

**CONCEPT PAPER**

**FOR THE DEVELOPMENT OF A CARICOM STRATEGIC PLAN  
FOR TERTIARY EDUCATION SERVICES**

**IN THE CARICOM SINGLE MARKET AND ECONOMY  
(CSME)**

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## 1.0 Overview of the Regional Tertiary Education Sector

### 1.1 Historical Background

In the Caribbean region, higher education began to evolve in a distinctly discernible way after the end of World War II. As defined by UNESCO, higher education includes *"all types of studies, training or training for research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher learning by competent State authorities."*<sup>1</sup>

In the first half of the twentieth century, higher education in the Caribbean was a privilege enjoyed by members of the upper class, public officials benefitting from scholarships or study leave, and exceptional Secondary school graduates who could win scholarships to study at leading universities in the metropolitan countries.

Higher education in the region began to take on new dimensions in the second half of the century and a sector now referred to as the Tertiary Education Sector slowly began to emerge. A significant event in the history of higher education in the then British West Indies was the establishment of University College of the West Indies in 1948 in Jamaica.

### 1.2 Defining Tertiary Education in the Region

For the purposes of this paper tertiary education in the Caribbean will be defined as *"the teaching and learning process that occurs following the completion of secondary education and provides academic credits and competencies that lead to certificates, diplomas and degrees from universities, university colleges, polytechnics, community colleges and similar institutions."*<sup>2</sup>

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<sup>1</sup> UNESCO, "World Declaration on Higher Education / The Twenty-First Century: Vision and Action", adopted by the World Conference on Higher Education, October 1998. See website at: [http://unesco.org/education/educprog/wche/declaration\\_eng.htm](http://unesco.org/education/educprog/wche/declaration_eng.htm)

<sup>2</sup> *Vision 2020 Sub-Committee Report on Tertiary Education*, p.12. (See website at: [http://www.vision2020.info.tt/pdf/Policies%20and%20Procedures/Policy%20Documents/Vision%202020%20Sub%20Comm%20Report\\_Tertiary%20Education.pdf](http://www.vision2020.info.tt/pdf/Policies%20and%20Procedures/Policy%20Documents/Vision%202020%20Sub%20Comm%20Report_Tertiary%20Education.pdf)) There is however an International Standard Classification of Education (ISCED97) that provides a framework for comprehensive statistical description of national educational systems and a methodology that translates national educational programmes into internationally comparable levels of education. (Under this system there are 7 levels – level 0-6 – and levels 5 and 6 cover

In some countries, notably Trinidad and Tobago and Jamaica, this definition may be widened to include technical and vocational education at Level 111 or higher in the TTNQV qualifications framework.<sup>3</sup> From the perspective of this concept paper, therefore, the tertiary education sector in the Caribbean is that arena in which various products and services, consistent with the definition of tertiary education outlined above, are provided by a variety of institutions (See Appendix 1 for CARICOM identified Emerging Regional (Tertiary) Qualifications Framework).

### 1.3 Scope and Coverage of the Regional Tertiary Education Sector

Slow progress in the 1950s, 60s and 70s gave way to significant growth in the 1980s and after mainly as a result of:

- a. The global liberalization of education leading, inter alia, to an increase in privately-owned tertiary level institutions and an influx of foreign providers into the Caribbean region;
- b. The growing momentum for democratization of tertiary education in the region as manifested by increasing demands for access by regional governments, particularly those from territories not served by a physical university campus.
- c. Growing market demand as the information age became a reality, as the knowledge economy began to evolve and as skilled, knowledge workers became essential to building a competitive regional economy.

At present the scope and coverage of the sector are large and diversified.<sup>4</sup> A Caribbean Regional Negotiating Machinery (CRNM) survey informs us that the sector “is characterized by a range of public, private and foreign-owned providers.

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tertiary education.) The basic unit of classification in ISCED is the educational programme. ISCED also classifies programmes by field of study, programme orientation and destination. For a complete version of the ISCED97 classification please see <http://www.usi.unesco.org/publications/ISCED97>

<sup>3</sup> It is desirable that in the CARICOM region there be mobility not only on the basis of performance upwards but also on the basis of interest across the system. The Vision 2020 Sub-Committee Report cited in 2 above suggests a way forward.

<sup>4</sup> Howe, G. “*Contending with Change: Reviewing Tertiary Education in the English-Speaking Caribbean*,” p.60, (<http://unesdoc.unesco.org/images/0013/001315/131593e.pdf>) “as elsewhere, the tertiary education sector in the English-speaking Caribbean is quite diverse comprising local and regional institutions, technical and vocational colleges, a technological university, traditional universities such as the University of Belize (UB), the University of the West Indies (UWI), the University of Guyana (UG), and the University of the Virgin Islands, and multi-disciplinary and special entities.”

There are over 150 institutions of which 60% are public, 30% private and the remaining 10% exist with some government support. The survey also reveals that St. Kitts and Nevis, St. Lucia and Grenada have attracted 14 offshore tertiary education institutions in their locations, the majority of which are US-sponsored and mainly medical schools”<sup>5</sup> (Appendix 2).

