

Training for Careers in Sustainable Tourism

Study on Technical and Vocational Education and Training (TVET) in Tourism in the Greater Caribbean

Key findings and recommendations

BACKGROUND

- ACS is aware that education and training play a vital role in the development of human resources.
- Training for Careers in Sustainable Tourism one of main objectives:
- “To identified the skill requirements and gaps for the tourism and hospitality sector in order to implement a framework focused on ACS Sustainable Tourism Work Program”.
- The French Development Agency provided funds to develop this project.
- CERTIFICA was selected among several regional and international consultancy firms and organizations to develop the project.
- The consultancy begun in October 2014 and ended in April 2015.

Who are we?

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Who are we?

- CERTIFICA is a regional consultancy firm based in Guatemala City, provides assessments and consulting services aiming integral sustainability as well as training for institutions and corporations in the Central America Region and The Caribbean.



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DONOR	Total # of Projects	SUBJECT	YEAR
GEF	7	Protected Areas Sustainable Master Plans, Visitors Management Plans and Business Plans	2014-2015
EUROPEAN UNION	8	Technical Assistance and Training in Sustainability and Certification	2011-2014
IDB	4	National Quality Management System for Tourism National System for Classification and Categorization of Touristic Companies Training for tourism national inspectors and advisors Training for sustainable certification for auditors	2012-2013
AECID	1	Benchmarking on Tourism Legislation in LAC for quality and sustainable national management systems for touristic companies	2011-2012
WORLD BANK	1	Regional Sustainable Development Program for Protected Areas and Livelihoods for Local Communities	2009

Who are we?

- We manage the GREAT Green Deal Sustainable Tourism Certification Program.
- CERTIFICA and GREAT Green Deal are members of the Global Sustainable Tourism Council (GSTC).
- Our standard has been recognized by the Global Sustainable Tourism Council as fully reflecting the GSTC Criteria.



Certified in compliance with
GREAT Green Deal
requirements on
sustainable tourism

**We are in the
TOP 20 World
ranking**

The logo for "certifica" is written in a stylized, lowercase font. The word "cert" is in dark blue, and "ifica" is in a lighter blue.

**GLOBAL SUSTAINABLE
TOURISM COUNCIL**

MEMBER

The Project

Training for Careers in Sustainable Tourism
Study on TVET in Tourism in the Greater Caribbean

OVERALL OBJECTIVE OF THE CONSULTANCY

Procurement of research, information and data gathering to document the needs and priorities for Professional Training in the Tourism Sector in the Greater Caribbean, with the aim of developing a Framework for the development and implementation of a comprehensive technical and vocational education and training (TVET) and capacity-building program.



Competitiveness of T&T through

TVET Systems CBET Models

Main terminology

TVET Technical and Vocational Education and Training

CBET Competence Based Education and Training

EFTP L'ENSEIGNEMENT ET FORMATION TECHNIQUES ET
PROFESSIONNELS

CBET L'ÉDUCATION ET LA FORMATION BASÉE DANS LES
COMPÉTENCES

EFTP EDUCACIÓN Y FORMACIÓN TÉCNICA Y PROFESIONAL

CBET EDUCACIÓN Y FORMACIÓN BASADA EN COMPETENCIAS
LABORALES.

