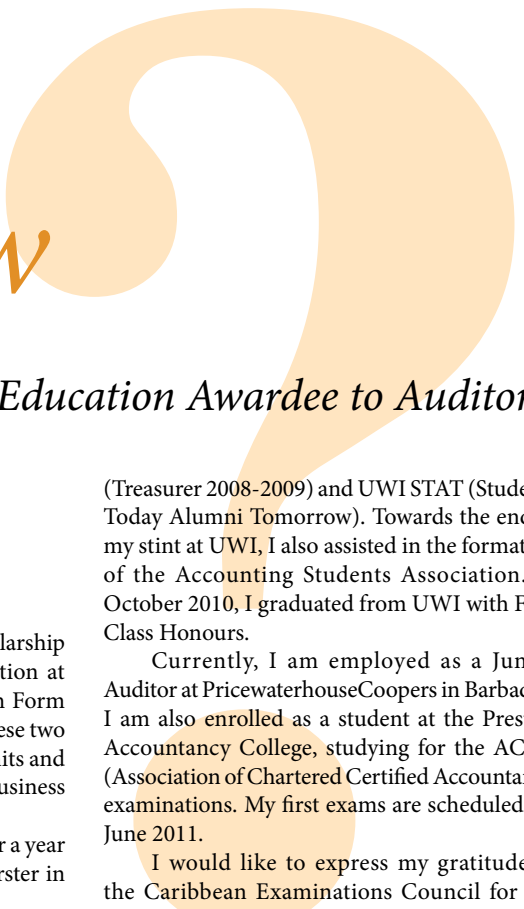


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Where are they now

From CSEC Business Education Awardee to Auditor



KIMALA SWANSTON

*2004 Regional Top Awardee
in Business Education
St Kitts and Nevis*

After receiving the CXC/UWI Scholarship in 2004, I chose to continue my education at the Charlestown Secondary School Sixth Form College for another two years. During these two years, I wrote and passed eight CAPE Units and received the CXC Associate degree in Business Studies in 2006.

After sixth form college, I worked for a year as an Audit Assistant at Pannell Kerr Forster in Nevis.

In September 2007, I attended UWI Cave Hill Campus to pursue a BSc degree in Economics and Accounting using the CXC/UWI Scholarship. At UWI, I was able to meet up with fellow 2004 awardees Kamal Wood and Donrick Slocombe. During my three years at UWI, I was involved in Clubs and Societies such as the St Kitts Nevis Students Association

(Treasurer 2008-2009) and UWI STAT (Students Today Alumni Tomorrow). Towards the end of my stint at UWI, I also assisted in the formation of the Accounting Students Association. In October 2010, I graduated from UWI with First Class Honours.

Currently, I am employed as a Junior Auditor at PricewaterhouseCoopers in Barbados. I am also enrolled as a student at the Prestige Accountancy College, studying for the ACCA (Association of Chartered Certified Accountants) examinations. My first exams are scheduled for June 2011.

I would like to express my gratitude to the Caribbean Examinations Council for the opportunity they afforded me and I wish to encourage all students writing both CSEC and CAPE to put their best efforts into everything that they do, whether it is the assessments, practicals or the written examination. Remember, "A good education is no longer just a pathway to opportunity, it is a pre-requisite" (Obama, 2009).

Accountant Aiming to be an Entrepreneur

DONRICK SLOCOMBE

*2004 Regional Top Awardee
in TECH/VOC Education
Grenada*

At the time when I got the news that I had won the CSEC award, I had freshly begun my tertiary education at the TA Marryshow Community College. After two years of work and dedication I graduated with my Associate degree in Business Studies and three CAPE subjects - Mathematics, Accounting, and Management of Business.

Upon graduation in 2006, I left for Barbados to pursue a Bachelors of Science in Accounting at the University of the West Indies, Cave Hill Campus. I must say this was a wonderful experience as it afforded me the opportunity to meet persons from the different Caribbean islands, USA and Africa. On rear occasions I was known to represent my school in extracurricular activities, but as history would have it, I decided

to deviate from the norm and was given the chance to represent Cave Hill in the UWI First Caribbean International Bank case analysis competition. Although team Cave Hill placed second overall, we won best case analysis. In May 2009 I completed the last of my examinations and in October of that year I graduated with First Class Honours.

After leaving Cave Hill, I went back to my homeland, Grenada and I am currently the sole accountant at a marina. It's tiring and frustrating at times, but what job in life isn't; after all it's people we are dealing with. But the triumph and the acknowledgement of a job well done makes it all worth the while.

As it stands today, I am preparing to begin ACCA, after which I am looking to do my Masters. My optimum goal is to start my own business and I know with God's help and direction, this will one day be a reality. I encourage everyone to think big and above all put God first.





So I say "let's plan our vacation" & suddenly everyone's on [liat.com](#) My wife announces she'll


[liat.com](#) a nice hotel near restaurants 

& shopping malls  (must hide credit card)

The kids want to [liat.com](#) fun activities. 

Since someone has to be the sensible one, I'll

[liat.com](#) flights,  our travel insurance

& a car. (Well...sort of sensible  LOL)

[liat.com](#) (wwwwhat else do you need?)



English B Records Good Results for First January Sitting

English B was offered for the first time at a January sitting of the Caribbean Secondary Education Certificate (CSEC) examination 2011.

Sixty-one per cent of the candidates who offered for the examination achieved Grades I – III, the acceptable grades at CSEC.

Of the 820 candidates who took the examination for the first time, 50 per cent of them performed at the higher grade levels. Twenty-four and a half per cent of the candidates achieved Grade I and 24.63 per cent achieved Grade II.