The current reality in the region, therefore, as Glenford Howe points out, is that *“tertiary education remains predominantly the business of the public sector.”*<sup>6</sup> This notwithstanding, private sector institutions make a significant contribution by filling niche markets, offering post-secondary programmes up to the associate degree and degree levels in disciplines such as information communication technology, accounting, marketing, business administration, labour studies and human resource management. Public institutions tend to be more comprehensive in their offerings. Private, for profit institutions tend to be specialized and demand-driven.

By far the most important distinguishing characteristic of the regional tertiary education sector is the predominance of the University of the West Indies (UWI) as the premier tertiary level institution in the Caribbean, forty-seven years after receiving its Royal Charter in 1962 and sixty years after the University was first established in 1948. UWI now has four campuses in the region (the most recently established being the Open Campus), a presence in all the fifteen contributing countries, a wide offering of undergraduate, postgraduate, certificate and diploma programmes, and a student population of over forty thousand in 2007-2008. UWI remains irrefutably the only truly regional higher educational institution in the Caribbean in concept, scope and reach. However, the existence and potential developmental role of another 150 institutions needs to be carefully assessed and fully taken into account. There is opportunity for the University of the West Indies to play a leadership, developmental, rationalizing and integrative role supportive especially of the public sector institutions.

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<sup>5</sup> Extracted from “New York Conference on the Caribbean”, Stabroek News, June 20, 2008. (<http://www.stabroeknews.com/2008/news/local/06/20/new-york-conference-on-the-caribbean/>)

<sup>6</sup> Howe, G. “Contending with Change: Reviewing Tertiary Education in the English-Speaking Caribbean,” p.60. (<http://unesdoc.unesco.org/images/0013/001315/131593e.pdf>)

## 2.0 Situation Analysis: Opportunities for Development

The literature on tertiary education in the English-speaking and non English-speaking Caribbean is extensive, comprising in the main:

- Reports of meetings of CARICOM Heads of Government
- Reports of meetings of the Council for Human and Social Development (COHSOD)
- Studies done on various issues relating to the national and regional tertiary education sectors and published in books and articles
- Reports compiled and presentations made by the University of the West Indies and its leaders
- Various documents from a range of sources available on the internet

Several themes recur in these reports, the most significant of which are the following:

- The enduring role of tertiary level institutions in the Caribbean to foster the educational, social and cultural advancement of the people within the region, as well as those residing outside the region in this era of globalization. The argument is that the systematic development of human capital facilitates a knowledgeable, skilled, more productive workforce, improves individual earning capacity resulting in greater financial stability for individuals and their families, and this also contributes to social capital leading to stronger communities, institutions and societies.
- The need for greater access to and enrolment in tertiary level programmes offered within the region.
- Uneven access to educational opportunities across the region especially in those territories not hosting a UWI campus.
- The need to strengthen ICT systems and the reach, scope and user-friendliness of Distance Education.

- The need to rationalize qualifications frameworks, facilitate certificate recognition based on agreed standards and the need to facilitate mobility across and upwards in the tertiary sector.
- The need for a Regional Accreditation Agency that would bring order, process and desirable standards to the system.
- The need for a framework for functional cooperation and collaboration among sector partners.
- The need to align the tertiary sector and its output to the requirements and aspirations of the CARICOM Single Market and Economy (CSME).

All of these issues remain relevant and present opportunities for the rational, strategic development of the regional tertiary education sector, especially in the context of the CSME.

The CSME provides, inter alia, for the free movement of goods, services and people across the region. Since the start of the Single Market, eight categories of CARICOM nationals have become eligible for free movement throughout the CSME without the need for work permits. They are University Graduates, Media Workers, Artistes, Musicians, Sportspersons, Managers, Technical and Supervisory Staff attached to a company and Self-Employed Persons/Service Providers. In addition, the spouses and immediate dependent family members of these nationals will also be exempt from work permit requirements. At the July 2006 CARICOM Summit, it was agreed to allow for two more categories of skilled persons, tertiary-trained Teachers and Nurses, with other categories to be added at a later date.<sup>7</sup> The easy movement of teachers throughout the region has implications not only for the development of the education sector but for the development of teacher education as well.

At the fifteenth meeting of COSHOD held in Georgetown, Guyana, from October 19-21, 2006, a report highlighting the critical issues of education and labour, given the implementation of the CSME, was presented and discussed.

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<sup>7</sup> *CARICOM Single Market and Economy: Work Permits and the Free Movement of People*. See website at: [http://en.wikipedia.org/wiki/CARICOM\\_Single\\_Market\\_and\\_Economy](http://en.wikipedia.org/wiki/CARICOM_Single_Market_and_Economy)

Among other things, the report:

- identified two important aspects of Human Resource Development (HRD) crucial for the effective implementation of the integrated market, namely, the appropriate development and effective utilization of human skills.
- emphasized the centrality of appropriate HRD in preparing persons to take advantage of the opportunities afforded in the CSME.
- reiterated that the Market is a social institution and as such, is anchored in the skills, perceptions and attitudes of people.
- noted that the emerging labour market was more integrated and competitive for high level skills, demanding 'weightless' goods and high knowledge content ....<sup>8</sup>

