



# 2015/2016 ADMINISTRATIVE REPORT



NATIONAL  
TRAINING  
AGENCY

**2015/2016  
ADMINISTRATIVE REPORT**

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## PREFACE

The Administrative Report of the National Training Agency (NTA) for fiscal 2015/2016 provides a comprehensive account of the activities, engagements and successes of the Agency for the period.



Some of the achievements during the period included the development of twenty-two Occupational Standards, as well as the completion of labour market surveys in six economic sectors and five auxiliary research projects. In addition to these accomplishments, fifteen thousand, three hundred and twenty (15,320) individuals accessed the Ministry of Tertiary Education and Skills Training (MTEST) One Network for Everyone (O.N.E.) store and three hundred and fifty-nine (359) workers were certified through Prior Learning Assessment and Recognition (PLAR).

The Agency processed one thousand, five hundred and sixty-eight (1,568) full Caribbean Vocational Qualifications (CVQs), and two thousand and ninety-seven (2,097) units for three thousand, six hundred and sixty-five (3,665) candidates. In terms of the Trinidad and Tobago National Vocational Qualification (TTNVQ), two hundred and twenty-five (225) full TTNVQs and one hundred and seven (107) units were processed for three hundred and thirty-two (332) candidates.

Additionally, for the period October 2015 to September 2016, two thousand, three hundred and seventy-one (2,371) trainees were placed in the Life Skills Training Programme. Also, integrated into the NTA's efforts during this fiscal period was the promotion of Technical and Vocational Education and Training (TVET) through the Jobs and Career Guidance Services Unit.

The NTA continues to aim for increased efficiency and productivity, as well as responsiveness and flexibility, in Technical and Vocational Education and Training (TVET) across Trinidad and Tobago.

## LIST OF ACRONYMS AND ABBREVIATIONS

<b>ASJA</b>	Anjuman Sunnat ul Jamaat Association
<b>CANTA</b>	Caribbean Association of National Training Authorities
<b>CEO</b>	Chief Executive Officer
<b>CVQ</b>	Caribbean Vocational Qualification
<b>NESC</b>	National Energy Skills Center
<b>MTEST</b>	Ministry of Tertiary Education and Skills Training
<b>NTA</b>	National Training Agency
<b>OJT</b>	On-the-Job Training Programme
<b>PLAR</b>	Prior Learning Assessment and Recognition
<b>RQF</b>	Regional Qualifications Framework
<b>THA</b>	Tobago House of Assembly
<b>TTNVQ</b>	Trinidad and Tobago National Vocational Qualification
<b>TVET</b>	Technical and Vocational Education and Training
<b>TVETCC</b>	National TVET Control Centre
<b>WAC</b>	Workforce Assessment Centre

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## 1. INTRODUCTION

The National Training Agency (NTA) is a non-profit company governed by the Companies Act, Chapter 81:01. The NTA operates under the aegis of the Ministry of Education and is responsible for the development of Technical and Vocational products and services in order to cultivate a certified, competent and globally competitive workforce.

The strategic direction of the NTA for 2015/2016 focused on sustainable development that is premised against Pillar 1, People-centred Development of the Seven Interconnected Pillars for Sustainable Development, from the Government of the Republic of Trinidad and Tobago's (GORTT) Framework for Sustainable Development.

The Agency has a core mandate as outlined in its Articles of Incorporation to:

- establish a national training system, by rationalising the existing system and coordinating and collaborating with existing training institutions, corporate entities, and other bodies;
- establish, maintain and revise, as necessary, technical, vocational, industrial, scientific, academic and other educational standards in collaboration with the industrial sector, national and international professional bodies;
- ensure the establishment, maintenance and revision, as necessary, of a national accreditation system for all technical, vocational education and training, and other relevant sectors in the Republic of Trinidad and Tobago;
- conduct training needs assessment and maintain and revise as necessary, a database of the technical, vocational, industrial and scientific manpower needs for all industries in the Republic of Trinidad and Tobago;
- establish, maintain and revise as necessary all technical, vocational, industrial, scientific and other educational qualifications that are approved or supported by the NTA; and
- do all such things as are necessary, incidental or conducive to the achievement of all of the aforementioned objects.

This Report, therefore, outlines the activities and achievements of the NTA for fiscal year 2015/2016. It describes the procedures followed and the criteria adopted to fulfil the Agency's mandate.



## 2. CORPORATE STRATEGY



The NTA is the central, standardising body responsible for planning, coordinating, and administering the National Training System for Technical and Vocational Education and Training (TVET), in support of national workforce development.

### 2.1 History of the National Training Agency

On May 5, 1994, Cabinet approved the establishment of a limited liability company to serve as the single National Training Agency. Following a report from the Committee on National Training on May 7, 1998, Cabinet further agreed to the establishment of the NTA with the responsibility for planning, coordinating and administering the National Training System.

The core objectives of the NTA are to:

- coordinate and regulate the TVET system through market-driven research;
- establish, promote and maintain National Occupational Standards;
- develop quality assurance mechanisms, standardised curricula and instructional design; and
- develop a qualifications framework which supports the establishment of an awarding body for the Trinidad and Tobago National Vocational Qualification (TTNVQ) and the Caribbean Vocational Qualification (CVQ).

### 2.2 Vision

To create a workforce that is certified, competent, innovative, enterprising and entrepreneurial, contributing to the continual development of Trinidad and Tobago.

### 2.3 Mission

To coordinate, harmonise, standardise, monitor and evaluate all Technical and Vocational Education and Training in Trinidad and Tobago through the establishment of a National TVET System.

## 2.4 Core Values

The core values of the NTA are:

- Quality;
- Teamwork;
- Respect;
- Employee well-being;
- Integrity;
- Customer focus;
- Partnership; and
- Innovation.

## 2.5 Strategic Objectives

The NTA's Strategic Plan 2011 to 2015 outlined a number of initiatives to promote the standardisation and harmonisation of the National TVET system. The Plan focused on widening access to TVET, lifelong learning and increasing the participation of all stakeholders in the development of a skilled, competent and certified workforce to contribute to the economic and social development of the country.

Overall, the strategic objectives were to:

- establish an effective and efficient institution;
- practice service delivery excellence;
- practice performance-oriented management;
- provide wider access to TVET and certification;
- deliver a seamless system of education and training;
- provide market-driven TVET;
- deliver competency-based TVET;
- offer innovation and entrepreneurship in TVET; and
- offer consultancy and development services to CARICOM countries.

## 2.6 Policies

### Technical Policies

The NTA ascribes to the provision of standard-driven, competency-based training, assessment and certification systems as documented in the "CARICOM Process for Workforce Training, Assessment and Certification" and the organisation adheres to the Regional Qualifications Framework (RQF). The core services offered by the Agency are therefore governed by the regional technical policies governing the development of Occupational Standards, the approval of TVET

providers, and the procedures for assessment and certification for the award of the TTNVQ and CVQ.

### **Administrative Policies**

The NTA has a Manual of Administrative and Personnel Policies, which is a working tool designed to help every employee perform at his/her very best, within clearly defined parameters of authority. It is a reference document that staff can consult when handling job functions or work situations.

### **Financial Policies**

The accounting policies and principles of the NTA are consistent with the provisions of the State Enterprises Performance Monitoring Manual and International Financial Reporting Standards.

These policies ensure that:

- lines and levels of financial authority are clearly defined, communicated and understood;
- transactions are appropriately and accurately recorded with the necessary details required;
- the Agency's assets and income are accounted for and controlled; and
- the Agency's expenditure and liabilities are incurred only when necessary and in accordance with an approved budget and accounting policies.

## **2.7 SWOT Analysis**

An Analysis of the Strengths, Weaknesses, Opportunities and Threats (SWOT) of the Agency was conducted by the NTA for the 2011-2015 Strategic Plan as shown in **Figure 1**. Note, the NTA did not have a strategic plan during the period 2015 to 2017.

**Figure 1: SWOT Analysis of the NTA**

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>• Qualified and cooperative staff dedicated to working in a team environment</li> <li>• Offers essential products and services relevant to workforce development in Trinidad and Tobago and the Caribbean</li> <li>• Developed linkages with global and regional agencies to enable the achievement of international standards and benchmarks</li> <li>• Supportive Industrial Relations Climate</li> </ul>	<ul style="list-style-type: none"> <li>• There is some resistance to change by a few members of staff</li> <li>• Inadequate funding and Revenue Generation to meet the marketing, communication, staffing and other budgetary requirements.</li> <li>• Insufficient interface and exposure to experiential learning by NTA staff with international agencies and institutions involved in similar practices; ILO, UNESCO, Scottish Qualification Authority (SQA).</li> <li>• An outdated organizational structure and remuneration package that is unable to attract, recruit and retain adequate human resources to achieve the mandate.</li> </ul>
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• Increasing Industry Support for the national workforce development initiative which now includes OJT/Life Skills</li> <li>• Increasing opportunities for access to employment and decent work.</li> <li>• Standardization, harmonization and innovation through the TVET Control Centre enabling whole systems change, the ability to manage demand and return on investment in TVET.</li> <li>• High demand for vocational certification in Trinidad and Tobago, given the extension of GATE for TVET.</li> <li>• Consultancy opportunities as a lead organization in TVET within CARICOM</li> <li>• Through the Policy Paper on Tertiary Education, TVET and Lifelong Learning the NTA is positioned as the lead body for TVET in addition to a common and cohesive plan for TVET.</li> <li>• Global recognition of TVET as an integral part of education for human capital development.</li> </ul>	<ul style="list-style-type: none"> <li>• The absence of a legal framework for the NTA to ensure governance over the TVET system.</li> <li>• The ability of the MSTTE to adequately fund the NTA to achieve its mandate</li> <li>• The unregulated presence of transnational training providers and programmes</li> <li>• The capacity to effect TVET reform due to the poor and untimely response from several external stakeholders</li> <li>• TVET is perceived as inferior and an add on to traditional academic education</li> <li>• Slow rate of Implementation of the CVQ Regionally</li> <li>• Inability to Build capacity in short time –frame.</li> <li>• The global economic crisis has resulted in major financial cutbacks or financial reductions.</li> </ul>