Reporting on candidates' performance, the Examining Committee noted that performance on the Drama Profile was the most satisfactory, while the Profile testing Poetry appreciation was lacking.

OVERALL PERFORMANCE

Overall performance in the January sitting this year declined marginally when compared with that of 2010. Forty-nine per cent of entries achieved Grades I – III, compared with 51 per cent in 2010.

Office Administration returned the best performance with 77 per cent of the 1,933 candidates taking the subject achieving Grades I – III. This was a significant improvement on performance in 2010 when 51 per cent of the entries achieved acceptable grades. The improved performance has been attributed to the better performance on Paper 03, the case study.

Social Studies also recorded improved performance this year with 70 per cent of entries achieving acceptable grades. This compares with 64 per cent in 2010.

Social Studies was followed by Principles of Business with 62 per cent of entries achieving Grades I – III, compared with 48 per cent last year. Although there was improved performance, the Examining Committee reported that candidates continue to underperform in Profile 3, The Business Environment, and urged teachers and students to stay up to date with developments in business and the business environment.

SCIENCES

Of the three Natural Science subjects offered, performance improved in Biology and Physics and declined in Chemistry. There was a 17 per cent improvement in Biology with 56 per cent of entries achieving acceptable grades, compared with 39 per cent in 2010. Performance in Physics saw an 11 per cent improvement with 49 per cent of entries achieving acceptable grades this year compared with 38 per cent last year.

Chemistry saw a 10 per cent decline on performance this year compared with last year. This year 30 per cent of entries achieved Grades I – III compared with 40 per cent in 2010. The Examining Committee noted that the number of candidates taking Chemistry more than doubled this year when compared with last year. This year, 1396 candidates sat the examination compared with 566 candidates last year.

In addition, the committee noted that this was the first January sitting in which optional

“The Committee noted, as in previous years, that Problem Solving and Programming, and Database Management are the areas where performance was poor.”

English B Records Good Results

questions were not included on the Paper 02, and performance on this paper declined when compared with last year. In addition, the new compulsory topics were not adequately handled by most candidates.

This was the first January sitting for the revised Information Technology syllabus and performance was less than satisfactory. Of the 800 candidates who wrote the examination, 31 per cent achieved acceptable grades.

“It is likely that a significant number of candidates who would have entered for the Technical Proficiency in previous years took this examination but were not sufficiently well prepared for the demand of certain sections of the syllabus, including Problem Solving and Programming, and Database Management.” This is the view of the Examining Committee in explaining the performance.

The Committee noted, as in previous years, that Problem Solving and Programming,

and Database Management are the areas where performance was poor.

ENGLISH AND MATHEMATICS

Performance in English A remained the same, however, performance in Mathematics declined when compared with last year.

Fifty-four per cent of entries achieved acceptable grades in English A both this year and last year. There was also improved performance at the higher grade levels, with nine per cent of entries achieving Grade I and 17 per cent achieving Grade II.

Thirty-seven per cent of candidates who took Mathematics achieved acceptable grades. This was down from 45 per cent in 2010. The revised syllabus for Mathematics was tested for the first time at a January sitting this year. The Examining Committee reported that performance in Transformational Geometry continued to be less than satisfactory. It was also

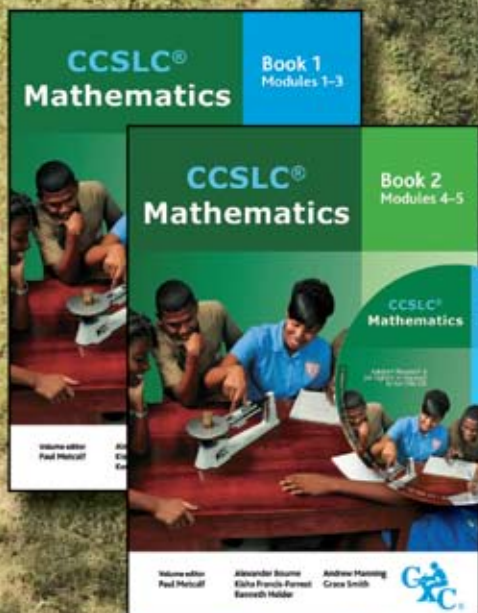
noted that of the 13,702 candidates who entered for Mathematics, less than 15 per cent of them were private candidates.

ENTRIES

Both candidate and subject entries declined this year compared with 2010, which was a unique year with significant increases from Trinidad and Tobago. This year 27,349 candidates entered for the January examinations, compared with 54,866 candidates in 2010. Subject entries declined from 76,899 in 2010 to 59,043 entries this year.

Of the candidates who wrote the January examinations, more than 55 per cent of them were 19 years and older and 11 per cent of them were 18 years and older. This emphasises the fact that the January sitting is used mainly by the adult population in the region.

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TRINI STUDENT AT UNIVERSITY OF WATERLOO SINGS CAPE PRAISES

"It's a great resource for students going to university. It's also an opportunity to try new subjects and to discover what you enjoy studying."

That's how **Justin Ali** views **CAPE** now.

Justin is completing his first year as a student at the University of Waterloo in Canada and he feels coming from the **CAPE** system made the transition to Waterloo a lot smoother.

Not only has **CAPE** adequately prepared him for university, it also helped him to find his passion in life - the environment.

A former student of St. Mary's College in Trinidad and Tobago, Justin originally planned to study Mathematics, but after pursuing Environmental Science at **CAPE**, he decided that is what he wanted.