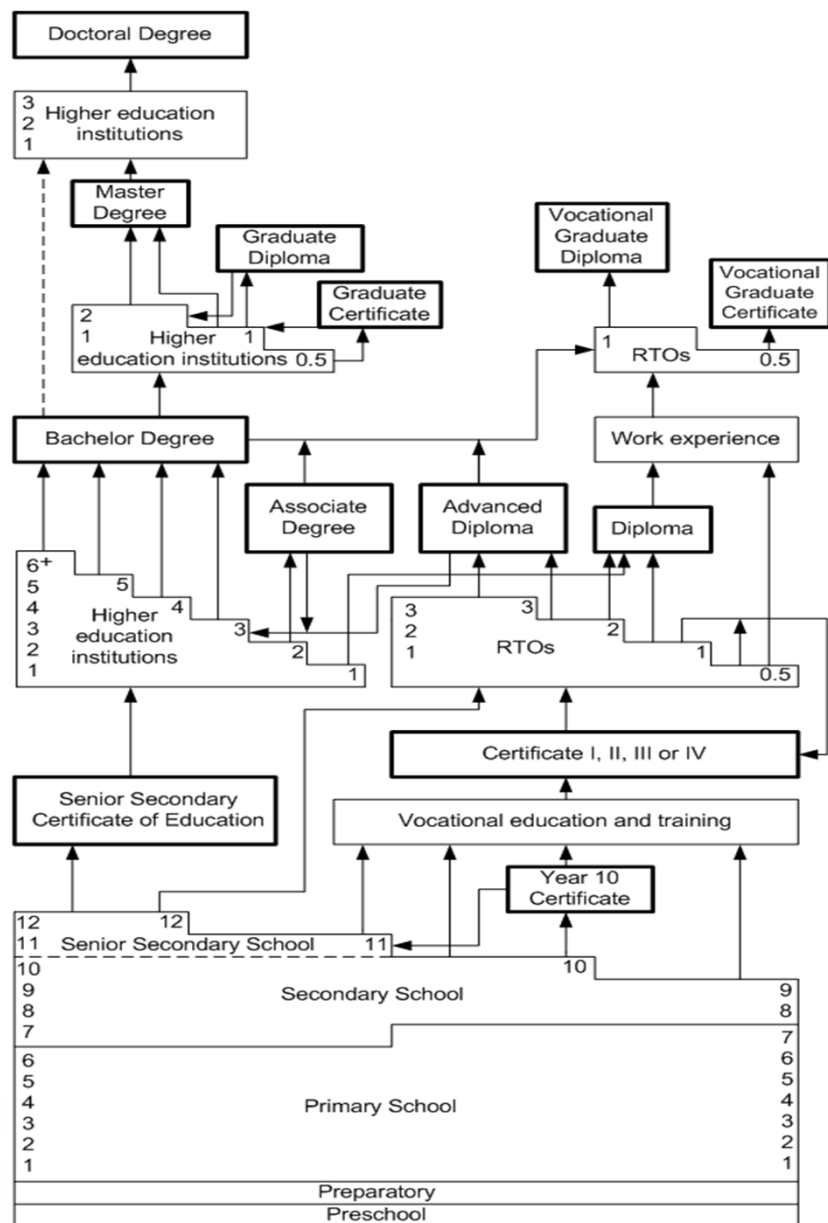
What is TVET?