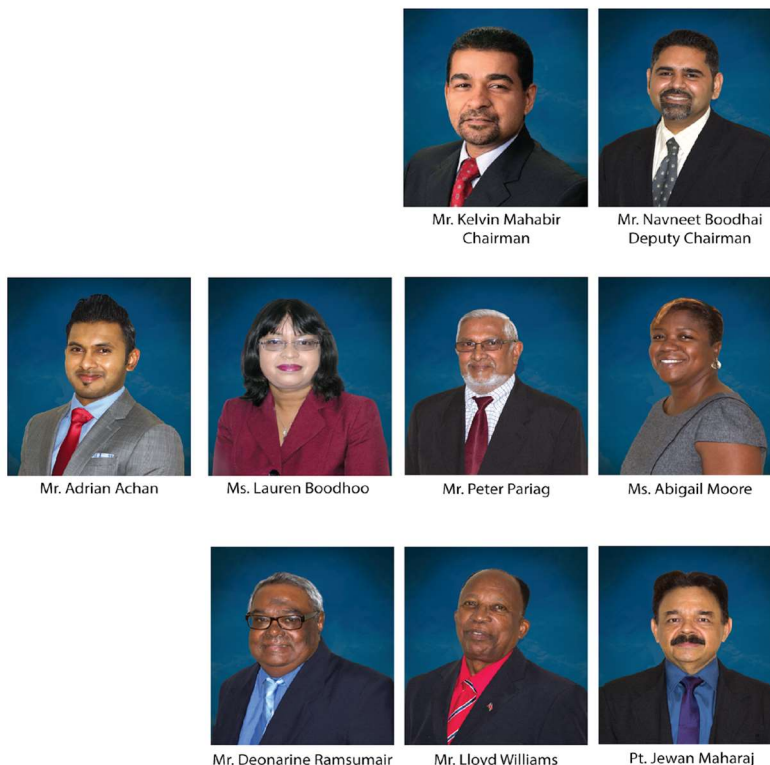
### 3. CORPORATE STRUCTURE



#### 3.1 Board of Directors

The Board of Directors, appointed by the Minister of Education, is the ultimate decision-making body of the NTA, except with respect to matters reserved for the Ministry of Education. The primary role of the Board is oversight. Additionally, it directs the management of the business and affairs of the NTA, and further serves as an organ of review, appraisal and appeal. The Board of Directors performs a specific set of functions which is directed to meet the mandate of the NTA. Its main responsibility lies in planning, monitoring and controlling the activities of the company to ensure the optimal utilisation of its resources and the achievement of its objectives.

**Figure 2: Board of Directors of the NTA during the 2015/2016 fiscal year**



## 3.2 Organisational Structure

The staff of the NTA include the Chief Executive Officer, Corporate Legal Secretary, Senior Internal Auditor Officer, the Heads of the existing departments and support staff.

The Departments of the NTA are as follows:

- Business Development and Communication;
- Facilities;
- Finance and Corporate Services;
- Human Resources;
- Information and Communications Technology;
- Internal Audit;
- Occupational Standards and Sector Support;
- Office of the Chief Executive Officer;
- Office of the Corporate Legal Secretary;
- Programme Development and Management;
- Quality Assurance and Accreditation; and
- Research, Planning and Development.

The Organisational Chart of the NTA is presented as **Appendix I**.

## 3.3 Services Provided

### Standard Setting

The NTA works in consultation with industry experts, employers, training providers, and regulatory and professional bodies to develop National Occupational Standards, which clearly define the knowledge, skills and attitudes required for effective workplace performance.

### Development of National Vocational Qualifications

A standardised qualification for TVET is presently being developed by the NTA as part of TVET reform. Based on the competency standards set by industry experts, the qualification will be offered for TVET courses at different levels.

### Quality Enhancement and Auditing Support for TVET Providers

The NTA provides guidance and support to Training Providers in the widespread use of best practices and standards as it pertains to TVET. Assistance is offered to training providers in the strengthening of their Quality Management Systems, delivery and assessment.

## **Labour Market Research**

Information on labour market demand and supply is critical to human resource planning, as well as assessing training needs. The NTA works in collaboration with the Ministry of Labour, the Central Statistical Office, the Ministry of Education, industry stakeholders, training/educational institutions, and the International Labour Organisation to collect and analyse data to signal trends in the labour market.

## **Curricula**

The NTA was mandated by Cabinet on March 27, 2008, to develop a labour force that is competent, innovative, enterprising and entrepreneurial. This mandate has led to the development, implementation and maintenance of standardised curricula that would provide all training institutions with regional and international accreditation. Additionally, institutions would be informed of the training, processes and procedures needed to produce a world-class labour force.

## **The National TVET Control Centre**

The National TVET Control Centre (TVETCC) is an online database where all stakeholders involved in the certification process for TTNVQs and CVQs can interact through a secured website. These stakeholders include the candidates, training providers, administrators, Assessors, Verifiers, and the staff of the NTA. The TVETCC allows for a more effective and efficient method for the NTA to coordinate real-time TVET information in Trinidad and Tobago.

## **Prior Learning Assessment and Recognition**

Prior Learning Assessment and Recognition (PLAR) recognises an individual's acquired skills and knowledge, irrespective of how, when or where the learning occurred. The person's skills and knowledge are assessed against approved Occupational Standards. Full or partial qualifications can be achieved, and where necessary, further training in specific areas is identified and addressed.

## **Workforce Assessment Centre**

A Workforce Assessment Centre (WAC) is a skills assessment and recognition facility that uses a system of PLAR to assess and certify competencies gained through non-formal learning means. The NTA coordinates and monitors the process of assessment and certification of individuals who access WACs.

## Jobs and Career Guidance Services

The Jobs and Career Guidance service is designed to help students, graduates, new entrants into the world of work, and individuals already in the mainstream workforce by informing them with up-to-date information on job placement, career enhancement, interviewing techniques and other workplace-readiness topics.

## Life Skills

The National Life Skills Unit coordinates and guides training institutions in the effective delivery of the National Life Skills Education Programme, using the standardised National Life Skills curriculum and workbook. This programme is designed to build positive and noble character, confidence and discipline in participants.

### 3.4 Delegated Levels of Authority

The Board approved Procurement/Purchasing Delegated Levels of Authority for fiscal year 2015/2016 as shown in **Table 1**.

**Table 1: Approved Authority Table - Purchasing and Procurement (fiscal year 2015/2016)**

No.	Position/Function	Authority Limit
1	Senior Manager, Human Resources	Up to \$25,000
2	Senior Manager, Programme Development and Management	Up to \$25,000
3	Senior Manager, Finance and Corporate Services	Up to \$50,000
4	Chief Executive Officer	Up to \$100,000
5	Tenders Committee	>\$100,000 to \$1,000,000
6	Board of Directors/Ministry of Finance	>\$1,000,000 to \$5,000,000

### 3.5 Legislative and Regulatory Framework

The NTA is a non-profit company under the Companies Act, Chapter 81:01. The NTA also operates under a Memorandum of Understanding with the Accreditation Council of Trinidad and Tobago for post-secondary institutions that offer TVET. The Agency is also a member of the Caribbean Association of National



Training Authorities (CANTA), the implementation arm of the CARICOM Regional Coordinating Mechanism for Technical Vocational Education and Training.

### 3.6 Reporting Functions – Departmental Reports, Reports to Ministries

Departmental reports are submitted monthly to the Office of the Chief Executive Officer (CEO), to facilitate the preparation of the CEO's monthly report to the Board of Directors. Thereafter, the CEO's Report is submitted to the Office of the Corporate Legal Secretary for onward transmission to the Board. Additionally, Minutes from meetings of the NTA's Board of Directors are submitted to the Ministry of Education monthly.

As per Section III (Guidelines and Performance Monitoring), sub-section 3.2 (Performance Monitoring) of the State Enterprises Performance Monitoring Manual, a myriad of compliance reports is prepared for the Investments Division of the Ministry of Finance and the Ministry of Education (as the NTA's Line Ministry). These are submitted on a monthly, quarterly, semi-annual, and annual basis.

Some of these reports include, but are not limited to, Administrative Reports, Internal Audit Reports, Cash Statement of Operations, Achievement Reports and other reports as requested from the Ministries. **Table 2** identifies the key reports that are completed by the NTA.