"Materials covered in my Environmental Science class helped me to see how important and relevant environmental management is in today's society," Justin said in an interview for the Caribbean Examiner. As a result of the **CAPE** Environmental Science programme, Justin was inspired to pursue his tertiary education in that field along with business.

"It's exciting to be in a programme that will allow me to make a difference and even change the world," Justin said.

Though Justin's high school and university experiences are different, there are a few similarities. Some of the material covered in his **CAPE** Biology, Caribbean Studies, Chemistry, Communication Studies and Environmental Science classes were repeated and expanded upon in his introductory courses at university. As a result he immediately felt more confident and university became a lot less intimidating, he said.

The skills developed in Internal Assessment required for all **CAPE** subjects are also now benefiting Justin at the University of Waterloo.

In one of his university courses, Justin was required to write a paper on bush fires using at least 15 different sources. Because he'd completed similar tasks in high school, he already had experience researching key topics, writing bibliographies, referencing the source of his research and combining his thoughts together in large essays. This made his assignment a lot more manageable.

Like most first-year students, coming to university presented a few surprises too. In high school, Justin's teachers were very involved in his success and the success of his classmates. They provided everyone with handouts and material to emphasize the key points discussed in each class. In contrast, university focuses on independent learning. You're responsible for your own success. Justin has found that his success depends on good notetaking and listening skills. Having good class notes, which also function as study material for midterms and final exams, is about learning how to pick out the most important points from each lecture.

The school year is also different. At Waterloo, you take five subjects per semester and each semester consists of 13 weeks of classes plus final exams. Justin found that his high school and university workloads were similar, but everything - papers, midterms, presentations and final exams - came a lot faster. To manage, he carefully assigns time to complete required readings, essays, group presentations and research. Time management is critical at university!

Entering university is an exciting and challenging time for students. For Justin, **CAPE** gave him the skills and experience to approach university with confidence. **CAPE** not only introduced Justin to Environmental Science, the course that helped him find his passion, but it also gave him the skills and a foundation that led to his success at the University of Waterloo.

Improving his time management skills also allows Justin to maintain a healthy and balanced lifestyle. Along with his school work, he still has time for the things he enjoys most - playing video games, hanging out with friends, going to the gym, and being a part of the University of Waterloo Dragon Boat Team. Justin also makes time to play the guitar and has even performed for an audience at a coffee house hosted in residence.

Reflecting on his experiences in **CAPE** and as a first-year university student, Justin has some good advice for current **CAPE** students.

He suggests that students try different topics and see what they enjoy most. He also encourages students to practice their note-taking skills.

"It's essential that you take good notes of what you learn in lectures so that you have something to study from," he explained. He added that it is also important to work on your listening skills, "lectures can be up to three hours and it's important that you're able to focus on what your professor is saying."

The Trinidadian student also wants Caribbean students "to have confidence that once you got through **CAPE** you'll be ready for the work to come in university. At first it may seem scary because there is less time, but you'll realize it's the same type of work you've been doing."

Justin's major is in Environment and Business and he plans to pursue a career in Environmental Management.

He is among 145 Caribbean students studying at the University of Waterloo and currently has an 80 per cent average.

University of Waterloo offers transfer credits for **CAPE** courses. *More details are available at <http://findoutmore.uwaterloo.ca/admissions/transferecredits.php>*

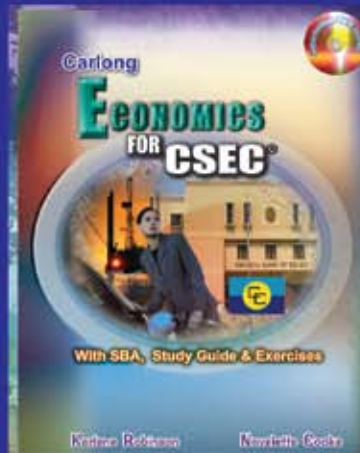
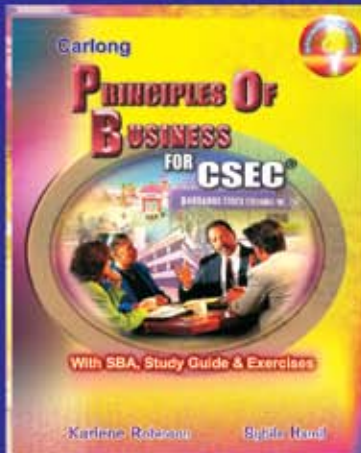
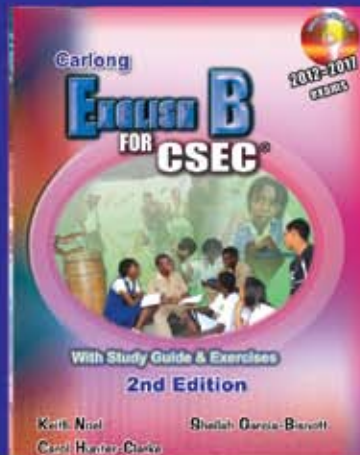
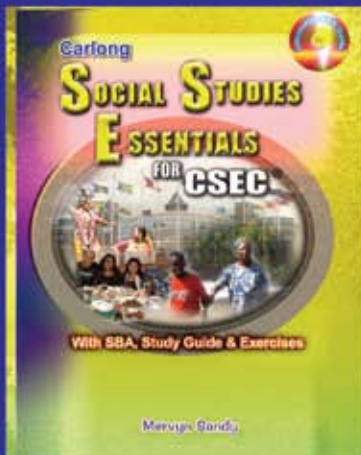
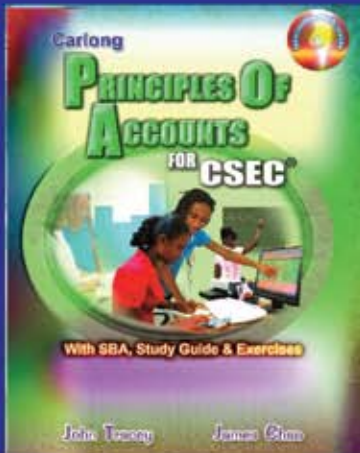




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Head of IT and HR AMONG NEW APPOINTMENTS

“As CXC moves to becoming a world-class organization, it is important that we recruit the region’s best minds to assist the Council in that transformation”

The Caribbean Examinations Council (CXC) appointed two heads of divisions with effect from 1st February 2011, and a new Assistant Registrar in the Examination Production and Examinations Division.