It may have been this kind of thinking which prompted the Prime Minister of St. Kitts and Nevis to say in New York, U.S.A. on June 19, 2008, that the free movement of skills will no doubt accelerate the growth of Tertiary Level Institutions (TLI) in the region – and it is inevitable that a global knowledge economy and new developments such as the EPA will also have a positive impact on the growth of the tertiary sector and the knowledge sector generally.<sup>9</sup>

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<sup>8</sup> *Report of the Fifteenth Meeting of COSHOD*, 19-21/10/06, pp. 5-6

<sup>9</sup> Extracted from "New York Conference on the Caribbean", Stabroek News, June 20, 2008.  
<http://www.stabroeknews.com/2008/news/local/06/20/new-york-conference-on-the-caribbean/>



### 3.0 Targets

The biggest opportunity for the further development of the tertiary education sector lies however in a clear commitment to projections for tertiary level participation across the region. Regional governments at the June 2002 CARICOM Summit had agreed that they would seek to achieve a 15% participation rate in tertiary education for their respective countries by 2005. While the more developed countries within the region have already achieved this target, others are yet to reach this milestone. Trinidad and Tobago as well as Barbados have since set even higher targets for their respective countries and are well on the way to achieving them. Trinidad and Tobago has set a target of 60% participation by 2015 and Barbados is focusing on one graduate per household by 2010.

It is noteworthy that countries such as Finland, USA and UK are committed to upwards of a 50% participation rate. Countries such as Ireland and Singapore are also close to achieving that level of participation and even countries such as the Dominican Republic – 23% and Costa Rica – 16%, have gone way beyond what some Caribbean countries have been able to achieve. While Trinidad and Tobago aims at 60% many countries in the region are yet to achieve a 10% tertiary participation rate.

In the Caribbean, Cuba has the highest Gross Enrolment Rate (GER) at the tertiary level (109%) followed by the British Virgin Islands (75%) and Barbados (53%). These rates are comparable to developed countries such as USA (82%) and UK (59%). In countries such as the Cayman Islands, Aruba and the Dominican Republic enrolment rates fall between 20% and 35%. Other countries falling within that range include Brazil and Mexico. Countries with tertiary GERs of less than 20% include Jamaica (19%), Guyana (12%), Trinidad and Tobago (11%), St. Lucia (10%), Anguilla (5%) and Belize (3%). There is very little reliable data available for Antigua and Barbuda, Bahamas, Dominica, Grenada, Haiti, St. Kitts and Nevis and St. Vincent and the Grenadines.<sup>10</sup>

One of the immediate imperatives, therefore, is to set a minimum target that every country in the region would strive to meet with all countries having the freedom to exceed minimum requirements.

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<sup>10</sup> World Bank EdStats database and UNESCO UIS Statistics database.

At the individual country level the target aspired to, nationally, could then be aligned to projected needs in HR over, let's say, the next ten (10) years. The focus in each country would then have to be on tertiary sector output to meet identified needs and management of national economies and the regional economy to generate absorptive capacity.<sup>11</sup>

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<sup>11</sup> See Appendix 3 on HR Development needs as identified in Consultations held by UWI with individual country stakeholders in 2006.

## 4.0 Legislation

A careful review of the legislative backgrounds of English-speaking Caribbean islands has revealed that those countries that gained independence from British control in the 1960s tend to have more developed tertiary education legislation than those who achieved it later. As a result, countries such as Jamaica, Trinidad and Tobago, the Bahamas and Barbados have more mature tertiary institutions, higher literacy levels and a better skilled workforce.

Despite recent legislative advancements regarding the tertiary education sector, there is still a lot of legislative work to be done. Member countries of the Organization of Eastern Caribbean States (OECS) such as Dominica, Grenada, St. Lucia, St. Vincent and the Grenadines and Antigua are still in the elementary phases of tertiary education development. Tertiary education and the relevant legislation are still relatively new experiences for some of these countries. Their education legislation largely focuses on their primary and secondary sectors and many countries lack independent educational bodies that regulate education. It is not uncommon to find that the sole source of review and control over educational bodies is the Minister of Education. As a result, legislation is outdated and there is no forum for independent periodic review. This is not to underestimate the value and significance of harmonization of education legislation over the last decade. There is need to do this across the region at the tertiary level as well. Development of intellectual capital in these countries requires a strong supportive legislative framework not just for basic education but for the development of the regional tertiary education sector. A thorough review of legislation related to education in general and taking into account policy imperatives in tertiary education needs to be addressed with a sense of urgency across the region within a framework of harmonization and integration.

## 5.0 Trade Liberalisation Issues

Trade Liberalisation is a factor in education in the Caribbean and is compounded by the fact that the demand for education in the region is likely to exceed supply because of capacity challenges and funding challenges. Local sources of investment both from governments as well as private sector interests are unlikely to be enough to meet growing demand. At the same time, the Caribbean should be wary of becoming a battle ground in which educational institutions from the outside which do not enjoy a strong reputations in their home country dominate the for profit sector of the higher education market. Any strategy for the establishment of offshore schools needs to take into account the fact that while there are genuine economic benefits to be derived from investment in plant and infrastructure, offshore schools do not generally serve the onshore student population. An alternative to the open trade in services approach to education provision and the view of education as an opportunity for exports and profit by developed country institutions and private sector investors is the option of international partnerships and collaborative endeavours based on mutual institutional needs and interests. There is opportunity as well for tertiary level institutions in the Caribbean to take advantage of their location and to draw on the learnings available from offshore schools to build export capacity in the tertiary education sector. These are issues that have to be carefully thought through and discussed so that a regional approach can provide a workable framework.