**Table 2: Key Reports Completed by the NTA**

REPORT TYPE	FREQUENCY	RECIPIENT			
	M-Monthly Q-Quarterly S-Semi-annually A-Annually R-As Requested	Chief Executive Officer	Board of Directors	Ministry of Education	Ministry of Finance
<b>INTERNAL DOCUMENTS</b>					
Departmental Reports	M	*			
CEO's Report	M		*		
Departmental Work Plan	A	*			
Financial Reports (Management Accounts)	M	*	*		
<b>EXTERNAL DOCUMENTS</b>					
Cash Statement of Operations	M			*	*

REPORT TYPE	FREQUENCY	RECIPIENT				
	M-Monthly Q-Quarterly S-Semi-annually A-Annually R-As Requested	Chief Executive Officer	Board of Directors	Ministry of Education	Ministry of Finance	
Return of Award of Contracts	M			*	*	
Board Minutes	M			*	*	
Quarterly Status of Loan/Overdraft Portfolio	Q			*	*	
Quarterly Status of Investments in Securities	Q			*	*	
Quarterly Status of Litigation Proceedings	Q			*	*	
Quarterly Returns Report	Q			*	*	
Internal Audit Reports	Q			*	*	
Social Sector Investment Programme Status Report (For the Life Skills Programme)	Q			*		
Bi-Annual Report	S			*		
Administrative Report	A			*		
Annual Budget (Draft Estimates of Expenditure)	A			*	*	
Institution Work Plan	A			*		
Achievement Report	A			*		
Performance Appraisal Report	A			*		
Annual Business Plan	A			*		

## 4. ACTIVITIES AND ACCOMPLISHMENTS



### 4.1 Occupational Standards

Occupational Standards define the knowledge, skills and attitudes required for effective workplace performance. They specify what a person should know and do in order to carry out the functions of a particular job in the context of the work environment. In fulfilment of NTA's core objective to establish, promote and maintain National Occupational Standards, twenty-two occupational standards were developed during the period as shown in **Table 3**.

**Table 3: Occupational Standards Developed during the 2015/2016 fiscal year**

Sector	Occupational Standard
Energy	Electrical Power Transmission and Distribution (Pre-Linesman) L1
	Electrical Power Transmission and Distribution (Linesman) L2
	Forklift Operations L2
	Excavator Operations L2
Maintenance and Engineering	Machining Operations L3
Manufacturing	Garment Construction L2
Personal Services	Cosmetology L2
	Nail Technology L2
	Hairdressing Services (Hairdresser) L1
	Hairdressing Services (Hairdresser) L2
	Hairdressing Services (Hairdresser) L3
Public Services	Hairdressing Services (Hair Colorist) L3
	Postal Delivery Operations L1

Sector	Occupational Standard
	Postal Delivery Operations L2
	Security Services L2
	General Policing (Police Constable) L2
	Road Traffic Control and Enforcement L2
Tourism and Hospitality	Commercial Food Preparation-Pastry Commis L2
	Commercial Food Preparation- Cookery L1
	Cake Baking and Decorating L2
Water and Wastewater	Road Maintenance L3
	Road Maintenance L1

## 4.2 Caribbean Vocational Qualification/Trinidad and Tobago National Vocational Qualification

The CVQ is a CARICOM-approved award that represents the achievement of a set of competencies, which define the core work practices of an occupational area. These awards are aligned to the levels articulated within the RQF and are aimed at developing the ideal Caribbean worker. Candidates can gain a full CVQ award once all the units specified in the qualification have been completed.

**Appendix 2** illustrates the schools and occupational areas awarded Caribbean Examinations Council (CXC) CVQ Awards at Level 2, and NTA CVQ Awards at Levels 1 and 2. A summary of the schools and occupational areas awarded during the fiscal year are as follows:

- **CXC CVQ Awards Level 2:**
  - Two secondary schools submitted Level 2 awards for five candidates in two occupational areas; and
  - Five full CVQ awards were submitted to CXC by secondary schools.
- **NTA CVQ Awards Level 1:**
  - Elective Units: Thirty-two secondary schools submitted, nine hundred and eighty-one (981) elective units for awards, for three hundred and thirty-nine (339) candidates, in nineteen occupational areas.
- **NTA CVQ Awards Level 2:**
  - Elective Units: One secondary school submitted sixteen elective units for awards for two candidates in one occupational area.

**Tables 4 and 5** show the full and unit awards for the CVQ and TTNVQ in secondary and post-secondary schools and TVET providers.

**Table 4: CVQs Awarded in Secondary Schools during the 2015/2016 fiscal year**

Number of Schools	Number of Candidates	CVQ Awards	Full Awards	Unit Awards	CVQ Areas
82	1,875	2,051	1,214	7,245	34

**Table 5: CVQs and TTNVQs Awarded by Post-Secondary Institutions and TVET Providers during the 2015/2016 fiscal year**

Category	Number of Candidates	Full Awards	Unit Awards
CVQs	3,665	1,568	2,097
TTNVQs	332	225	107

### 4.3 Quality Enhancement Activities

Quality Enhancement is a set of activities designed to prepare a client to meet the Centre Approval Criteria for the award of the TTNVQ/CVQ, and subsequently be successfully audited and approved.

Training and certification was conducted for Assessors and Internal Verifiers as follows:

- One hundred and sixty-nine (169) Assessors trained in training and assessment level 4 CVQ;
- Two hundred and fifteen (215) Assessors trained in training and assessment level 4 CVQ; and
- Forty-three Internal Verifiers trained to conduct internal verification activities for the award of the CVQ.

### 4.4 Centres and Programmes (Audited and Approved)

The NTA is responsible for auditing and approving Centres and Programmes to ensure that all systems are in place to award the CVQ. Quality Assurance (QA) forms part of the quality management system that provides the confidence that the NTA's quality requirements are met by the Training Centre. It requires the Training Centre to have processes in place to guarantee the validity of the TTNVQ/CVQ to the students. This is achieved through the development of

programmes and systems that are in accordance with the curriculum, occupational standards and the requirements of the NTA Centre Approval Criteria. The Quality Assurance process involves audits and external verification to ensure that the Centre adheres to the quality assurance guidelines, external verification, self-evaluation and evaluation of instructors and Assessors.

**Table 6: Number of Centres and Programmes Approved (Fiscal 2015-2016)**

	<b>Centres Audited</b>	<b>Number of Programmes Approved</b>
1	A-Class Draperies	1 Programme
2	Atlantic	2 Programmes
3	Divine Health Care and Home Care Agency	1 Programme
4	Export Centres Company Limited (ECCL)	1 Programme
5	Imagination Plus 2	1 Programme
6	MIC IT	22 Programmes
7	Ministry of Health (MOH)	1 Programme
8	National Centre for Persons with Disabilities (NCPD)	1 Programme

#### 4.5 External Verifications

The NTA facilitated five hundred and twelve external verifications for the award of the CVQ. A list is provided in **Appendix 2**.

#### 4.6 The National TVET Control Centre

The National TVETCC is an online database designed to collect and store information about training providers that are enterprise, community, institution and school-based, as well as training programmes, Assessors and graduates within the TVET system. In addition, the National TVET Registry provides the NTA with the ability to efficiently manage assessment centres, Assessors, registered training providers, candidates and qualification plans and units.

As of September 2016, the records associated with the TVETCC were as follows:

- Accounts on the TVETCC:
  - Candidates: 175,878;
  - Assessors and Verifiers: 1,380; and
  - Training providers: 3,747 (inclusive of secondary schools, enterprises,

institutions, community-based training providers and On-the-Job Training providers).

- Available Qualifications (Active):
  - CVQs: 250
  - TTNVQs: 69
  - Training provider courses: 2,810

#### **4.7 Prior Learning Assessment and Recognition and Workforce Assessment Centres**

The activities conducted under the PLAR during the fiscal year were as follows:

- The NTA supported the certification of three hundred and fifty-nine (359) skilled workers within the workforce.
- Ten corporate clients were engaged and oriented on the PLAR process as follows:
  - Central Bank of Trinidad and Tobago;
  - Kent Farms;
  - KFW Construction Services Limited;
  - MASSY Energy Engineered Solutions;
  - MASSY Wood Group;
  - Methanex;
  - National Flour Mills;
  - Point Lisas Industrial Port Development Corporation;
  - S.M. Jaleel; and
  - Weldfab Limited.

#### **4.8 Labour Market Research**

The NTA conducted labour market surveys in six economic sectors and completed five auxiliary research projects during fiscal year 2015/2016. In most cases, a quantitative research method was employed. This required standardised survey instruments to be administered among industry representatives and companies. In some cases, however, in-depth stakeholder interviews with industry captains were conducted. Outlined in this section are summaries of the major findings for each study.

It should be noted that all studies were conducted in Trinidad only. The NTA acknowledged the socio-economic differences between the two islands. It was in this regard that Tobago was treated as a separate unit. Following the completion of each labour market assessment, the findings are shared via a

report with stakeholders. All of these reports are posted on the Agency's website where they can be easily accessed by all interested parties. The findings from these research projects, more specifically, industry trends and new and emerging skills are the input for the NTA's Occupational Standards and Sector Support department for the development of occupational standards. Further, stakeholders such as Government Ministries use these findings for decision and policy making.

### **Construction (Air Conditioning and Electrical Installation) Sector Survey**

The sample for the Construction (Air Conditioning and Electrical Installation) sector survey was taken from the Central Statistical Office Database of Registered Establishments (2011). The study employed both a quantitative and qualitative approach. The quantitative approach was in the form of a questionnaire with thirteen open and close ended questions. Information was gathered on the primary service offered by each organisation, the type of business, whether public or private, the number of years in operation, and the number of current employees along with their job title.

The qualitative approach was employed to gather additional information on the Construction (Air Conditioning and Electrical Installation) sector. This approach was in the form of interviews which were conducted with key stakeholders in the sector. A discussion guide was developed, which focused on defining the sector, job opportunities within the sector, challenges faced by the sector as it pertains to labour and new technologies that might impact on the industry's performance.