Mr Rodney Payne is the new Senior Assistant Registrar - Information Systems Division (ISD), and **Mr Verieux Mourillon** the Senior Assistant Registrar - Human Resources Division.

Mr Rodney Payne is no stranger to the Council. He joined CXC in 1998 as Network Administrator and acted in the post of Senior

Assistant Registrar in the Information Systems Division when the position became vacant in 2009.

Over the last 18 months, Mr Payne has successfully spearheaded the Council’s thrust to an IT-intelligent organization.

Mr Payne, a national of St Vincent and the Grenadines, holds a Masters degree in Electrical and Computer Engineering from the University of Victoria, Canada and a Bachelor of Science degree in Electrical Engineering from The University of the West Indies, St Augustine Campus, Trinidad.

He has also completed several Information Technology professional qualifications including Microsoft Certified Systems Engineer (MCSE) in 2005, ITIL V3 Foundations in 2009 and the Certified Information Systems Security Professional (CISSP®).

Mr Verieux Mourillon, a national of Dominica, is a Chartered Fellow of the Chartered Institute of Personnel and Development (UK), has over 20 years experience in the field of human resources.

Mr Mourillon most recent appointment was Executive Manager, Human Resource and Organisational Development at the National

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Rodney Payne

Bank of Dominica Ltd. He also worked as Director of Human Resources at the Eastern Caribbean Central Bank in St Kitts and Nevis.

Mr Mourillon has also worked as a consultant in the areas of change facilitation, partnership and team building, leadership and management development and overall human performance development.

He has served the region in several capacities, including Chairman of the former OECS

Regional Training Board, a member of the CARICOM Regional Advisory Committee on Technical and Vocational Education and more recently as Assistant Secretary of the Eastern Caribbean Institute of Banking and Financial Services (ECIB).



Verieux Mourillon

He holds a Bachelor's degree from The University of the West Indies and a Masters degree in Training and Development from the University of Sheffield, United Kingdom.

Ms Charlotte Lewis, a Jamaican national, was appointed to the position of Assistant Registrar, Measurement and Evaluation in the Examinations Development and Production Division (EDPD), with effect from 1 November 2010.

Ms Lewis possesses a Master of Science in Measurement and Statistics from Florida State University and a Masters of Education in Language Education from The University of the West Indies, Mona Campus.

She also has a wealth of experience in the field of teaching, having worked with the students of Jamaica and at the Ministry of Education of Jamaica as Senior Test Development Officer.



Charlotte Lewis

“As CXC moves to becoming a world-class organization, it is important that we recruit the region's best minds to assist the Council in that transformation,” stated Dr Didacus Jules, Registrar of CXC. “Information technology and human resources are two central pillars of the new CXC architecture and therefore these new appointments are critical.”

All three appointees are based at CXC's Headquarters in Barbados.

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Teacher Participation in Realising January Sitting of English B in 2011

By *Cherryl Stephens and Martin Jones*

The historic first January sitting of the English B examination happily exposed a diverse range of responses expected from a population of candidates that ranged from bright, precocious 11-year olds to mature, experienced 59 year olds. These candidates had evidently relished the encounter with set texts from the current and previous syllabus cycles, and responded with the range of organisational thinking styles which they either developed naturally or were schooled into. The first January sitting of English B in 2011 is, in part, the result of an exciting process of teacher involvement in the Council's Syllabus Review/Maintenance process, and the Council's active, sensitive and professional response to the often conflicting calls by stakeholders for change.

Political action in response to parent representations regarding the use of 'obscene' language in selected texts, persistent representation by National Association of Teachers of English (NATE) of Jamaica to include a selection of short stories in the list of Prescribed Texts to be examined and the need to indicate the next two cycles of texts prescribed to be examined from 2012 -2014 and 2015-2017 were among the issues that activated the Council's established Syllabus Review/Maintenance process. In addition to the collection of quantitative and qualitative data to

inform the review of the Caribbean Secondary Education Certificate (CSEC) English Syllabus, a Review Committee consisting of three practising teachers and representatives from Ministries of Education, tertiary institutions, curriculum and measurement specialists resulted in the:

- (i) formalisation of a clear set of literary and educational principles by which literary text selection would be guided;
- (ii) re-examination of the relationship between the disciplines of Language and Literature in the context of an integrated syllabus;
- (iii) reintroduction of the comparison of two short stories as an option in Profile Dimension 3, Prose Fiction, and the consequent changing of the prose questions from a comparison of two novels to questions on a single text to ensure parity in the assessment of the three Profile Dimensions;
- (iv) correction of the historical disadvantage against English B by initiating the January sitting for English B from 2011;
- (v) hosting of Regional Teacher Orientation Workshops to update, refresh and empower teachers to implement the revised syllabus;
- (vi) creation of the electronic "Newsletter for Teachers of English in the West Indies" as a direct consequence of the felt needs of teachers participating in the workshops, to foster the tradition of teacher sharing and validation of their personal and professional experiences;
- (vii) development of a Teacher's Guide for English B, available on the CXC website;
- (viii) creation by the 2010 English B examiners at the Jamaica centre of a series of tracks using the template of the Religious Education flyer to encourage the out of school population to pursue the first English B January 2011 sitting;
- (ix) preparation of the Examining Committee for an increasingly sensitive, complex and creative range of candidates' responses which facilitated the management of Examiners' growing inclusiveness to the different but viable responses to the texts and questions posed.