## 6.0 Policy Framework

An environmental scan of the regional tertiary sector reveals that while the sector is growing in response to increasing demands for an ever-widening range of services and products, it continues to be characterized by fragmentation, insufficient resources, inadequate collaboration/cooperation among its partners and several other factors that militate against its effectiveness. A regional policy framework is therefore required that will form the basis for the development and implementation throughout the Caribbean of national policies, programmes and action plans in relation to tertiary education. Provided below is a summary of the priority areas that should constitute such a policy framework:

- 1) **Legal Framework.** A review of the legislation governing education in general and tertiary education in particular in the Caribbean reveals two interesting phenomena. The first is that many of the Education Acts are outdated, going back to the 1970s, 80s, and 90s. Given the significant developments that have taken place in education regionally as well as internationally over the last twenty years, regional legislation especially related to the tertiary and higher education needs to be reviewed, rewritten, harmonized and integrated to support the evolution of a seamless tertiary sector across the region.<sup>12</sup>

The second phenomenon is the absence of integrated, harmonized approaches to education issues that are common in the region. What is required, therefore, is a legal framework that is comprehensive in scope, covering all pertinent issues ranging from the powers and responsibilities of Line Ministers and regulatory bodies to the rights and responsibilities of students. It should also be cognizant of current realities, forward looking in perspective and capable of harmonizing discordant elements in the existing pieces of legislation.

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<sup>12</sup> "Mass Migration of Caribbean Professionals: Cause for Concern." CARICOM press release, May 16, 2007. One such inadequacy - and a glaring one at that - was highlighted in May 2007 by CARICOM's Assistant Secretary-General for Human and Social Development. Speaking at an International Conference to mark the Third Year of the Caribbean Accreditation Authority for Education in Medicine and other Health Professionals, Dr. Edward Greene noted that although there is a proliferation of offshore universities in the Caribbean, "only a few CARICOM States have established appropriate legislation and administrative arrangements for regulation and quality assurance of those universities" ([http://www.caricom.org/jsp/pressreleases/pres110\\_07.jsp](http://www.caricom.org/jsp/pressreleases/pres110_07.jsp))

- 2) **Regional Qualifications Framework:** In the context of the CSME, it is imperative that qualifications awarded at institutions in the region are aligned with regional and extra-regional standards. Hence the need for the development of a Regional Qualifications Framework (RQF) for participating States.<sup>13</sup> Such a framework, outlined in Appendix 1, has been developed and considered by a CARICOM technical committee but is still a work in progress. Work in this area needs to be expedited and appropriate decisions need to be taken.
- 3) **Regional Accreditation Regime:** The issue of regional accreditation also needs to be addressed frontally. In the English and non-English-speaking Caribbean quality assurance initiatives are linked to government agencies and HE policies. Barbados, Guyana, Jamaica, St Kitts and Nevis and Trinidad and Tobago have accreditation mechanisms in place, with Jamaica being the longest established. Belize, Suriname and The Bahamas have formulated or approved regulatory statutes for HE.

Small HE systems (that is, those having few institutions or courses) may not be able to support a national accreditation agency. In recognition of this, CARICOM is in the process of finalizing arrangements for a regional accreditation agency to, inter alia, undertake accreditation for those Caribbean states that cannot sustain their own agency.

In addition to the creation of the Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM-HP), initiatives are currently being undertaken to establish the Caribbean Accreditation Council for Engineering and Technology (CACET).

In the interest of facilitating a regional approach to the accreditation of the UWI as a regional HEI, the Vice-Chancellor has made representations to the Secretary-General of the CARICOM Secretariat regarding the desirability of a regional approach to the accreditation of the UWI by the regional accreditation agency expected to become operational in 2009.

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<sup>13</sup> Ali, E. *Higher/Tertiary Education in the Caribbean: Accreditation, Qualifications and Certifications Systems*, p.12 (<http://www.cres2008.org/upload/documentosPublicos/tendencia/Tema08/Eduardo%20Ali.doc>)

Throughout the world many groups of quality assurance agencies have formed networks based on geographical regions or other agency characteristics such as agencies in small states or agencies for professional accreditation. There are also regional and international agreements setting out frameworks, standards and guidelines to promote transparency, accountability, comparability and quality in HE. The issues surrounding accreditation in the CSME region needs to be resolved. A functional Regional Accreditation System must be established with dispatch to ensure acceptable standards in countries across the region, to establish the intensity of the regional system and to guarantee international recognition.

- 4) **Financing:** There is a cost to education and it has to be paid for. There is also a cost to not educating citizens and the payback for that is unpredictable. Certainly, however, three issues need to be addressed:
- a. The sustainable financing of tertiary education in the region to meet desired targets and objectives beginning with the University of the West Indies
  - b. Ensuring access to education for students willing and able to pursue educational goals but not having the financial wherewithal to do so
  - c. The expansion and upgrading of physical plant and infrastructure to meet contemporary needs including needs in science and technology-related programmes and professions.