E-mails were disseminated to approximately fifty participants, however, only twelve responded, resulting in a 24% response rate. The main findings of the survey indicated that for the Electrical Installation industry, there were approximately five thousand (5,000) persons registered with the Electrical Inspectorate Division, with 60% of these persons active. Respondents believed that training providers were meeting the needs of industry in the technical areas, yet there were gaps in the non-technical areas, more specifically in the communication discipline. Respondents were polled on whether or not their organisation foresaw any new skills/areas emerging in the Construction (Air Conditioning and Electrical Installation) area. Some of the participants indicated that given the changing environment, new competencies would be required in the areas of: Security Camera Systems installation, Knowledge of Camera Systems via Internet installation and Inspection/Quality Control. In the Air Conditioning industry,



respondents indicated that they were paying 'A' class wages to 'C' class workers, and that the industry was devoid of Junior Apprentices and Senior Technicians. The final report is available on NTA's website for all stakeholders and can be accessed via the following link: [Labour Market Demands in the Construction \(Air Conditioning and Electrical Installation\) Industry](#)

### **Health Sector Survey (Allied Care and Hospital Services)**

The study adopted a census approach to data collection given the small population size of one hundred and twenty-four (124) organisations. The study employed both a quantitative and qualitative approach and included both public and private sector organisations. Pharmacology and Scientific and Diagnostic Labs and Testing Services were the only two categories not focused on in this study as these two were covered in other NTA evaluations. The category of 'Veterinary Medicine' was also excluded from this study.

The list of employers for the public sector was taken from the Ministry of Health's website while the list of employers for the private sector was sourced from key health registries, the Central Statistical Office 'Business Establishments Listing' (2011) and other publicly available sources. The sample frame amounted to one hundred and twenty (120) private companies and four Regional Health Authorities in the public sector. Several employers declared that they were not interested in participating due to their demanding schedules and were not convinced of the benefit in completing the questionnaire.

In total, thirty-two stakeholders completed the survey. The respondents consisted of twenty-nine private health organisations and three public health organisations. Results revealed four thousand, three hundred and twenty-four (4,324) vacancies, within both public and private healthcare organisations. Employers indicated a high demand for registered nurses, with approximately one thousand, three hundred (1,300) vacancies. Employers also expressed that there was a great degree of difficulty in sourcing registered Nurses, Optometrists, Speech Pathologists, Physiotherapists, Dietitians and Occupational Therapists. Sixty-three percent (63%) of employers indicated that the current training providers were not meeting their needs. Respondents indicated that there was an absence of adequate training programmes locally for healthcare professionals. Furthermore, respondents believed that private training providers offering health programmes should be monitored and measured on a regular basis. The final report is available on the NTA's website for all stakeholders and can be accessed via the following

link: [Health Sector Survey Report 2016 \(Allied Care and Hospital Services\).pdf](#)

### **Personal Services (Laundry and Dry Cleaning) Sub-Sector Survey**

This survey sought to capture data on training and current labour market conditions from the Laundry and Dry Cleaning business establishments. The population for this study was identified using the Central Statistical Office's Register of Local Business Establishments, the Trinidad and Tobago yellow pages, as well as through an online search. Initially, sixty seven businesses were identified as the target population but this was reduced to twenty-seven businesses after an exercise was conducted to identify active businesses with valid contact information.

The study was conducted using a census approach. A questionnaire was used as the data collection instrument including both open and close ended questions. This instrument comprised thirteen questions. Some critical pieces of data were collected from this questionnaire. This included organisational characteristics, employment profiles, job vacancies, new and emerging skill sets, feedback on current training providers and suggestions for further subsector development. One qualitative interview was also conducted with a key industry stakeholder, in an effort to add value to this study.

In total, eighteen stakeholders participated in the assessment, seventeen completed the survey while one participated in a qualitative interview). The survey investigated demand-side factors influencing the labour market for Laundry and Dry-Cleaning services. Seven out of the eighteen surveyed establishments reported having nine full-time vacancies for Pressers, Counter Clerks/Customer Service Representatives and Delivery Drivers. All of these vacancies were reportedly difficult to fill.

Data also revealed that there were no training programmes offered for Laundry and Dry-Cleaning services by any institution in Trinidad and Tobago. This lack of institutional training was reported to be a major setback for the industry's growth, due to the high degree of mechanisation involved in providing modern Laundry and Dry-Cleaning services. Despite these challenges, all business owners surveyed reported making full use of on-the-job training, rather than applying for work permits to import labour. The final report is available on NTA's website for all stakeholders and can be accessed via the following link: [Sector Survey Report - Laundry and Dry Cleaning.pdf](#)

## Health Care Survey (Pharmaceutical Sub-Sector)

This research exercise took on a qualitative approach that captured information on job vacancies, new and emerging skills sets/competencies and training needs within the subsector. The interviews were voluntary and anonymous. Interviews were used because the interviewer is able to gather complex, in-depth data that is not as easily obtained through questionnaires. The study succeeded in gathering data from key industry captains within the pharmaceutical subsector in Trinidad only. Each industry captain was contacted by telephone and a brief overview of the study was explained. All participants willingly accepted to be part of the study. Interview dates and times were scheduled and the interviews were conducted accordingly.

A discussion guide was utilised to gain a subject's unique perspective or experience as it related to the particular issue. The questions were open-ended and the discussion was conversational in nature. The guide mainly focused on four areas: the labour market (in terms of job vacancies), new and emerging skill sets/competencies, training needs and recommendations for the pharmaceutical subsector.

The findings of this qualitative study revealed that the pharmaceutical labour market was becoming saturated. At the time of the study, there were a few vacancies for pharmaceutical persons. In addition, an increase in the demand for jobs within the sub-sector was not anticipated, however, it was noted that there will always be a need for Pharmacists. Respondents did not foresee any new and emerging skill sets/competencies within the next twelve months. However, it was highlighted that new specialty areas in Pharmacology such as Intensive Care Unit Medicine, Diabetes Pharmaceutical Care, Cancer Chemotherapy Pharmaceutical Care, Mixing of Drugs, Pharma-economics, Pharmacy Administration, Pharmaceutical Care Planning and Clinical Pharmaceutical Care are needed. All stakeholders recommended setting new policies and the review of existing laws, policies and regulations. Respondents indicated the importance for the Government to ensure that pharmaceutical institutions conform to the standards of safety and laws, thereby protecting the population's health. The final report is available on NTA's website for all stakeholders and can be accessed via the following link: [Sector Survey Report - Pharmaceuticals.pdf](#)

### **Health Sector Survey (Scientific and Diagnostic Laboratories and Testing Services)**

This study employed a qualitative approach to garner data from key stakeholders within the Scientific and Diagnostic Labs and Testing Services subsector as it pertains to labour market conditions, training and other important developments. In-depth interviews were scheduled with six key representatives of laboratories located in different regions in Trinidad only. The interviews created the platform for the stakeholder to give an expansive overview of labour, training needs, new/emerging jobs and skills sets; training and other pertinent information regarding the Scientific and Diagnostic labs and Testing Services subsector. A discussion guide afforded a seamless conversation that touched on all the areas in which information was sought.

The findings of the qualitative study indicated that there are over two hundred (200) laboratories and testing Service Providers in Trinidad and Tobago. However, during the period when the survey was conducted (December 2015 to March 2016), only one achieved accreditation for the medical laboratory standard, ISO 15189. The certificate of accreditation was granted by the Quality Management Programme - Laboratory Services (now known as the Institute for Quality Management in Healthcare, a subsidiary of the Ontario Medical Association of Canada). The sub-sector lacked the required quality and number of skilled persons trained in areas such as Medical Laboratory Technology and Physiotherapy. Health plays a direct role in the prevention, detection and treatment of all conditions and diseases within domestic, regional and international borders. Some stakeholders questioned the accuracy and precision of facilities' test results. Issues of sectoral segmentation and dated equipment were also noted. The final report is available on NTA's website for all stakeholders and can be accessed via the following link: [Sector Survey - Scientific and Diagnostic Labs and Testing Services.pdf](#)

### **Commercial Cleaners Sector Survey**

This report was solely quantitative and produced empirical data about an industry with limited labour statistics. Due to the small number of establishments a census was conducted. The primary data list for this study was extracted from the Central Statistical Office's Registry of Establishments 2011. This list initially comprised sixty companies, which was reduced to thirty-four companies after an initial cleaning exercise was conducted. During this exercise, companies without contact numbers and those which laundered clothes were removed.

A questionnaire was designed as the main survey instrument. It was composed of both closed and open-ended questions. There were thirteen questions on the survey instrument, which examined operational age, employee profile, vacancy numbers and training provider satisfaction to name a few. This survey examined the current nature and scope of demand-side factors affecting the labour market conditions of the Commercial Cleaning industry within Trinidad. Quantitative data was collected from fifteen employers. Most establishments within this sample provided the same type of cleaning or janitorial services (sweeping, mopping, ceiling cleaning and exterior drain cleaning). This indicated that most of this industry was not specialised, with similar services being offered. This is a situation which correlates to strong competition amongst local commercial cleaners.

This industry is employing a significant number of persons, as data collected placed seven hundred and fifty-five (755) employees within the fifteen establishments surveyed. The job descriptions for skilled employees were very fluid in this industry, as employees were asked to complete several cleaning tasks. Labour difficulties were cited as the main reason for encouraging this practice. It appeared to be more pragmatic to combine job descriptions than to find additional employees.