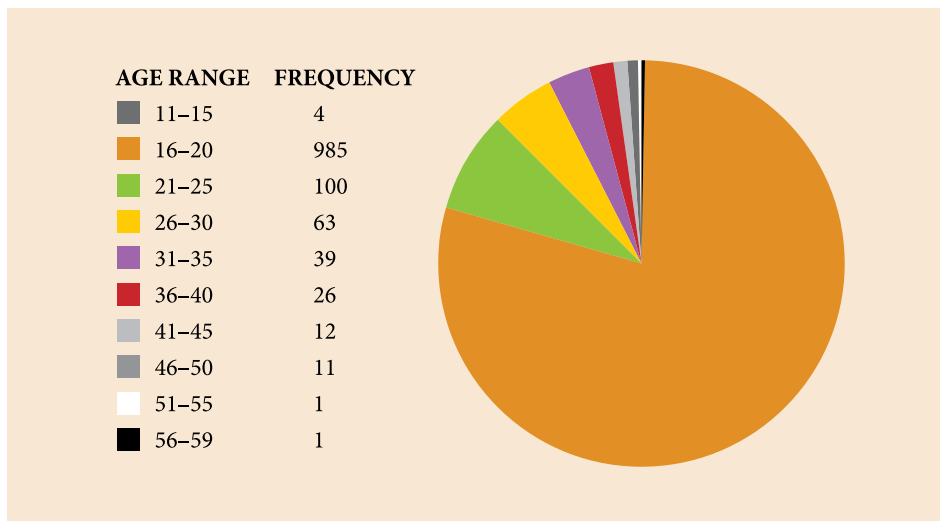


Figure 1: Age range of total population

The following figures attempt to share the unique features of the January 2011 English B candidate population and to point to issues that had to be met head on at the time of marking and grading. **Figure 1** indicates the age range of the total population of 1242 candidates who registered for the January 2011 English B examination. The population ranged from 11 to 59 years, with the majority of candidates falling within the 16-20 age range.

Figure 2 focuses on candidates who, at the sitting of the examination, were 16, 17 and 18 years of age. This cohort contributed 834 candidates out of the total registration of 1242 candidates.

Realising January Sitting of English B

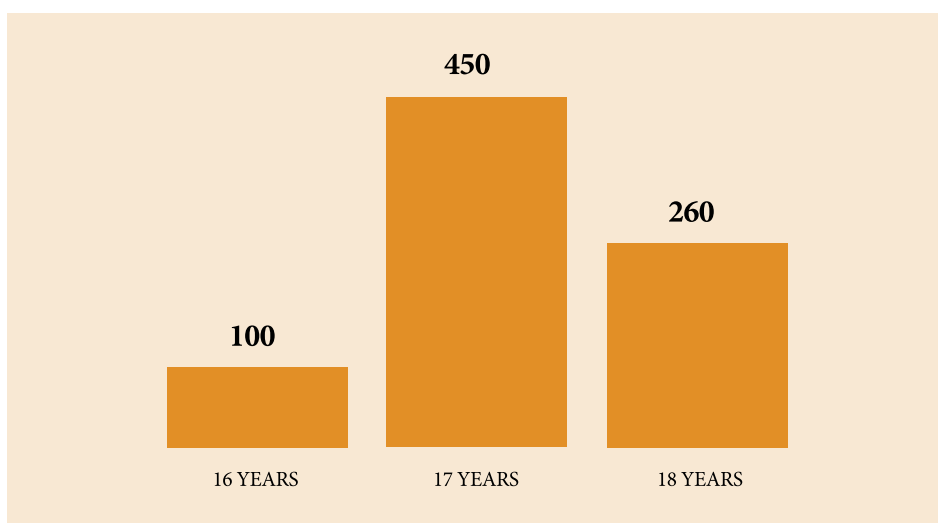


Figure 2: Candidates ages 16–18

Thirteen of the sixteen Participating Territories submitted candidates for the first January sitting of the English B examination. **Figure 3** indicates the male/female population of three selected territories, Barbados, Jamaica and Trinidad and Tobago. These three territories contributed 1067 of the 1242 candidates who registered for the examination.

With one representing the first attempt, **Figure 4** points to the number of times that the entire candidate population attempted the English B examination. It is traditionally believed that the January cohort of candidates consists mainly of persons repeating the examination to improve the grade they might have attained at the previous May-June sitting. However, 75 per cent of the population writing the January 2011 examination wrote it for the first time.