While individual countries have wrestled with and resolved some of these challenges, for the region as a whole and for the regional tertiary sector as a system, it remains a formidable challenge. Sustainable financing therefore is an issue that needs to be addressed.

- 5) **Participation Rates and Sustainable Development:** The need to link tertiary strategy with development and transformation strategy within the context of a strategic plan for the region, a human resource development strategy for each individual country and an appreciation of the linkage between quality assurance issues and strategic planning in educational systems in order to ensure high quality educational outcomes are all issues which require thought and action. The mismatch between educational output and

market demand, and the gap between academic research and policy formulation both need to be bridged.

#### 6) **Teacher Education Strategies**

There is need for a Teacher Education Strategy for the tertiary sector to support development in the region. At present, UWI employs a number of strategies to foster the education, training and professional development of its own academic staff. The following are the most significant:

- a) The Master's degree in Higher Education (MHEd) Tertiary Level Teaching and Learning was introduced in January 2009. A part-time intensive two-year programme, it is intended to be the principal mechanism for the training of teaching practitioners at the tertiary level in Trinidad and Tobago.
- b) The Postgraduate Certificate in University Teaching and Learning was introduced in September 2008. Participation in this programme is mandatory for all new members of the academic staff.
- c) The Scholarship of Teaching and Learning (SoTL) course is an informal training programme. It is essentially a forum in which members of the academic staff share their experiences and expertise in a variety of activities.
- d) The Vice Chancellor's Awards for Excellence are awarded annually to members of the university's academic and senior administrative staff and includes awards for Teaching excellence.
- e) The UWI/Guardian Life Premium Awards are awarded every two years for excellence in teaching to members of the academic staff at the St. Augustine campus.

These initiatives at the University of the West Indies need to be broadened to strengthen not just UWI but the entire tertiary education sector. For instance, the Certificate and Master's programmes could be offered to tertiary level teachers across the sector through a mix of technologies. A regime for the recognition of excellence can also be established as a regional initiative to encourage high standards of teaching excellence.



7) **Administration, Management, Leadership**

Higher educational institutions and tertiary level delivery institutions require not only teachers but administrators, managers and leaders as well. There is, therefore, need for an effective programme to train and develop administrators, managers and leaders for the system as well.

## 7.0 Summary of Urgent Policy Issues

Against the background of the various issues identified, the following emerge as being essential to a policy framework:

- Legal framework to achieve coherence and build sustainability including a regional accreditation and qualifications regime
- Align policy with strategy to CSME framework and objectives
- Determine minimum target for the region
- Establish a framework for sustainable funding for a regional tertiary sector
- Establish a framework for education and training for teachers in the tertiary sector and for the administrative, managerial and leadership resources which are required to strengthen the sector, and build sustainable capacity and momentum
- Determine key strategic actions over a specified timeframe to support developmental objectives of the sector

## 8.0 Facilitating a Structured System Supported by Strategic Actions

Beyond the policy imperatives it is important to recognize that the structure of the sector and the system which emerges are important for operations, practice and functionality and that these things (representing the way the system behaves) will help to determine the culture which emerges and how it evolves over time. The purpose of rethinking and restructuring the system, improving behaviour and transforming the culture is to build a sustainably responsive system that facilitates and supports development in the region and helps to create a sustainable regional economy in a competitive global arena.

What is the framework therefore within which we should seek to get the system right and what are the specific actions we need to take to achieve agreed targets and identified goals for the region? The following are suggested not only as desirable but as imperative:

- 1) A strategic plan needs to be developed for CARICOM—taking the current global financial crisis and recessionary economic trends into account—for emerging from the crisis, identifying developmental goals for the region within the framework of a single economic, production, trade and investment zone in which the easy movement of skills will become the norm (the promise of the CSME). This would mean linking tertiary expansion to regional absorptive capacity and economically aligning programme offerings to market realities.
- 2) The strategy for the regional tertiary sector needs to be aligned with the objectives of such a strategic plan, specifically with trade, investment, diversification and priority developmental goals for the region as identified in the plan.
- 3) A minimum target needs to be established for tertiary participation within a realistic timeframe. The suggestion is 35% by 2020 which is about 3.5% expansion per year per country.
- 4) This plan should include a negotiated agreement between each country and the University of the West Indies on the number of students over the time period (10 years) that it wishes the University to offer places to on an annual basis, with a broad indication of fields of study and human capital needs (See Appendix 3 based on consultation by UWI Vice Chancellor, E. Nigel Harris with regional territories). This would facilitate more

effective planning by both UWI and the individual country administrations would possibly also open the door for international funding and identify gaps between what UWI can absorb and the individual country targets.