Employers in this industry were also of the view that training providers in Trinidad were not satisfying their needs. As a result, they admitted that they did not hire based on training, but rather based on character traits, as this is a better way of determining if an employee is suited for their industry. The final report is available on NTA's website for all stakeholders and can be accessed via the following link: [Sector Survey Report - Commercial Cleaners.pdf](#)

### **Auxiliary Research Projects**

During fiscal 2015/2016, the planning and preparatory activities for a national survey in collaboration with the International Labour Organisation were completed. This study aimed to assess the current state of employability skills in Trinidad and Tobago. The acquired data was anticipated to aid in the development of the country's human resource capacity. A multi-methodological approach (telephone interviews, face-to-face interviews, emails and faxes), and quantitative data with the use of a questionnaire (open and close-ended questions) were used.

Approximately nine hundred and forty-two (942) employers, comprising one thousand, eight hundred and eighty-four (1,884) Managers and three thousand, seven hundred and sixty-eight (3,768) employees were surveyed throughout Trinidad and Tobago. The final report is scheduled to be completed in fiscal 2016/2017.

### **Vocational Pedagogy Report (Secondary Schools and Post-Secondary Institutions)**

From within seventy-seven institutions, a total of one hundred and forty-eight stakeholders (148) completed the questionnaire. There were forty-seven secondary school respondents and one hundred and one (101) post-secondary institution respondents. The study revealed that teachers/instructors were using an array of teaching and learning strategies to deliver and assess TVET in Trinidad and Tobago. Based on the findings, 25% of teachers/instructors stated that instructional materials did not contribute meaningfully to their course delivery. In addition, teachers/instructors stated that instructional materials were not sufficient to meet the needs of students, while computers were the most used instructional equipment.

Furthermore, the study revealed that the most common teaching methods and techniques used were group discussion and experience sharing, while performance contracts and instructional television proved to be the least used. The most used assessment methods in both post-secondary institutions and secondary schools were practical exercise, written assessment and observation, while interviews proved to be the least used method. A significant number of respondents indicated that the existing instructional materials and equipment were outdated and inadequate. Also, important to note is the absence of Ministry of Education recognised vocational pedagogy training in Trinidad and Tobago.

### **An Analysis of the Challenges Faced by Secondary Schools in the Implementation of the Caribbean Vocational Qualifications into the Secondary School System**

This report presents findings gleaned from thirty-five schools who participated in the study. Feedback was attained from thirty-two principals and one hundred and fifteen (115) teachers. Data revealed that secondary schools that offer the Caribbean Vocational Qualification were not adequately resourced to deliver the programme. Schools generally lacked the human, infrastructural and financial resources needed. Fifty percent (50%) of principals reported that it was difficult to include CVQ courses into the timetable, as the timetable itself was

already challenging to manage with academic courses. Additionally, the large amount of paperwork involved was challenging at times, with insufficient staff or time to complete the requirements for the CVQ. Despite the problems faced with inadequate resources, principals generally expressed satisfaction with the CVQ in Schools Programme. They saw it as a valuable part of their schools' offerings and believed that the Programme could achieve its full potential once the problems were addressed.

### **The Employers' Guide**

The Employers' Guide is a document that provides information on courses offered by Training Providers, enrolment and graduate figures and the certificates received, with information categorised by sector. Annually, a standardised questionnaire is sent to private and public Training Providers who then submit information on the certification, enrolment and graduation figures for courses offered. Enrolment here refers to persons who registered for courses and attended at least one month of the programme. The graduation figures represent students who completed the said programme/course.

### **Analysis of Operational Elements of Apprenticeship Programmes in Trinidad**

This study was conducted to compare the operational elements of the major apprenticeship programmes within Trinidad, to ascertain an ideal model for apprenticeship. The main apprenticeship providers within Trinidad were selected for this study. They comprised of two training institutions and four businesses. However, only a total of four establishments agreed to participate. A qualitative methodology was employed, with the use of a discussion guide for this research. The study also found that most programmes required some academic or vocational certification for entry. This ensured that training progressed quickly as less time was required to bring all apprentices to the same basic training level.

Additionally, existing employees were utilised by most company-run programmes to fill the position of instructor/teacher. This trend did not allow easy operations in these programmes, as it led to disputes between employer and employees about appropriate compensation and job specifications. The report also highlighted an increasing need for simulated workshops to advance training in apprenticeship programmes. These have become necessary especially for training programmes which have hazardous work environments.

#### 4.9 One Network for Everyone

The Ministry of Tertiary Education and Skills Training (MTEST) One Network for Everyone (O.N.E.) welcomed approximately fifteen thousand, three hundred and twenty (15,320) customers for the period October 2015 to September 2016. The store operated from Monday to Saturday from 10 a.m. to 6 p.m. at the Gulf City Mall in La Romaine. The store itself was the only one in South Trinidad that offered all services at one single location. MTEST O.N.E. was closed in December 2016.

#### 4.10 Life Skills

The following activities were conducted under the Life Skills Programme:

- Eleven Life Skills "Train the Trainer" programmes were conducted for two hundred and thirty-seven (237) Administrators, Training Specialists and Educators from the following sixteen institutions/programmes:
  - The National Energy Skills Center (NESC);
  - The OJT Programme, Ministry of Labour and Small Enterprise Development;
  - Ministry of Health/Regional Health Authorities;
  - MIC Institute of Technology;
  - Geriatric Adolescent Partnership Programme, Ministry of Community Development, Culture and the Arts;
  - Student Support Services Division, Ministry of Education;
  - Citizen Security Programme, Ministry of National Security;
  - Tobago Cadet Force;
  - Tobago Council for Handicapped Children;
  - Division of Education and Youth Affairs, Tobago House of Assembly (THA);
  - Division of Community Development and Culture, THA;
  - Tobago AIDS Society;
  - Division of Health and Social Services, THA;
  - Dawn's Evangelical Ministry;
  - Tobago Institute of Literacy; and
  - Scarborough Centre for Youth Development.
- Guidance and support provided to twelve public Life Skills Training Providers, via eleven monthly professional development workshops.
- Fourteen professional development workshops were conducted for trainers and teaching staff from the following institutions:
  - Military Led Youth Programme of Apprenticeship and Reorientation Training NESC;



- Teaching and Teacher Development Division, Ministry of Education;
- Couva East Secondary;
- San Fernando West Secondary;
- Belmont Secondary;
- Preysal Secondary;
- Manzanilla Secondary;
- ASJA Girls Charlieville;
- Penal Secondary;
- Diego Martin North Secondary;
- ASJA Boys Charlieville;
- Munroe Road Government Primary;
- Lakshmi Girls' Hindu; and
- Entrepreneurial Development and Support Services, (Youth Training and Employment Partnership Programme).
- Four hundred and fifty-eight (458) persons were exposed to selected modules and units from the National Life Skills Curriculum.
- Life Skills Curriculum themes were delivered to participants in vacation camps organised by the Ministry of Community Development, Culture and the Arts as follows:
  - Five hundred and twenty-four (524) persons who participated in the "Cultural Camps" were exposed to National Pride, Time Management, Stress Management and Communication Skills.
  - Seventy-one persons who participated in the "Technical Camps" were exposed to Financial Management, Entrepreneurship and Communication Skills.
  - One hundred and twenty-five (125) persons who participated in the "Music Camps" were exposed to Self-esteem, Self-improvement, Citizenship and Community, Gender and Relationships, Goal Setting and Leadership.
- The Workplace Character Education Programme was delivered to senior employees at D. Rampersad & Co. Ltd. over a twelve-week period (September- November 2015).
- Twenty-nine monitoring and evaluation visits were conducted for seven public sector Life Skills Training Providers.
- Promotion and sensitisation initiatives were utilised to encourage greater participation in the Life Skills Programme. Institutions and programmes involved in these initiatives included:
  - The Ministry of Health and the Regional Health Authorities;

- Women's City Centres Sub-Committee (The Ministry of Social Development and Family Services);
- The Ministry of National Security, Training Unit;
- The Ministry of Sport and Youth Affairs, Youth Affairs Division;
- The Ministry of Community Development, Culture and the Arts;
- DirecTV;
- Republic Bank Ltd.- Youth Link Programme;
- Targeted Conditional Cash Transfer Programme, Ministry of Social Development and Family Services;
- The Teacher Development Unit, Ministry of Education;
- The Trinidad and Tobago Unified Teachers Association;
- Faith-based and community groups; and
- Non-Governmental Organisations.

#### 4.11 The National Life Skills Education Programme for the On-the-Job Training Programme

To improve the capability of On-the-Job trainees, the revised National Life Skills Education Programme for the OJT Training Programme was implemented. This involved the ongoing maintenance of the OJT attendance database, in-house training of OJT tutors, and the execution of orientations for new cohorts of OJT trainees. A new structure for the delivery of Life Skills in the OJT Programme was implemented and delivered from February to April 2016.

It should be noted that the collaboration between the OJT Programme and the National Life Skills Unit ceased in April 2016, due to the re-structuring of Government Ministries. **Table 7** shows the number of On-the-Job trainees enrolled in the Life Skills Programme for fiscal 2015/2016.

**Table 7: Number of OJT Trainees Enrolled in the Life Skills Programme during the 2015/2016 fiscal year**

OJT Regions	Number of Trainee Groups	Number of OJT Trainees
East	31	851
West	24	421
South	32	745
Central	16	354
<b>Total</b>	<b>103</b>	<b>2,371</b>

## 5. FINANCIAL OPERATIONS



### 5.1 Budget

A budget is a financial plan or forecast for a future period, which estimates the revenues and expenditure for a given period. The NTA prepares its annual budgets by April for the subsequent financial period, which is used to obtain funding via subventions from the Ministry of Education.

