



Human Resource Needs Assessment of CARICOM Countries: Planning the Tertiary Education Sector Response

Presenter
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Tertiary Level Institutions Unit
*Promoting Tertiary Education &
Institutional Cooperation*

Overview

- Introduction
- Objectives
- Beneficiaries
- Methodology:
 - Sample
 - Delphi Process
- Findings
- Recommendations
- Questions & Answers

Introduction

- The greatest resource in the Caribbean countries is their people.
- The advancement (social, political & economic) of the countries is linked to the development of this human resource.
- Tertiary education has an important role to play in this development.
- The Caribbean countries are undergoing rapid change.

Introduction

- Hence the need to gather and analyze information to support directions and define priorities for future actions.
- The TLI Unit in response to the changes and educational challenges designed a project to assess the human resource needs and a tertiary education response.
- Following are the details of the project.

Objectives

- Identify jobs and skills that will drive the region's development;
- Determine the tertiary education needs of the region; and
- Establish the gaps between existing supply and demand in the tertiary education provision and propose strategies to advance regional development through tertiary education.

Beneficiaries

- National and Regional Policy makers – including Ministries of Education and CARICOM.
- Education leaders – including heads of institutions, career advisors and curriculum specialists.
- Employers
- Caribbean students – current and potential.

Methodology – Sample

- A sample of employers, education providers, current tertiary education students and potential students (5th and 6th formers) were selected from a list of: employers, professional organizations and trade unions; teachers and administrators of TEIs; students of TEIs; and students of 5th and 6th form student respectively.

Methodology – Process

- A stakeholder specific questionnaire, of five open-ended questions, was sent to a sample of stakeholders (employers, tertiary education providers, students, labour organizations & professional organizations).

Methodology – Process

- Each group of stakeholders was asked to list four:
 - Jobs/skills needed to drive their country's development.
 - Types of training needed/required to support their country's development.
 - Levels of training needed to support their country's development.
 - Barriers which prevent participation in tertiary education.
 - Ways the barriers may be overcome.

Methodology – Process

- Completed questionnaires were returned to the TLI Unit where the responses were analysed and master-lists of responses prepared.
- At the Focus Group sessions, the master lists of responses were given to the purposive sample of ‘experts’ to determine the five major needs (jobs/skills, training & level of training), barriers and enablers.

Methodology – Process

- The five major jobs/skills, training, levels of training, barriers and enablers to participation in tertiary education were arrived at by consensus, after a number of iterations.
- The five major jobs/skills, training, levels of training, barriers and solutions to barriers were ranked/prioritized.
- The TLI Unit reported the country findings and is in the process of preparing a full report.

Focus Group Participants

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Institutional Cooperation.

Country	Stakeholders			Total
	Students	Providers	Employers	
Antigua & Barbuda	22	10	13	45
Bahamas	19	5	8	32
Barbados	17	32	8	57
Belize	28	8	6	42
British Virgin Islands	9	2	18	29
Cayman Islands	37	13	17	67
Dominica	19	11	10	40
Grenada	30	4	18	52
Jamaica	20	44	30	94
St. Kitts/Nevis	16	23	11	50
St. Lucia	35	16	18	69
St. Vincent & Grenadines	25	8	10	43
Trinidad & Tobago	23	37	15	75
Total	300	213	182	695