IMPACT OF COHORT ON RANGE OF RESPONSES

Some Examiners (Table Leaders) began the January marking session with the innate uncritical prejudices which attend the commitment to the study of Literature in the school environment. These assumptions had to be unpacked before a level playing field was created for the assessment of literary appreciation and understanding from post-school orientations. The approach to the study of Literature, especially as redefined in the current syllabus (CXC 01/O/SYLL 03), makes it necessary to take into account the objective conditions of the differences between the January cohort and the May-June cohort. The syllabus for examination in 2011 places more emphasis on Reader Response to texts

than the legacy of the original syllabus which adopted the thematic approach. The focus on genre relies more on the reader's interpretation of the effect of the writer's shaping of the text on him or her (pages 23-26 of the English Syllabus, CXC 01/O/SYLL 03). As readers mature, or as their perceptions and worldviews develop, their felt and reasoned interpretations to experiences change. Texts provide snapshots of experiences and literature questions invite them to respond to these experiences in viable, reasoned ways. It is, therefore, absolutely essential for the Examining Team to be inclusive in their expectations of a diverse range of responses. This is the core of the potential and challenge that this sitting revealed.

NATURE OF THE MARKING PROCESS IN ENGLISH B

Implementing a system of assessment which is genuinely responsive to the ideas, feelings and rationalisations of candidates depends fundamentally on the ability of the Examining Team to direct and monitor Examiners (Table Leaders) as they facilitate deep discussion and debate among Assistant Examiners (Markers) on the quality of the responses from different perspectives. Examiners adjudicate these discussions by a flexible application of principles drawn from the discipline of Literature appreciation, theories of creativity, as well as principles of assessment. They are able to articulate not only the broad set of principles which guide the allocation of marks but also the tensions and dilemmas that are faced in weighing the borderline responses. Examiners must also be attentive to the nuances along the range of 'poor' or 'failing' responses. It is the Examiner (Table Leader) who sets the parameters and standards for the headspace of the Assistant Examiners (Markers) at his/her table. Examiners must accept the concept of the mark scheme as a continually responsive instrument throughout the exercise, and it remains subject to expansion by even the last script marked. Marking the scripts of the January 2011 cohort was an exciting and rewarding experience of managing this process.

FUTURE PREPARATION FOR THE JANUARY ENGLISH B EXAMINATION

Unlike most of the subjects for examination under the Caribbean Secondary Education Certificate (CSEC), English B does not have a formal School-Based Assessment Component.

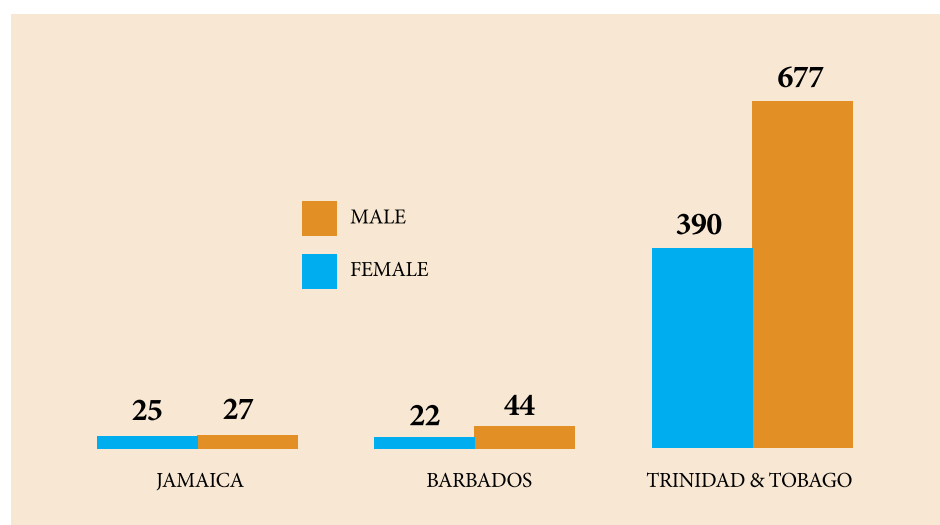


Figure 3: Candidates registered in three selected territories

Realising January Sitting of English B

The legacy of the original structure of the English B syllabus and examination in the period prior to 2006, which focused on the thematic approach and was based on two Profile Dimensions, has prevailed in schools in spite of the genre-based structure of the syllabus post 2006. In part, this accounted for the dramatic and traumatic fall in the pass rate in the years of the transition, and the undermining of the professional confidence of many teachers of English B as a consequence. This was at best, the single most valuable revelation and challenge that had to be faced at the 2009 Regional Teacher Orientation Workshops for English.

Regional Teacher Orientation Workshops for English shared with teachers appropriate and varied school-based assessment tasks which would encourage students' growing personal awareness and response to the writer's conscious shaping of the language and form of the genre to influence the readers' thoughts and feelings. Close reading of passages from set texts and concept maps and flow charts of plot, characters, themes and other elements of story structure are ideal exercises in preparation for these skills and competencies. Tracer studies among teacher trainees and other past students of CSEC English B reveal that these exercises ensure long lasting enjoyment and commitment to good literature, rather than the more popular teacher-directed dictums on where and how the themes in a text are located. Private candidates may not have been constrained by such limited guidance and this may account for the fresher, more daring, 'out of the box' responses. Notwithstanding this, future private candidates will do well to engage in a regimen and routine of close reading of the texts as they prepare for the examination. **Figure 5** illustrates the performance of candidates in the January 2011 English B examination and that of May-June 2010.