The budget helps the NTA to track and manage its financial resources, to measure its spending and to develop effective strategies for maximising the use of its assets. These financial plans are also used to manage the acquisition of capital expenditure (minor equipment) and also project based funding requirements.

The NTA's operational budget is usually divided into three main sections, but is further disaggregated into the various line items of expenditure:

- Personnel Costs;
- Goods and Services; and
- Minor Equipment.

### Budget Process

The Finance and Corporate Services Department works with the Board of Directors and Management of the Agency to:

- review the current operational environment and determine changes that will be required to meet the strategic objectives for the upcoming financial year;
- assimilate the data, review and adjust financial goals and build budget templates with Heads of Departments;
- develop the budget by involving Managers in forecasting projected financial needs, then consolidate the organisation-wide budget estimates

- for review by management and finally secure Board approval;
- review the budget by analysing variances between budgeted and actual revenues and expenses; and
- conduct meetings with the Management team to analyse variances, determine the root causes, create action plans to address variances and monitor and report on the same.

## 5.2 Income and Expenditure

### 5.2.2 Income

For the fiscal year 2015/2016, the NTA received \$52.080M in Government subvention compared to \$54M for the previous fiscal year. Other income earned during the fiscal year amounted to \$1.266M, relating to earnings from conference fees, workshops, training sessions, etc.

### 5.2.2 Expenditure

#### Recurrent Expenditure

The NTA incurred operating expenditure of \$41.209M with a resulting surplus of \$10.871M in fiscal year 2015/2016.

The NTA focused heavily on cost reduction exercises for all areas of expenditure and while there was a reduction in overall expenditure from prior year, fiscal year 2015/2016 recorded an increase in Personnel Costs of \$1.198M. NTA staff were paid retroactively for salary increases for the period of July 2010 to June 2013 due to the signing of the collective agreement with the Oilfield Workers Trade Union.

**Table 8** provides a summary of the recurrent expenditure of the NTA against the Government subventions during the 2015/2016 fiscal year. It can be observed that the NTA recorded a surplus of \$10.871M.

**Table 8: Summary of the Recurrent Expenditure incurred by the NTA during the 2015/2016 fiscal year**

Sub-Head	Government Subvention \$	Actual Expenditure \$	Variances \$
Personnel Expenditure	28,260,320	28,260,320	-
Goods and Services	21,066,335	12,585,038	8,481,297
Minor Equipment	2,753,345	363,475	2,389,870
Current Transfers and Subsidies			
<b>Total</b>	<b>52,080,000</b>	<b>41,208,833</b>	<b>10,871,167</b>

### 5.3 Public Sector Investment Programme

**Table 9** shows the funding and expenditure for the Public Sector Investment Programme projects. The operations during fiscal year 2015/2016 resulted in a net surplus of \$1.890M. The surplus remains under the care of the NTA and is awaiting further correspondence from the Ministry of Education for its use.

Operational activity included Construction and Outfitting of the Superstructure with Ancillary works, Retro-fitting works, Landscaping and costs associated with the launch of the Admin Complex for MTEST.

**Table 9: NTA Public Sector Investment Programme Operations during the 2015/2016 fiscal year**

Project #	Project Name	Actual Releases \$	Actual Expenditure \$	Variations \$	Notes
F023	MTEST Administrative Complex	11,700,000	9,809,460	1,890,540	1
<b>Total Development Expenditure</b>		<b>11,700,000</b>	<b>9,809,460</b>	<b>1,890,540</b>	

### 5.4 On the Job Training Programme

The OJT Programme was placed under the remit of the Ministry of Labour and Small Enterprise Development in September 2015. As such, the NTA received no additional subvention for this Programme during the fiscal year.

### 5.5 Life Skills

No funds were received for the Life Skills Programme for fiscal year 2015/2016. The programme incurred operating expenses of \$2.269M in fiscal year 2015/2016, which was funded by the recurrent funds of the NTA. The expenditure of the Life Skills Programme for this fiscal year is summarised in **Table 10**.

**Table 10: Summary of the Income and Expenditure of the Life Skills Programme during the 2015/2016 fiscal year**

<b>Sub-Head</b>	<b>Budget Releases</b>	<b>Actual Expenditure</b>	<b>Variances</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Personnel Expenditure	-	2,132,758	(2,132,758)
Goods and Services	-	112,221	(112,221)
Minor Equipment	-	23,805	(23,805)
Current Transfers and Subsidies			
<b>Total</b>	<b>-</b>	<b>2,268,784</b>	<b>(2,268,784)</b>

## 6. INTERNAL AUDIT



The function of the Internal Audit Department is to determine whether the organisation's network of risk management, control, and governance processes as designed and represented by Management is adequate and functioning.

During the 2015/2016 fiscal year, the Department completed the audit reports as shown in **Table 11**.

**Table 11: Audit Reports completed during the 2015/2016 fiscal year**

	<b>AUDIT 2015-2016</b>	<b>TYPE OF AUDITS</b>	<b>DATE ISSUED</b>
1	Procurement GAP Analysis	Approved Management Request	October 16, 2015
2	Review of Inventory Count Procedures	Approved Management Request - Short Review	October 21, 2015
3	Review of retro payment to Senior Management for revised telephone allowance	Approved Management Request - Short Review	November 2, 2015
4	Review of the content of the TnT	Special Assignment	November 16, 2015

	<b>AUDIT 2015-2016</b>	<b>TYPE OF AUDITS</b>	<b>DATE ISSUED</b>
	Mirror Articles	- Board of Directors	
5	Research, Planning and Development Audit	Operational/ Compliance	January 26, 2016
6	Occupational Standards and Sector Support Audit	Operational/ Compliance	March 22, 2016
7	Life Skills Audit	Operational/ Compliance	June 8, 2016
8	Human Resources Audit	Operational/ Compliance	July 29, 2016
9	Review of Managers' proposed back-pay calculations	Approved Management Request - Short Review	September 2, 2016
10	Finance Audit	Financial/Operational	Ongoing during the fiscal, but completed on November 11, 2016



## 7. HUMAN RESOURCE DEVELOPMENT



### 7.1 Organisational Establishment

As of September 30, 2016, the NTA had a total staff complement of two hundred and fifty-four (254) employees. **Table 12** shows the summary of employees by their job status (permanent vs contract).

**Table 12: Staff Complement of the NTA as at September 30, 2016**

Unit	Permanent Employees	Contract Employees	New Employees	Total
NTA	118	27	0	145
OJT	0	108	1	109
				<b>254</b>

### 7.2 Career Path Systems

The NTA continued to provide avenues for career advancement during the fiscal 2015/2016.

### 7.3 Promotion-Selection Procedures

The NTA recognises its responsibility to provide equitable consideration and opportunity for qualified employees to be transferred or promoted as vacancies become available from time to time. As such, the company subscribes to the principle of promotion from within the ranks of existing staff who may be qualified to perform in such vacant positions.

### 7.4 Performance Assessment/Management Strategies

During the fiscal year 2015/2016, a draft of the Performance Management Manual was submitted to the Board, revised and presented to the Management

Team for feedback. Notably, the NTA was also in the process of developing its Strategic Plan for the period 2015 to 2018 during the aforementioned period. It was determined that the rollout of the new system would coincide with the rollout of the new Strategic Plan.

### **7.5 Employee Support Services**

The NTA recognises that its employees are its best assets, and as such, has provided and continues to foster an environment that promotes employee well-being. The organisation has implemented a number of initiatives to improve employee morale.

The NTA provided the following Employee Support Services during fiscal 2015/2016:

- Employee Assistance Programme;
- Training and Development; and
- Education Assistance.

During the fiscal 2015/2016, staff initiatives were implemented to improve employee morale including the:

- Staff social club;
- Staff participation in religious holiday events;
- Christmas social event; and
- Administrative Professionals Day lunch and presentation.

## 8. PROCUREMENT PROCEDURES



The NTA continued to be guided by the provisions of the State Enterprises Performance Monitoring Manual in its standard procurement procedures for the acquisition of articles, provision of services, undertaking works and disposal of unserviceable items in the Agency. In addition, the NTA is transitioning to adopting the provisions of the Public Procurement and Disposal of Public Property Act.

### 8.1 Forms of Tendering/Procurement

#### Open Tender

Invitations are issued through advertisements or other forms of public notice. Open tendering is used in the following instances:

- to give all prospective bidders adequate, fair and equal opportunities to bid on all goods, services and/or works which are procured by the Agency;
- where it is the most economically advantageous tender;
- when the Agency's list of approved vendors does not cater or adequately cater for particular types of goods, services and/or works; and
- where the terms and conditions of the Agency borrowings so require.

#### Selected Tender

The Agency invites bids selectively from a limited number of approved suppliers, contractors or consultants where the goods, services or works are technically complex or specialised in nature and are available from a limited number of eligible suppliers, contractors or consultants.

The process involves a letter of invitation being issued with the Invitation to Tender documents sent to a list of selected bidders approved by the Board of Directors' Tenders Sub-Committee. Only those invited by the Tenders Sub-Committee are eligible to submit bids.