Common Jobs/Skills identified by Stakeholders by Country – OECS

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Jobs/Skills	Country																				
	Antigua			BVI			Dominica			Grenada			St. Kitts			St. Lucia			St. Vincent		
	S	P	E	S	P	E	S	P	E	S	P	E	S	P	E	S	P	E	S	P	E
Agriculture	√	-	-	√	-	-	√	-	-	√	√	√	-	√	√	-	-	√	√	√	√
Trades	-	-	-	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Counsel	√	-	-	-	-	-	√	-	√	-	-	-	√	√	-	-	-	√	-	-	-
Security	√	-	-	-	-	-	-	-	-	-	-	-	√	-	-	-	√	-	-	-	-
Education	√	-	√	-	√	√	√	√	√	√	-	√	√	-	√	-	√	-	√	√	√
Entrepreneur	-	-	√	-	-	-	-	-	-	√	-	-	-	-	-	-	-	-	-	√	√
Engineer	-	√	-	-	-	-	-	√	-	-	√	√	-	√	√	-	√	-	-	-	-
Finance	-	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tourism	-	√	√	-	-	√	√	√	-	√	√	√	√	√	√	-	√	√	√	√	√
Health Prof.	√	√	-	-	√	√	√	-	√	√	-	-	-	-	-	-	√	√	√	-	-
ICT	-	√	√	-	√	√	-	√	√	-	√	-	√	√	√	-	-	√	-	√	√
Manufacturing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Management	-	√	√	-	-	-	-	√	√	-	√	√	-	-	-	-	-	-	√	-	-
Marine	-	-	-	√	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Social Work	-	-	√	-	-	-	√	-	-	√	-	-	-	-	-	-	-	-	-	-	-
Soft Skills	-	-	-	-	-	-	-	-	-	-	-	-	-	-	√	-	-	-	-	-	-

S = Student

P = Tertiary Education Provider

E = Employer

Common Jobs/Skills identified by Stakeholders by Country – Barbados, Jamaica & Trinidad and Tobago

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Promoting Tertiary Education & Institutional Cooperation.

Jobs/Skills	Country								
	Barbados			Jamaica			Trinidad		
	S	P	E	S	P	E	S	P	E
Agriculture/Farming	√	-	-	√	-	√	-	√	-
Computer Technology	-	-	-	√	-	-	-	-	-
Criminologists	-	-	-	-	-	-	√	-	-
Education	√	√	-	-	-	-	√	√	-
Entrepreneur	√	-	-	-	-	-	-	-	-
Engineering	-	-	-	-	-	-	-	√	√
Gas/Oil Resource	-	-	-	-	-	-	-	-	√
Hospitality/Tourism	√	√	√	-	√	√	√	-	√
ICT	√	√	-	√	√	√	√	√	√
Medical/Allied Health	-	-	√	√	-	-	√	√	√
Management	-	√	√	-	√	√	-	-	-
People Soft Skills	-	-	√	-	-	-	-	-	-
Research/Development	-	-	-	-	√	-	-	-	-
Social Sciences	-	-	-	-	-	√	-	-	-
Trades/Tech-Voc	-	-	√	√	-	-	-	-	-

S = Students

P = Providers

E = Employers

Common Jobs/Skills identified by Stakeholders by Country - Northern Caribbean

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Jobs/Skills	Country					
	Bahamas			Cayman Islands		
	S	P	E	S	P	E
Agriculture/Farming	√	√				
Education	√	√	√	√	√	√
Emergency Services					√	
Finance/Banking	√			√	√	√
Hospitality/Tourism	√		√	√	√	√
ICT			√			
Law Enforcement		√				
Medical/Allied Health	√	√	√	√	√	√
Management	√					
Trades/Tech-Voc		√	√	√		√

S = Students

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Common Training Needs identified by Stakeholders by Country - OECS

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Institutional Cooperation.

Training	Country																				
	Antigua			BVI			Dominica			Grenada			St. Kitts			St. Lucia			St. Vincent		
	S	P	E	S	P	E	S	P	E	S	P	E	S	P	E	S	P	E	S	P	E
Agriculture	-	-	-	√	-	-	√	-	-	√	√	√	-	-	-	√	-	√	√	-	√
Comm	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	√	-	-
Counsel	-	√	-	-	-	-	-	-	√	-	-	-	-	-	-	-	-	-	-	√	√
Criminology	-	-	-	-	-	-	-	-	-	-	-	-	√	-	-	-	-	√	-	-	-
Education	√	√	√	√	√	√	-	-	√	-	-	√	-	-	√	√	√	√	-	√	-
Entrepreneur	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	√	√	-	-	√
Engineer	√	-	-	-	-	-	-	-	-	√	√	-	-	-	-	-	-	-	-	-	-
Finance	-	-	-	√	-	-	-	-	-	-	-	-	-	√	-	√	-	-	√	-	-
Health Prof.	√	-	-	√	√	√	√	-	√	-	-	-	√	-	-	-	√	√	√	-	-
ICT	√	√	-	-	-	-	-	√	√	-	√	√	√	√	-	√	-	-	-	√	-
In'tl Business	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In'tl Relations	-	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Management *	-	√	√	-	√	√	√	√	-	√	-	-	-	√	√	-	-	-	-	-	-
Planning	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Social Work	-	-	√	-	-	-	-	√	-	√	-	-	-	-	-	-	-	-	-	-	-
Soft Skills	-	-	-	-	-	-	-	-	-	-	-	-	-	-	s√	-	-	-	-	-	-
Tech-Voc	-	-	-	-	√	√	-	√	-	-	√	√	√	√	√	√	√	-	√	√	√
Tourism	√	√	-	-	√	√	√	√	√	√	√	√	√	√	√	-	√	-	-	√	√