IMPLICATIONS FOR THE FUTURE

The cohort of candidates for this first sitting of the January English B examination has, therefore, paradoxically, reiterated and strengthened the challenges that must be continually faced by the Council, its staff and regional educators who remain an integral part of the assessment process, namely, the:

- (i) *formalising of the standardisation process in English B as a genuine process of listening to candidates' voices, so that each script has the potential to 'expand the mark scheme';*

Figure 4: Attempts at the examination

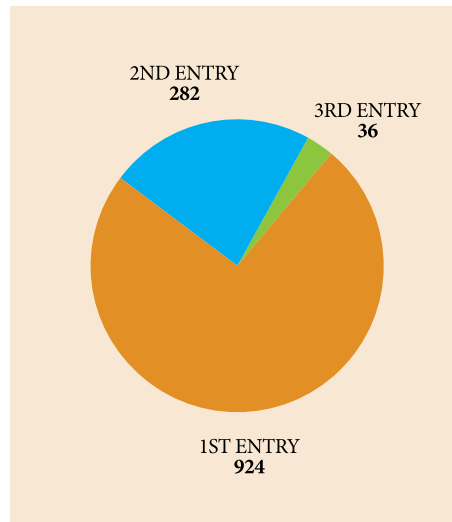
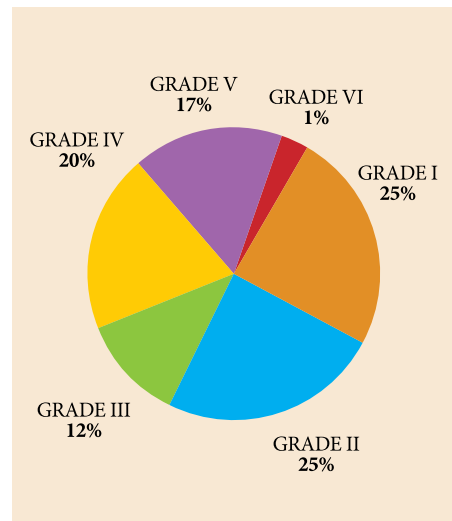
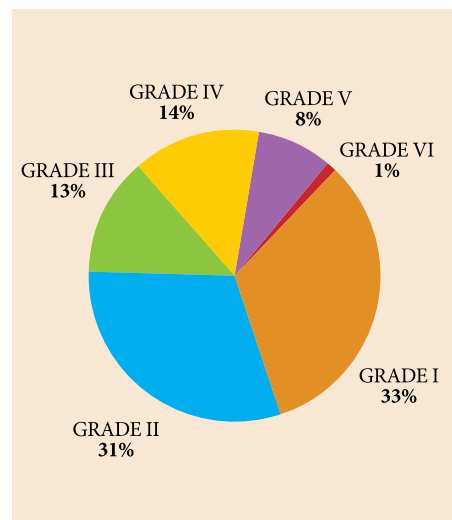


Figure 5: January 2011 Performance



May-June 2010 Performance



- (ii) *refining of the mark scheme to highlight the demands of the question - the skills and competencies expected to be displayed in response to the question as opposed to an 'answer key', a set of discrete 'points' that 'examiners are looking for';*
- (iii) *revisiting of the relationship between Literature and Language so as to ensure that the elements of imaginative thought, creative thinking, logic, clear thinking, aesthetic appreciation and moral reasoning are prioritised in English B;*
- (iv) *recognising of the creative response of candidates to the literary texts and the vast contribution of the Anglophone Caribbean to the contemporary world of letters, including non-fiction;*
- (v) *speculating about what may be expected from prospective candidates located in the Caribbean Diaspora in Europe, North America, and in an increasingly smaller world made so through Information Communication Technologies, if the Council were to realise the vision of providing access to its certification in uniquely Caribbean disciplines to the Caribbean Diaspora. English B January sitting is perhaps the best place to substantiate this initiative.*

The entire experience of administering the English B January 2011 examination encouraged us to think about other creative and exciting ways to have candidates develop and display their abilities to study, use and create language and thought for different purposes, and in ways that we have not been doing through our existing offering in English A and/or B. Maybe at a time, not too far in the future, CXC might wish to pursue the creation of a genuinely Integrated Study of Letters for school leavers, exposing them to a rigorous exploration of the structure and organisation of the exemplary written work of contemporary Caribbean thinkers as it seeks to formalise and make more attractive the process of offering its examinations extra regionally especially in the Caribbean Diaspora.

Potential candidates for the January 2012 examination must note that the prescribed texts to be examined will be the same as those used in the May-June 2011 examination.