## Sole Tender

This process is conducted using the Exemptions/Merit Award which is issued without inviting competitive bids in any of the following circumstances:

- Where the materials are non-interchangeable spares or replacement parts for materials already in use;
- Where the works and/or services are to be carried out on a site where the employment of another contractor may hinder the progress of work already being performed by an existing contractor;
- When the goods, works and/or services represent a natural or direct continuation of an agreement previously awarded competitively, and completed, taking due account of the incumbent contractor/consultant's performance and cost-effectiveness of the approach adopted;
- Where only one contractor/consultant is capable or available or identified as having the qualifications or special proficiency, experience and skill of exceptional worth, expertise and/or equipment to supply the required goods, services and/or works or is the agent/representative; and
- Where the goods and/or services and/or works are of an urgent and critical nature, that is, there is some measure of risk to people, property, plant, equipment or the environment, or the community and the profitability of the Agency's operation demand.

## Open and Selected Tender

Periodically depending on the need, Open Tendering is done. However, this is usually based on the advice and recommendation of the Tenders Sub-Committee of the Board of Directors, following best practice in relation to the procurement procedure.

## 8.2 Procurement Methodology

The following processes are utilised by the Procurement Unit in the Finance Department of the NTA in accomplishing Procurement activities:

- Internal Requisition - There must be an approved Internal Requisition from the Manager of the requesting Department and the Manager of Finance, identifying the need(s) of the department making the request, (Goods, Services or Assets).
- Request for Quotation - A Request for Quotation/Pricing Form is generated and sent out to suppliers from the Purchasing Unit's Vendor Listing based on the category of the request.
- Quotation - The Purchasing Unit collates the quotations received to

commence the evaluation process.

- Suppliers' Price Comparison – Quotations received from suppliers are compared against a pre-set criterion and evaluated against the initial user requirements.
- Supplier Evaluation Form – Evaluation of supplier based on price, quality, delivery and performance criteria to ensure that suitable option is selected.

The following documents are used in completing this process:

- Approved Internal Requisition;
- Request for Quotation/Pricing Form;
- Estimated Three-Four Quotations;
- Supplier Evaluation Form; and
- Purchase Order.

## 9. PUBLIC AND COMMUNITY RELATIONS



The NTA engaged in a number of public and community relations activities for fiscal 2015/2016 as summarised below.

### 9.1 Jobs and Career Coach Mobile Publicity Drive

The NTA hosted the Jobs and Career Coach Flyer Drive and Mobile Publicity Drive, visiting several communities to publicise the products and services of the NTA/Jobs and Career Coach and promote TVET. Nine thousand, two hundred and twenty-six (9,226) persons were engaged through these visits.

### 9.2 Caribbean Association of National Training Authorities Meeting

The 26th Meeting of CANTA took place on November 4 and 5, 2015 at the Hilton Hotel, Trinidad. This event offered NTA branding and promotion to local and regional stakeholders. Local stakeholders in TVET shared their experiences with regional participants, strengthening networking and stakeholder engagement. Approximately forty persons were engaged through this event.

### 9.3 Life Skills Graduations

Approximately eighty graduates were presented with certification for the Life Skills Train the Trainer Programme. The graduation was held on November 26, 2015, at the Agora Campus of the University of Trinidad and Tobago. These awardees were from various sectors throughout Trinidad and Tobago. Additionally, eight persons from D. Rampersad & Co. Ltd graduated with certification for the Life Skills Train the Trainer Programme. This graduation was held on December 9, 2015, at D. Rampersad & Co. Ltd Head Office located at Chaguanas.

#### **9.4 Human Capital Development Programme - "Maximising Your Potential"**

The University of the West Indies, in collaboration with the Honourable Ministers Stewart Young, MP, (Port of Spain, North/St. Ann's West), Dr. Nyan Dolly, MP, (Port of Spain, South/St. Ann's East) and Marlene Mc Donald, hosted a Human Capital Development Programme, under the theme: "Maximising Your Potential". The programme exposed persons to the educational and professional options available. It also allowed the NTA, along with other agencies, to showcase their programmes. The NTA reached approximately four hundred (400) persons through this event, where staff from the Agency informed persons about the ever-changing landscape of Job and Career Guidance with topics such as: the World-of-Work, Thriving after Secondary School, Career Planning for the Future and Choosing Your Subjects, among others.

Additionally, as part of the NTA's ongoing efforts to promote and brand TVET, it participated in outreach events with stakeholders such as the:

#### **9.5 Ministry of Labour: Jobs Fair**

A Jobs Fair was hosted by the Ministry of Labour at the NESC Center, Pt. Lisas. This was specifically for recently retrenched workers, informing them about the educational and professional options available, as well as job opportunities in various sectors. This increased the NTA's brand awareness and registration for CVQ programmes, namely the PLAR Programme. Two hundred and fifty (250) persons were engaged.

#### **9.6 Ministry of Social Development and Family Services: Community Outreach**

This fair targeted person affected by poverty in rural communities. Through this platform, many government agencies were able to provide assistance, grants, job opportunities and training options to the people in the Rio Claro/Mayaro constituency. One hundred (100) persons were engaged.

#### **9.7 Trinidad and Tobago Manufacturers' Association Trade and Investment Convention 2016**

The Trade and Investment Convention was held at the Centre of Excellence, Macoya, Trinidad, and promoted opportunities for intra and extra-regional trade for regional businesses. The NTA was one of Trinidad and Tobago Manufacturer's Association's partners for the Convention, where local and foreign investors, stakeholders and the general public attended the event, and over one hundred and thirty (130) businesses and two hundred and fifty (250) members of the public

were engaged.



## 10. CONCLUSION

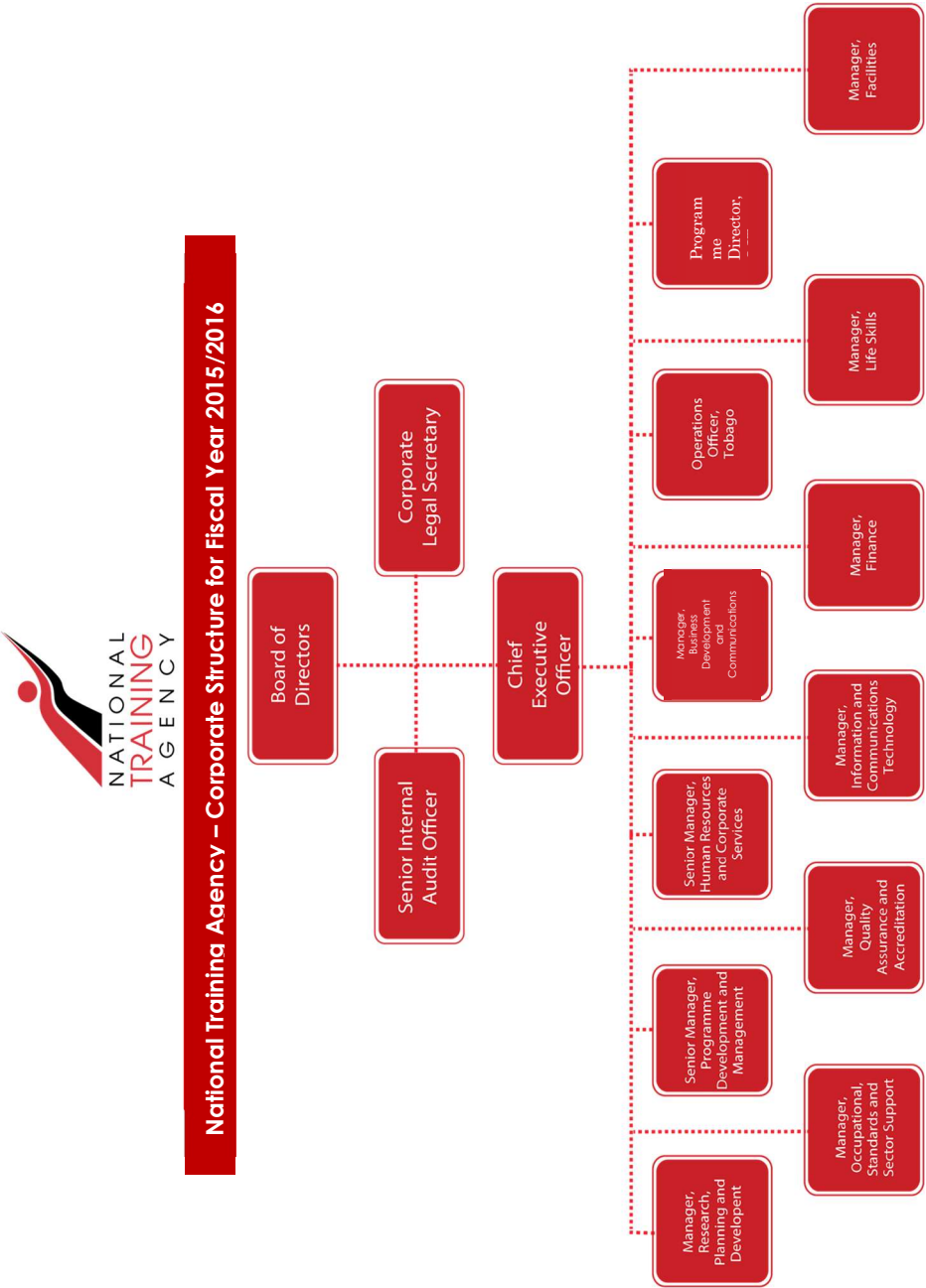


As the NTA continues to grow as a regulatory and coordinating entity for the national TVET System, the Agency aspires to improve the quality of training, to empower the country's citizens. In this regard, fiscal year 2015/2016 was a productive one, where the NTA was involved in numerous community outreach initiatives, school career days and other drives. Participation in these events played a crucial role in building awareness of the NTA's products and services.