- 5) Each country should develop its own modus operandi for meeting its 35% target over the period by preparing a plan for execution linked to stretch strategies for existing institutions and its willingness to invest in those institutions or attract investors to expand the Education Sector. A realistic assessment would need to be made of additional capacity which needs to be created, what it would cost and how it would be financed.
- 6) A clear objective of tertiary sector development strategy should be the strengthening of national capacity and the improvement of local standards to meet regional aspirations and international norms. UWI should be mandated to play a key role in achieving this objective region-wide even if it has to create international and regional partnerships in order to do so.
- 7) At the same time excess capacity or highly specialized capacities may exist in selected countries in the region in particular areas of regional demand such as Agriculture, Veterinary Medicine, Pharmacy, Engineering, Information Technology, and Trade negotiation Skills. These may be deployed through the region by a mixture of teaching and learning techniques in a manner that is both impactful and cost effective.
- 8) Establish the Regional Accreditation Agency that has been under discussion – the three principal aims of which are (1) a seamless system, (2) free movement of skills, and (3) international recognition as a matter of urgency.
- 9) Rationalize the tertiary sector in every country so that there are complementary, supplementary and feeder relationships based on sensible, practical articulation arrangements.
- 10) Rationalize the tertiary sector across the region so that there are complementary, supplementary and feeder relationships between national systems and the regional University of the West Indies.
- 11) Draw on UWI's strengths and on the knowledge of UWI's Tertiary Level Institution (TLI) Unit to strengthen the regional system as a seamless, effectively articulated system.
- 12) Strengthen the educational foundation at the primary and secondary levels to ensure quality throughput to the tertiary sector. At the current time, the primary and secondary

school system is inefficient and wasteful in producing the quantity of students who can absorb education at the tertiary level.

- 13) Work through issues of financing of plant, infrastructure and equipment, as well as issues of student financing and ensuring sustainable access.
- 14) Rationalize the e-learning strategy across the sector for the benefit of the region and design a range of knowledge products of value to the world using this medium.
- 15) Make the commitment to build a research enterprise in the region with UWI and the specialized research institutions of the region as the foundation, building research capacity across the sector linked to regional needs and solutions and global trends, including on-going research on the tertiary sector itself.

## 9.0 Constraints

There are two major constraints which can impede or stall progress towards the reform and rationalization of the regional tertiary education sector. The first is the current global economic crisis that has engulfed the Caribbean and impacted negatively on the economies in the region. With shrinking economies and dwindling financial resources, Caribbean governments are unlikely to commit themselves fully to education reform, not even at the behest of CARICOM, the regional policy-making body.

The second mitigating factor is the lack of political will on the part of territorial governments to implement regional policy decisions that may be unpopular in their respective countries or may involve a lot of hard work. This has manifested itself often enough in the past and may continue to do so in the future. There may be genuine capacity constraints but this is a gap that can be bridged. The purpose of a strong, functional and responsive tertiary sector, anyway, is to build up human capital.

## 10.0 Conclusion

The reform and rationalization of the regional tertiary education sector requires a multi-dimensional, multi-faceted approach which enlists the co-operation and collaboration of CARICOM, regional governments and sector partners. The first major challenge is that of rationalisation. The TLIs in the sector need to bring to completion the initiatives they have started in working out “equivalences, credit standings, and accreditation for the courses and programmes they deliver, as a means not only of facilitating the freedom of movement throughout the region, but also of ensuring articulation with higher levels of learning.”<sup>14</sup> Other formidable challenges need to be overcome including issues related to policy, strategy, planning, coordination and management, functional cooperation, execution and the achievement of outcomes.

Rationalising the sector in the spirit of cooperation and collaboration within CARICOM can lead to wider gains in the broader geographical region and it may be possible to use the gains achieved by CARICOM countries in tertiary rationalisation, harmonisation and integration to support wider integration in the region and hemisphere.

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<sup>14</sup> Chevanne, B. *Legislation of Tertiary Education in the Caribbean (May 2003)*, p.4 (<http://www.umcc.cu/boletines/educede/boletin10/legislacioncaribe.pdf>)

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## Appendix 1: EMERGING REGIONAL (TERTIARY) QUALIFICATIONS FRAMEWORK

*(Source: Adapted from CARICOM Secretariat)*

<u>LEVEL</u> <u>DESCRIPTION</u> <u>QUALIFICATIONS</u>
<p><b>Level 7</b></p> <p>Learner displays ability to create and interpret new knowledge, and the ability to conceptualize, design and implement projects for the generation and application of new knowledge. They will have mastered the skills and techniques of research and advanced academic enquiry</p> <p>Academic Doctorates e.g. PhD Professional Doctorates e.g. DBA; DM; EdD</p>
<p><b>Level 6</b></p> <p>Learner displays a mastery of knowledge, all of which are from current frontiers of discovery and understanding in an academic or professional discipline. They will have conceptual understanding that will enable them to evaluate critically current research and new knowledge. Their conceptual abilities will support decision-making in complex and unpredictable contexts, involving professional judgment</p> <p>Masters degrees; Postgraduate Diplomas; Professional qualifications for accounting, legal and other professions</p>
<p><b>Level 5</b></p> <p>Learner has moved from empirical to conceptual approaches to problem solving. Apply knowledge and skills to difficult and complex problems, requiring initiative and motivation. There is some mastery of academic knowledge as measured by research and development</p> <p>Baccalaureate; Bachelors degrees; Honours Degrees; Graduate Diploma</p>
<p><b>Level 4</b></p> <p>Learner develops cognitive skills of analysis, synthesis and evaluation to support decision making. Acquires set of occupational skills to apply to specific occupational area.</p> <p>Associate degree; Higher Diploma; Advanced Diploma</p>
<p><b>Level 3</b></p> <p>Learner develops knowledge and skills of evaluation and interpretation that will support decision making such as solving problems in the workplace or academic studies</p> <p>Undergraduate Diploma</p>
<p><b>Level 2</b></p>