S = Student

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Common Training Needs identified by Stakeholders by Country - Barbados, Jamaica & Trinidad and Tobago

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Training	Country								
	Barbados			Jamaica			Trinidad		
	S	P	E	S	P	E	S	P	E
Agriculture/Farming	-	√	-	-	√	√	-	-	-
Behavioural Sciences	-	-	-	-	-	-	√	-	-
Education	√	√	√	-	-	-	√	√	-
Entrepreneur	-	-	-	√	√	√	-	√	-
Engineering	-	-	-	-	-	-	-	√	√
Gas/Oil Resource	-	-	-	-	-	-	-	-	√
Hospitality/Tourism	-	-	√	-	-	-	√	-	√
HR Development	-	-	-	-	-	-	-	-	√
ICT	√	-	√	√	√	-	√	-	-
Medical/Allied Health	-	√	-	-	-	-	√	√	-
Management	-	-	√	√	-	√	-	-	√
Planning	√	-	-	-	-	-	-	-	-
People Soft Skills	-	√	√	-	√	√	-	-	-
Research/Development	-	-	-	√	-	-	-	-	-
Social Work	√	-	-	-	-	-	-	-	-
Sport/Cultural	-	√	-	-	-	-	-	-	-
Trades/Tech-Voc	√	-	-	√	√	-	-	√	-

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Common Training Needs identified by Stakeholders by Country – Northern Caribbean

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Training	Country					
	Bahamas			Cayman Islands		
	S	P	E	S	P	E
Agriculture/Farming	√	√				
Education	√	√	√	√	√	√
Engineering			√			
Finance/Banking				√	√	√
Hospitality/Tourism	√		√	√	√	√
ICT	√		√	√		
Law Enforcement		√				
Medical/Allied Health	√	√	√	√	√	
Management						√
Trades/Tech-Voc		√			√	√

S = Students

P = Providers

E = Employers

Common Barriers identified by Stakeholders by Country – OECS

Barriers	Country																				
	Antigua			BVI			Dominica			Grenada			St. Kitts			St. Lucia			St. Vincent		
	S	P	E	S	P	E	S	P	E	S	P	E	S	P	E	S	P	E	S	P	E
Attitude	√	√	√	-	-	√	√	√	√	-	-	√	√	√	√	-	√	√	-	-	√
Career Guide	-	-	√	-	-	-	-	-	-	√	√	-	-	-	-	-	√	-	-	-	-
Entry Req.	√	√	√	√	√	√	√	-	-	√	-	-	√	√	-	-	√	√	-	-	√
Finance	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	-	√	√	-	√	√
Inflex Delivery	-	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-	√	-	-	-	-
Inad Facility	-	-	√	-	-	-	-	-	√	-	-	-	-	-	-	-	-	√	-	√	-
Incentives	-	-	-	-	√	-	-	-	-	-	-	√	-	-	-	-	-	-	-	-	-
Lack of Self-Confi.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	√	-	-	-	-	-	-
Physical Distance	-	-	-	-	√	-	-	√	√	-	-	-	-	-	-	-	-	-	-	√	-
Obligations	-	-	-	√	-	-	-	-	-	-	-	-	-	-	√	-	-	-	-	-	-
Program	√	√	-	-	-	-	√	√	-	√	√	-	√	√	-	-	-	√	-	√	√
Time	-	-	-	√	√	√	√	√	-	-	-	√	√	√	-	-	-	-	-	√	√