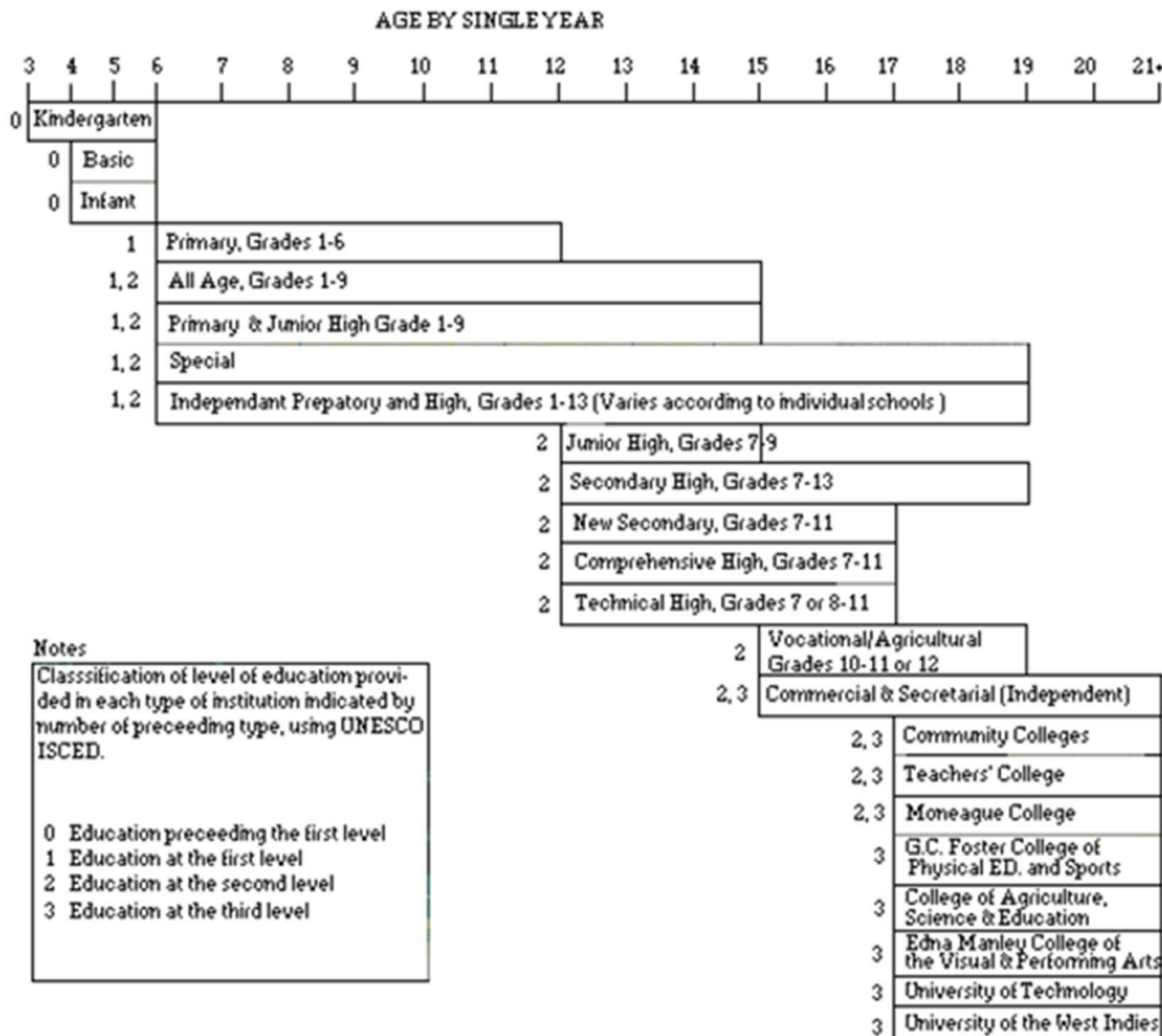
TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

- TVET creates people who transforms their environment.