Learner demonstrates comprehension of underpinning principles of particular occupational or academic area such as learning how and why things are done in particular ways

Advanced Certificate

**Level 1**

Learner acquires basic knowledge and skills for occupational competence at entry level to a profession or progress to tertiary education at higher levels

Certificate

Source:

*[www.cres2008.org/upload/documentosPublicos/tendencia/Tema08/Eduardo%20Ali.doc](http://www.cres2008.org/upload/documentosPublicos/tendencia/Tema08/Eduardo%20Ali.doc)*

## Appendix 2: CLASSIFICATION OF HIGHER/TERTIARY EDUCATION INSTITUTIONS IN THE CSME<sup>15</sup>

Country	Institution	Ownership/Origin	Types of Programmes - Undergraduate (UG) or Graduate (Gr)
<b>Antigua and Barbuda</b>	Antigua State College	Government/National	UG
	UWI	Regional	UG
<b>Barbados</b>	Barbados Community College	Government/National	UG
	Erdiston College	Government/National	UG
	Samuel Jackson Prescod Polytechnic	Government/National	UG
	UWI, Cavehill Campus	Regional	UG/Gr
<b>Belize</b>	Muffles Junior College	Private/Government	UG
	Sacred Heart Junior College	Private/Government	UG
	Belize Adventist Junior College	Private/Government	UG
	Galen University	Government/National	UG/Gr
	Central American Sciences University	Private/Government	UG/Gr
	Medical University of the Americas	Private/Offshore	UG/Gr
	University of Belize	Government/National	UG/Gr
	UWI	Regional	UG
<b>Dominica</b>	Dominica State College	Government/National	UG
	Ross University School of Medicine	Private	UG/Gr
	Institute of Tropical Marine Ecology	Private	UG
	UWI	Regional	UG
<b>Grenada</b>	T.A. Marryshow Community College	Government/National	UG
	St. George's University	Private	UG/Gr
	UWI	Regional	UG
<b>Guyana</b>	Cyril Potter College of Education	Government/National	UG
	Crichlow Labour College	Government/National	UG
	Kuru Kuru Cooperative College	Government/National	UG

<sup>15</sup>Adapted from paper by Eduardo R. Ali on *Higher/Tertiary Education in the Caribbean: Accreditation, Qualifications and Certifications Systems*, pp. 5-8 (<http://www.cres2008.org/upload/documentosPublicos/tendencia/Tema08/Eduardo%20Ali.doc>)

Country	Institution	Ownership/Origin	Types of Programmes - Undergraduate (UG) or Graduate (Gr)
	School of Accountancy and Global Technology	Private	UG
	American International School of Medicine	Private/Offshore	UG/Gr
	University of Guyana	Government/National	UG/Gr
<b>Jamaica</b>	Mico Teachers' College	Government/National	UG
	Clarendon College	Government/National	UG
	Portmore Community College	Government/National	UG
	Montego Bay Community College	Government/National	UG
	University College of the Caribbean	Private	UG/Gr
	Northern Caribbean University	Private	UG/Gr
	University of Technology	Government/National	UG/Gr
	UWI, Mona Campus	Regional	UG/Gr
<b>St. Kitts and Nevis</b>	Clarence Fitzroy Bryant College	Government/National	UG
	Ross University School of Veterinary Medicine	Private/Offshore	Gr
	Medical University of the Americas	Private/Offshore	Gr
	Windsor University School of Medicine	Private/Offshore	Gr
	International University of Graduate Studies	Private/Offshore	Gr
	International University of Health Sciences	Private/Offshore	Gr
	UWI	Regional	UG
<b>St. Lucia</b>	Sir Arthur Lewis Community College	Government/National	UG
	UWI	Regional	UG
<b>St. Vincent &amp; the Grenadines</b>	UWI	Regional	UG
<b>Suriname</b>	Polytechnic College	Government/National	UG
	Advanced Teachers' Training College	Government/National	UG
	Institute for Development Planning and Management	Private	UG/Gr

Country	Institution	Ownership/Origin	Types of Programmes - Undergraduate (UG) or Graduate (Gr)
	Anton de Kom University	Government/National	UG/Gr
Country	Institution	Ownership/Origin	Types of Programmes - Undergraduate (UG) or Graduate (Gr)
<i>Trinidad and Tobago</i>	School of Accounting and Management	Private	UG/Gr
	School of Business and Computer Science	Private	UG/Gr
	Cipriani College of Labour and Co-operative Studies	Government/National	UG
	College of Science, Technology and Applied Arts of Trinidad and Tobago (COSTAATT)	Government/National	UG
	Trinidad and Tobago Hospitality and Tourism Institute	Government/National	UG
	University of Trinidad and Tobago	Government/National	UG/Gr
	University of the Southern Caribbean	Private	UG/Gr
	UWI, St. Augustine Campus	Regional	UG/Gr