Overall, the Agency remains committed to building a strong and sustainable workforce. The NTA is optimistic about the future, and will continue to work as an efficient, productive and flexible institution, fostering personal and professional development.

# 11. APPENDICES

## Appendix 1 – Organisational Structure of the NTA



## Appendix 2 - Schools and Occupational Areas awarded Caribbean Examinations Council (CXC) CVQ Awards at Level 2, and NTA CVQ Awards at Levels 1 and 2

OCCUPATIONAL AREA	SCHOOLS	OCCUPATIONAL AREA	SCHOOLS
Building Construction Drafting L1	Preysal Secondary Ste. Madeleine Secondary	Crop Production-Grow Box Operations L1	Blanchisseuse Secondary Carapichaima East Secondary Chaguanas South Secondary Five Rivers Secondary Gasparillo Secondary Holy Faith Convent, Couva La Romaine Secondary Marabella South Secondary Moruga Secondary Mount Hope Secondary Mucurapo West Secondary Palo Seco Secondary Point Fortin West Secondary Princes Town East Secondary Roxborough Secondary Russell Latapy Secondary San Fernando East Secondary San Fernando West Secondary Sangre Grande Secondary San Juan North Secondary Scarborough Secondary St. Joseph Secondary Toco Secondary Williamsville Secondary
Carpentry L1	Barataria South Secondary Pleasantville Secondary Toco Secondary		
Commercial Food Preparation (Cookery) L1	Barataria South Secondary Barrackpore West Secondary Bon Air Secondary Carapichaima East Secondary Carapichaima West Secondary Chaguanas South Secondary Coryal Secondary East Mucurapo Secondary Five Rivers Secondary Guaico Secondary Holy Faith Convent, Couva La Romaine Secondary Marabella South Secondary Moruga Secondary Morvant Laventille Secondary Mucurapo West Secondary Pentecostal Light and Life Foundation High Point Fortin West Secondary Princes Town East Secondary Princes Town West Secondary Roxborough Secondary Sangre Grande Secondary Scarborough Secondary Siparia East Secondary St. Joseph Secondary Toco Secondary Waterloo Secondary Woodbrook Secondary	Data Operations L1	Arima Central Secondary ASJA Girls' College, Barrackpore ASJA Girls' College, Tunapuna Barrackpore East Secondary Barrackpore West Secondary Biche Secondary Carapichaima East Secondary Carapichaima West Secondary Fyzabad Anglican Secondary Gasparillo Secondary Goodwood Secondary Guaico Secondary Guayaguayare Secondary Holy Faith Convent, Couva Holy Name Convent, Point Fortin La Romaine Secondary Malabar Secondary
Crop Production L1	Barrackpore East Secondary Chaguanas North Secondary Mucurapo West Secondary Williamsville Secondary		
Crop Production-Grow Box Operations L1	Barataria South Secondary Barrackpore East Secondary		

OCCUPATIONAL AREA	SCHOOLS
Data Operations L1	Marabella South Secondary Matura Secondary Moruga Secondary Mucurapo West Secondary Princes Town East Secondary Shiva Boys' Hindu College St. Joseph Secondary Ste. Madeleine Secondary Union Claxton Bay Secondary Valencia Secondary Williamsville Secondary
Electrical Installation L1	Barrackpore West Secondary Carapichaima East Secondary Chaguanas North Secondary East Mucurapo Secondary El Dorado East Secondary Fyzabad Secondary La Romaine Secondary Malick Secondary Marabella North Secondary Moruga Secondary Morvant Laventille Secondary Pleasantville Secondary Princes Town West Secondary San Fernando West Secondary Scarborough Secondary Signal Hill Secondary Siparia West Secondary St. Joseph Secondary Tabaquite Secondary Toco Secondary Tranquility Secondary
Fabric Design	ASJA Girls' College, San Fernando Brazil Secondary East Mucurapo Secondary Marabella South Secondary Mucurapo West Secondary Pentecostal Light and Life Foundation High Pleasantville Secondary St. Joseph Secondary Williamsville Secondary

OCCUPATIONAL AREA	SCHOOLS
Floral Arrangement L1	Williamsville Secondary
Furniture Finishing L1	Moruga Secondary
Furniture Making L1	Cedros Secondary Couva West Secondary East Mucurapo Secondary Mason Hall Secondary Morvant Laventille Secondary Mount Hope Secondary Mucurapo West Secondary Pleasantville Secondary Point Fortin West Secondary Siparia West Secondary St. James Secondary
Furniture Making L2	East Mucurapo Secondary
Garment Production L1	Arima North Secondary Barataria South Secondary Diego Martin Central Secondary Guaico Secondary Matura Secondary Pleasantville Secondary Roxborough Secondary Russell Latapy Secondary Sangre Grande Secondary St. James Secondary Toco Secondary
General Construction L1	Tranquility Secondary
General Cosmetology L1	ASJA Girls' College, Barrackpore Bon Air Secondary Diego Martin North Secondary Goodwood Secondary Guaico Secondary Holy Faith Convent, Couva Malick Secondary Matura Secondary Moruga Secondary Roxborough Secondary Russell Latapy Secondary San Fernando East Secondary Signal Hill Secondary Siparia East Secondary St. Joseph Secondary

OCCUPATIONAL AREA	SCHOOLS
General Office Administration (Office Clerk) L1	ASJA Girls' College, Charlieville Carapichaima West Secondary Coryal Secondary Goodwood Secondary Moruga Secondary San Fernando West Secondary St. Joseph's College, St. Joseph
Housekeeping (Houseman) L1	Barataria North Secondary Point Fortin West Secondary
Livestock Rearing L1	Williamsville Secondary
Masonry L1	Barataria South Secondary Carapichaima East Secondary Malick Secondary
Metal Work Engineering L1	Barataria South Secondary Barrackpore West Secondary Carapichaima West Secondary Couva West Secondary Diego Martin North Secondary East Mucurapo Secondary Fyzabad Secondary Guaico Secondary Marabella North Secondary Mayaro Secondary Moruga Secondary Penal Secondary Pleasantville Secondary Rio Claro West Secondary Siparia West Secondary St. James Secondary
Motor Vehicle Care and Conditioning L1	Pleasantville Secondary
Motor Vehicle Chassis System L1	East Mucurapo Secondary
Motor Vehicle Engine System L1	Arima North Secondary Barataria South Secondary Cedros Secondary Chaguanas North Secondary Marabella North Secondary Mayaro Secondary Moruga Secondary Siparia West Secondary

OCCUPATIONAL AREA	SCHOOLS
Motor Vehicle Engine System L1	Tabaquite Secondary Toco Secondary
Motor Vehicle Repairs (Cars and Light Trucks) L1	Barrackpore West Secondary Carapichaima East Secondary Pleasantville Secondary Princes Town West Secondary
Ornamental Aquaculture Operations L1	Belmont Secondary San Fernando East Secondary
Photography L1	Holy Faith Convent, Couva Rio Claro East Secondary
Plumbing L1	Barataria South Secondary Carapichaima East Secondary Chaguanas North Secondary
Printing and Graphic Arts-Computer Graphic Arts L1	Bishop Anstey High East Chaguanas South Secondary Williamsville Secondary
Refrigeration and Air Conditioning L1	El Dorado East Secondary
Small Appliance Repairs L1	San Fernando West Secondary Tranquility Secondary
Small Engine Repairs L1	Couva West Secondary
Soft Furnishing L1	Holy Faith Convent, Couva Mount Hope Secondary North Eastern College
Steel Pan Manufacturing L1	East Mucurapo Secondary Mucurapo West Secondary
Steel Pan Manufacturing L2	Mucurapo West Secondary
Technical Assistance in TV and Video Production L1	Valencia Secondary
Welding L1	Barataria South Secondary Barrackpore West Secondary Carapichaima East Secondary Chaguanas South Secondary East Mucurapo Secondary El Dorado East Secondary Fyzabad Secondary Marabella North Secondary Pleasantville Secondary Princes Town West Secondary San Juan North Secondary Siparia East Secondary Siparia West Secondary

## Appendix 3: External Verifications Conducted by the Quality Assurance and Accreditation Department

Year	MIC (WAC)	MIC (MuST)	YTEPP (WAC)	YTEPP (Youth)	YTEPP (Retraining)	YTEPP (RITTR)	YTEPP (IOC)	NESC	NESC (WAC)	Mdme. Maharaj	The Face & Body Clinic	CDML	NSTA	MOH	Tower Cranes	SORAC	Borderless Horizons	Imagination Plus 2	Divine Health Care	ALC	Atlantic	St. David's Academy	WASA (WAC)	Pixels	PLAR	TTCOTM&BCL	Petrotrin	Successors	Massy energy Engineered Solutions	A-Class Draperies	Totals
Oct		37		2	2																										44
Nov	49	6																		1											56
Dec	4					8				1					1																17
Jan	17	30			1	15			9	1																					73
Feb	3	13	1		2	6			1	1						1															28
Mar	8	9			5	1			2	1	1			1																	28
Apr		19	2		4	1			4						1																31
May		2	1		11	1			2								1			1											20
Jun		1			19	18	2																								40
Jul	6	24			55	12			4							1			1												105
Aug	7	27	1	13	1										2	1	1														55
Sep		8	1	1	2					1																					15
Totals	94	176	6	90	58	34	0	0	22	5	1	0	0	1	4	3	2	0	3	1	1	1	1	2	6	1	0	0	0	0	512



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