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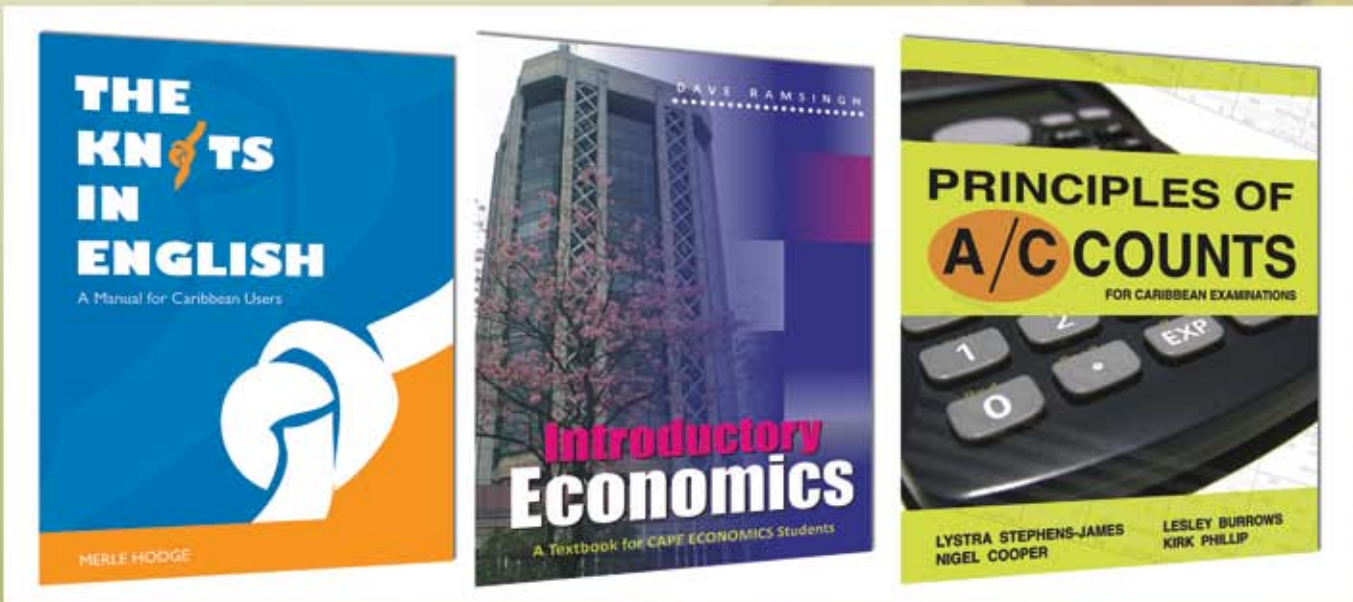
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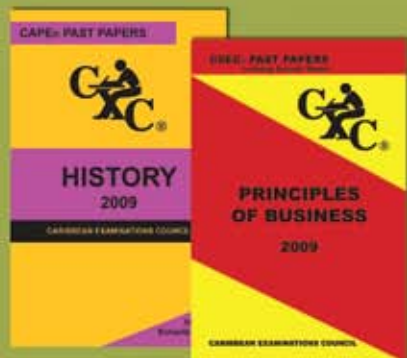
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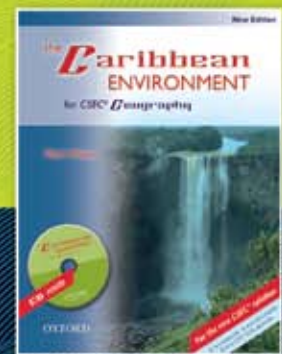
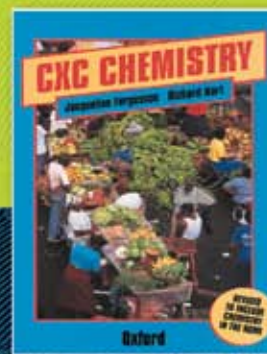
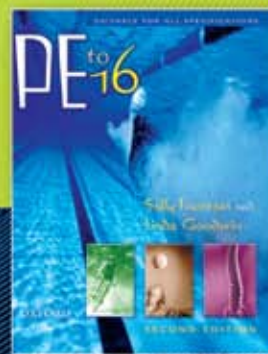
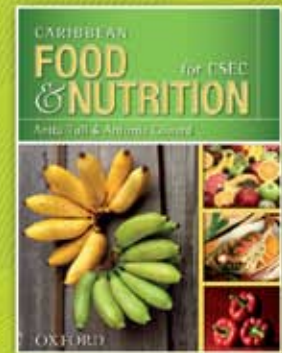
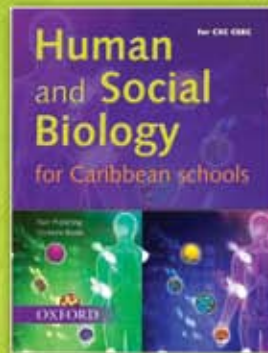
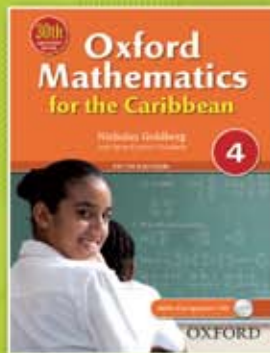
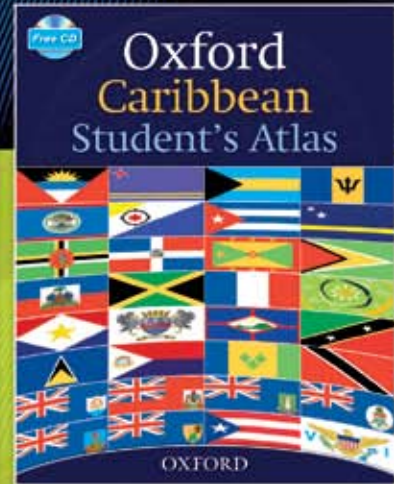
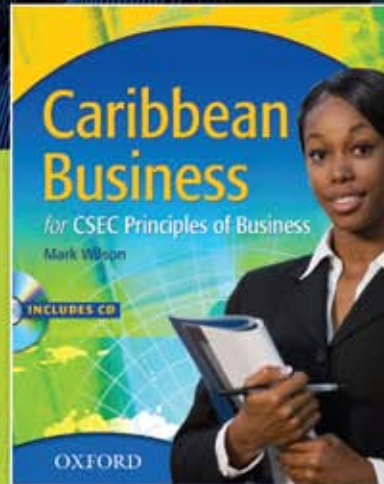
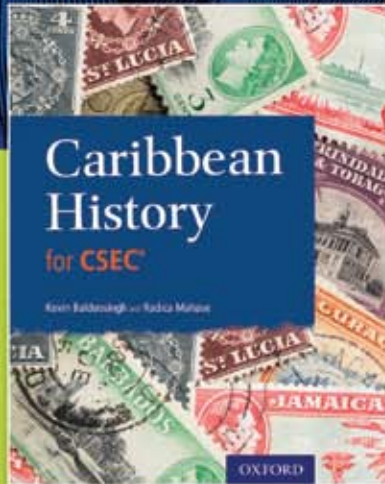
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