### Appendix 3: HUMAN RESOURCE DEVELOPMENT NEEDS IN SOME CARIBBEAN COUNTRIES

Country	HR development needs
Anguilla	<ul style="list-style-type: none"> <li>▪ Tourism/hospitality training</li> <li>▪ Development of a Community College</li> <li>▪ Training at the BEd level to cover content as well as administration</li> </ul>
Antigua and Barbuda	<ul style="list-style-type: none"> <li>▪ Modern languages and science education</li> <li>▪ Teacher education</li> <li>▪ Guidance and counselling</li> <li>▪ Training for the main sectors of economy: tourism; financial services; engineering and allied technical areas; visual and performing arts</li> </ul>
Bahamas	<ul style="list-style-type: none"> <li>▪ Research culture – facilitate doctoral and post doctoral research programmes for College of Bahamas staff</li> <li>▪ Law programme – joint advocacy at the level of the Council of Legal Education to improve conditions throughout legal education</li> <li>▪ Use of design and management possibilities offered by continuing education strategies to structure programmes determined by developmental imperatives of the Bahamas e.g. teacher retraining and legal training programmes</li> <li>▪ Tourism and hospitality education – cost-effective investment in infrastructure for harmonization of programme offerings of institutions involved; research opportunity; development of magnet centre for tourism training</li> <li>▪ Specialized training modules</li> </ul>
Belize	<ul style="list-style-type: none"> <li>▪ Research in areas of study likely to have a developmental impact on Belize as well as marine environment and wetlands</li> <li>▪ Training for nurses, teachers of technical subjects, librarians. Another area of interest is petroleum engineering.</li> </ul>
British Virgin Islands	<ul style="list-style-type: none"> <li>▪ Short issue-driven courses for the work force</li> </ul>
Cayman Islands	<ul style="list-style-type: none"> <li>▪ Short flexible modular programmes for public servants to develop skills to match their functions</li> </ul>
Grenada	<ul style="list-style-type: none"> <li>▪ Underserved educational areas for Bachelor's degrees: Heritage Studies, Fine Arts, Teacher Education, Agriculture and Engineering</li> </ul>
Montserrat	<ul style="list-style-type: none"> <li>▪ Programmes with practical applications and modular, flexible</li> </ul>

Country	HR development needs
	schedules
St. Lucia	<ul style="list-style-type: none"> <li>▪ Training, education and research programmes in tourism</li> </ul>
St. Vincent	<ul style="list-style-type: none"> <li>▪ Issue driven training and short courses for the work force</li> <li>▪ Infrastructure development – upgrade of library services and information resources</li> <li>▪ Programmes/training for groups of developmental importance: civil servants, science teachers, persons in the tourism and agriculture sectors</li> <li>▪ Upgrade Community College staff</li> <li>▪ Develop research culture</li> </ul>

## Appendix 4: BIO-SKETCH

### DR. BHOENDRADATT TEWARIE

Bhoendradatt Tewarie is the founding Director of the Institute of Critical Thinking and Pro Vice Chancellor for Planning and Development, University of the West Indies. He has served the University of the West Indies in many capacities since 1973 – as part-time lecturer and then lecturer in the then Faculty of Arts and General Studies at UWI, St. Augustine; as Director of the University Institute of Business (now Arthur Lok Jack Graduate School of Business) and as Principal, St. Augustine Campus. As Principal he conceptualized the Nobel Celebrations Series at the St. Augustine Campus involving Sir VS Naipaul, Sir Arthur Lewis and Derek Walcott, which began in 2007 and continues until 2009.

Dr. Tewarie has crossed disciplinary barriers in his writing. He has written a book on ***Governance in the Twenty First Century University*** (with Dennis Gayle and A. Quinton White, Eric Ashe, 2003), another on ***Trade, Investment and Development in the Contemporary Caribbean*** (with Roger Hosein, Ian Randle 2007) and ***VS Naipaul Revisited: Ethnicity, Marginality and the Triumph of Individual Will*** (Ian Randle, 2007) and has written many articles on education, culture and development issues over the years.

He is currently working on a publication of distinguished lectures from Naipaul's year of celebration as well as pulling together a series of invited talks on Higher Education. Dr. Tewarie has also completed two films on Naipaul: an interview entitled "V.S. Naipaul: Writer and Critical Thinker" and a documentary "Tribute to a native Son."

Dr. Tewarie has also been the beneficiary of British Council programmes on leadership and management in higher educational institutions and is a graduate of the Leadership programme of the Said School of Business at Oxford University. He completed his undergraduate degree at Northwestern University.





At University of Chicago (MA) he was an International House Scholar, at Pennsylvania State University (Ph.D.) a Fulbright Fellow and at University of Miami, Adjunct Senior Research Fellow.

Dr. Tewarie has also served Trinidad and Tobago and the region in a range of areas including Government (Member of Parliament and Minister of Industry, Enterprise and Tourism); Science (Chairman, National Institute of Higher Education, Research, Science and Technology [NIHERST]); Training (preparing the concept paper approved by Cabinet for and serving on the Board of National Training Agency); Higher Education Policy (Chairman, Sub-committee on Tertiary Education for the National Vision 2020 Committee); and Caribbean Court (Member of the Board of the Caribbean Court of Justice Trust Fund).

Dr. Tewarie is a Fellow of the Institute of Banking and Finance of Trinidad and Tobago.