S = Student

P = Tertiary Education Provider

E = Employer

Attitude = Lack of Interest/Motivation

Time = Job demand/Time constraint

Program = Programme Availability/Awareness/Quality/Relevance

Inflex Delivery = Inflexible Delivery

Lack of Self-Confi. = Lack of Self-Confidence

Common Barriers identified by Stakeholders by Country – Barbados, Jamaica & Trinidad and Tobago

Barriers	Country								
	Barbados			Jamaica			Trinidad		
	S	P	E	S	P	E	S	P	E
Attitude	√	-	√	-	-	√	√	√	√
Brain Drain	-	-	-	-	-	√	-	-	-
Career Guide	√	-	-	-	-	-	√	-	-
Entry Requirements	-	√	√	√	-	-	√	√	-
Fear of Technology	-	-	-	-	-	√	-	-	-
Finance	√	√	-	√	√	-	√	√	√
Health Issues	√	-	-	-	-	-	-	-	-
Inflex Delivery	-	-	-	-	√	-	-	√	-
Inad Facility	-	√	√	-	-	-	√	-	-
Incentives	-	-	-	-	-	-	-	-	√
Lack of Trainers	-	-	-	-	-	√	-	-	-
Lack of Self- Confidence	-	-	-	-	-	-	-	-	-
Lack of Org'n Vision	-	-	-	-	√	-	-	-	-
Lack of replacement staff	-	-	-	-	√	-	-	-	-
Physical Distance	-	-	-	√	-	-	-	-	-
Obligations	-	-	√	-	-	-	-	-	-
Program	√	√	-	-	-	√	-	√	√
Time	-	√	√	-	√	-	-	-	√

S = Students

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Attitude = Lack of Interest/Motivation

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Inflex Delivery = Inflexible Delivery

Program = Programme Availability/Awareness/Quality/Relevance

Common Barriers identified by Stakeholders by Country – Northern Caribbean

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Barriers	Country					
	Bahamas			Cayman Islands		
	S	P	E	S	P	E
Attitude		√	√	√	√	
Distance/Inflexibility	√	√		√	√	
Finance	√	√	√	√	√	
Entry Requirements	√	√	√			
Obligations				√	√	
Programme Availability				√	√	
Time Constraint/Job Demand	√	√	√	√	√	
Transfer of Credits	√					

S = Students

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E = Employers

Common Enablers identified by Stakeholders by Country - OECS

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Enablers/Strategies	Country																	
	Antigua			BVI			Dominica			Grenada			St. Kitts			St. Vincent		
	S	P	E	S	P	E	S	P	E	S	P	E	S	P	E	S	P	E
Access Courses	√	√	√	√	√	√	√	-	√	√	√	-	√	√	-	-	-	√
Adequate Staffing	-	-	-	-	-	-	-	√	-	-	-	-	-	-	-	-	-	-
Counselling	-	√	√	-	-	√	-	-	-	-	√	-	-	-	-	-	-	-
Collaborative Planning	-	-	√	-	-	√	√	√	-	-	-	√	-	-	√	-	-	-
Education/Trainers	-	-	-	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-
Flexible Delivery	-	-	-	√	√	-	-	-	√	√	-	-	-	√	√	-	√	-
Family Support	-	-	-	-	-	-	-	-	-	-	-	-	√	-	-	-	-	-
Financial Assistance	√	√	-	√	√	√	√	√	√	√	√	√	√	√	-	-	√	√
Motivation	-	-	-	-	-	-	-	√	-	-	-	-	-	√	-	-	-	-
Offer Incentives	√	-	√	-	√	√	-	-	√	-	-	√	-	-	-	-	√	√
OJT/Internship	-	-	-	-	-	-	-	-	-	√	-	√	-	-	-	-	√	-
Rel Prog D'ment & Promo	√	√	-	√	√	-	√	√	-	√	√	-	√	-	√	-	√	√

S = Student

P = Tertiary Education Provider

E = Employer

Common Enablers identified by Stakeholders by Country – Barbados, Jamaica & Trinidad and Tobago

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Enablers	Country								
	Barbados			Jamaica			Trinidad		
	S	P	E	S	P	E	S	P	E
Access Courses		√	√					√	
Adequate Staffing									√
Articulate Education System					√				
Counselling	√	√	√						
Collaborative Planning			√		√	√			√
College Fairs	√								
Education/Trainers									
Flexible Delivery	√	√	√		√	√		√	√
Family Support									
Financial Assistance	√	√	√			√		√	
Inadequate Facilities									
Improve Education System						√			
Market Research					√				
Motivation									
Offer Incentives					√				√
OJT/Internship									
Quality Assurance								√	
Rel Prog D'ment & Promo		√						√	√

S = Students

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Common Enablers identified by Stakeholders by Country – Northern Caribbean

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Enablers	Country					
	Bahamas			Cayman Islands		
	S	P	E	S	P	E
Collaborative Planning		√		√		
Counselling						√
Enhance Value of Education					√	
Flexible Delivery/DE	√	√	√		√	√
Financial Assistance	√	√	√	√	√	√
Family Support	√			√		
Improve Transportation					√	
OJT/Internships				√		√
Offer Incentives		√	√			√
Relevant Prog D'ment & Promo	√	√	√		√	
Summer Courses				√		
Use PLAR	√					

S = Students

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Summary – Common Jobs/Skills Across the Region

- Agriculturalists/Farmers
- Educators/Teachers
- Hospitality/Tourism Professionals
- Technical/Vocational Skills
- Medical/Allied Health Professionals
- ICT Professionals
- Managers
- Financial/Banking Professionals

Summary – Other Jobs/Skills Across the Region

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- Soft Skills
- Entrepreneurs
- Research & Development
- Criminology/Forensic Science/Law Enforcement

Summary – Common Education/Training Across the Region

- Some common areas identified for training included Agriculture, Education, Medical/Allied Health, Hospitality/Tourism, ICT, Management and Behavioral Sciences.
- It was suggested that training in ‘Entrepreneurship’, ‘People Soft Skills’ and ‘Negotiating’ should be infused in certain programmes identified by TEIs.

Summary – Common Barriers Across the Region

- Finance
- Entry Requirements
- Time Constraint/Job Demand
- Obligations (Family/Social/Financial)
- Programming
(Relevance/Quality/Availability/Awareness)
- Lack of Self-Confidence

Summary – Common Enablers Across the Region

- Financial Assistance (Scholarships/Loans/Paid Study Leave)
- Access Courses
- Distance & Flexible Learning
- Relevant Quality Programme Development & Promotion
- Collaborative Planning
- Offer Incentives/Rewards
- Adequate Staffing (Quantity & Trained)

Recommendations for TEIs

- Tertiary Education Institutions (TEIs) should conduct research to determine the market needs and interest for any programme they plan to offer, and promote the programmes more aggressively.
- Tertiary education providers must infuse 'Entrepreneurship' and 'Soft Skills' training in their programmes.
- TEIs should offer more college preparatory/access courses and create alternative pathways to increase access.

Recommendations for TEIs

- Tertiary Education providers need to plan in collaboration with other stakeholders (Employers and Students) to ensure that they are addressing education/training needs of the consumer.
- A method must be devised for certification across national/regional institutions to facilitate the transfer of credits from one institution to another.

Highlights: Re Hospitality/Tourism

- Hospitality/Tourism seems to be one of the industries with the greatest potential for job creation and social and economic development with the least environmental impact.
- Students are not interested in entry-level employment, i.e. receptionist and house-keeping.

Highlights: Re Hospitality/Tourism

- Open and distance learning/teaching in the discipline is a primary need of stakeholders.
- Programmes are needed in the various cognates at all levels, i.e. short course, Associate Degree and Under- and Post-graduate Degrees.
- Access to financial assistance.
- Recognition, equivalence and accreditation of certification across the region.

Let's Talk!

Tertiary Level Institutions Unit
*Promoting Tertiary Education &
Institutional Cooperation.*

Questions & Answers