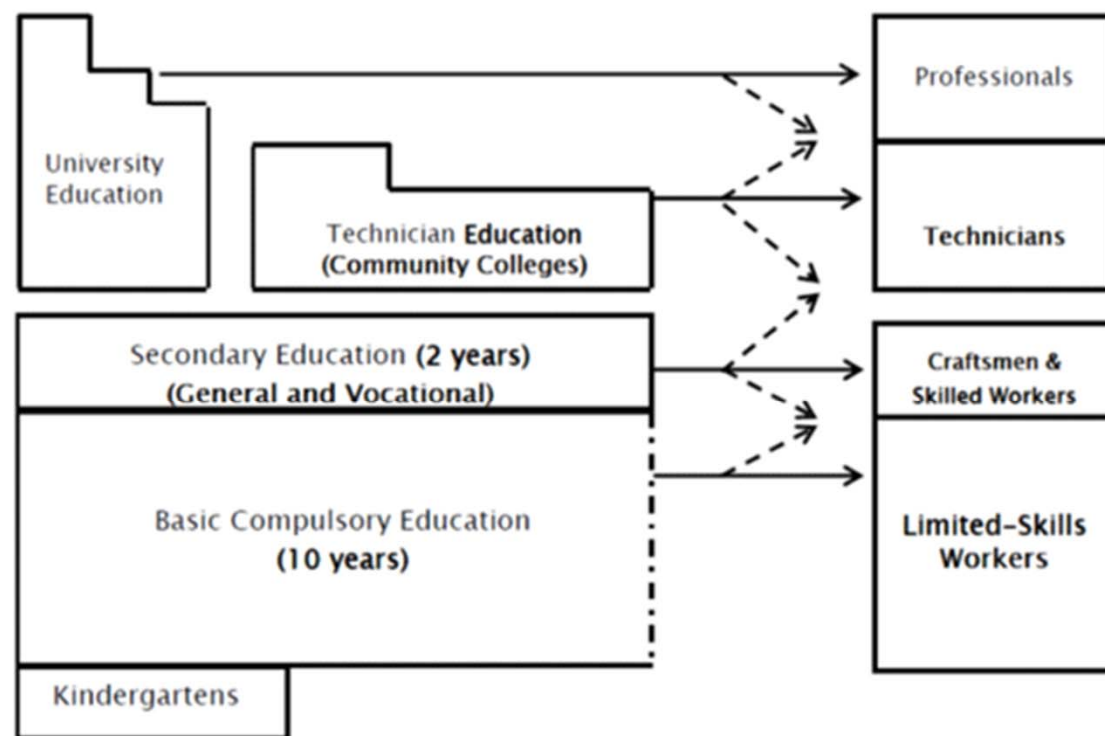




Educational System:
TVET formal, non-
formal and
informal systems
(Australia)



**TVET formal,
 non-formal
 and informal
 systems
 (Jamaica)**

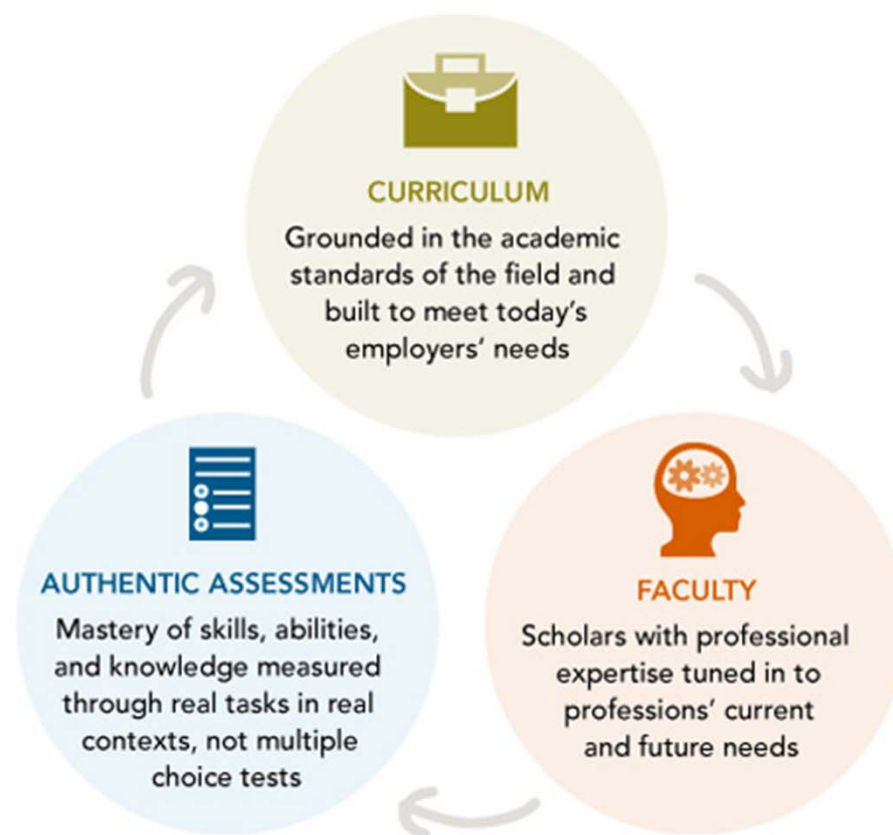


Relationship between the Educational Levels and Occupational Levels

**Relation:
 educational and
 occupational levels**

What is CBET?

A Combination of Theory + Practical Application
Delivered Through Three Elements



Competencies Identification Models

Functionalism

Tasks and
activities

Functions

Behaviorism

Behavior at
work

Changes in
behavior

Constructivist

Labour
process

Performance

Complex

Problem
solving

The person
development

Why Competence Models?

Competency Models are a resource that can be used to:

- Identify specific employer skill needs (**SKILL GAPS** and **SKILL MISMATCHES**)
- Develop competency-based curricula and training models
- Develop industry-defined performance indicators
- Create certifications
- Develop resources for career exploration and guidance



CBET benefits

- Competencies demanded by the industry.
- Fair, credible and transparent assessment.
- On-the-job training, apprenticeship training and internships.
- Better levels of competitiveness of enterprises and employability of workers.



What is use for?

To fill SKILLS GAPS

- ☐ Situation where an individual does not have the level of skills required to perform his or her job adequately. (CEDEFOP 2014, Europe)

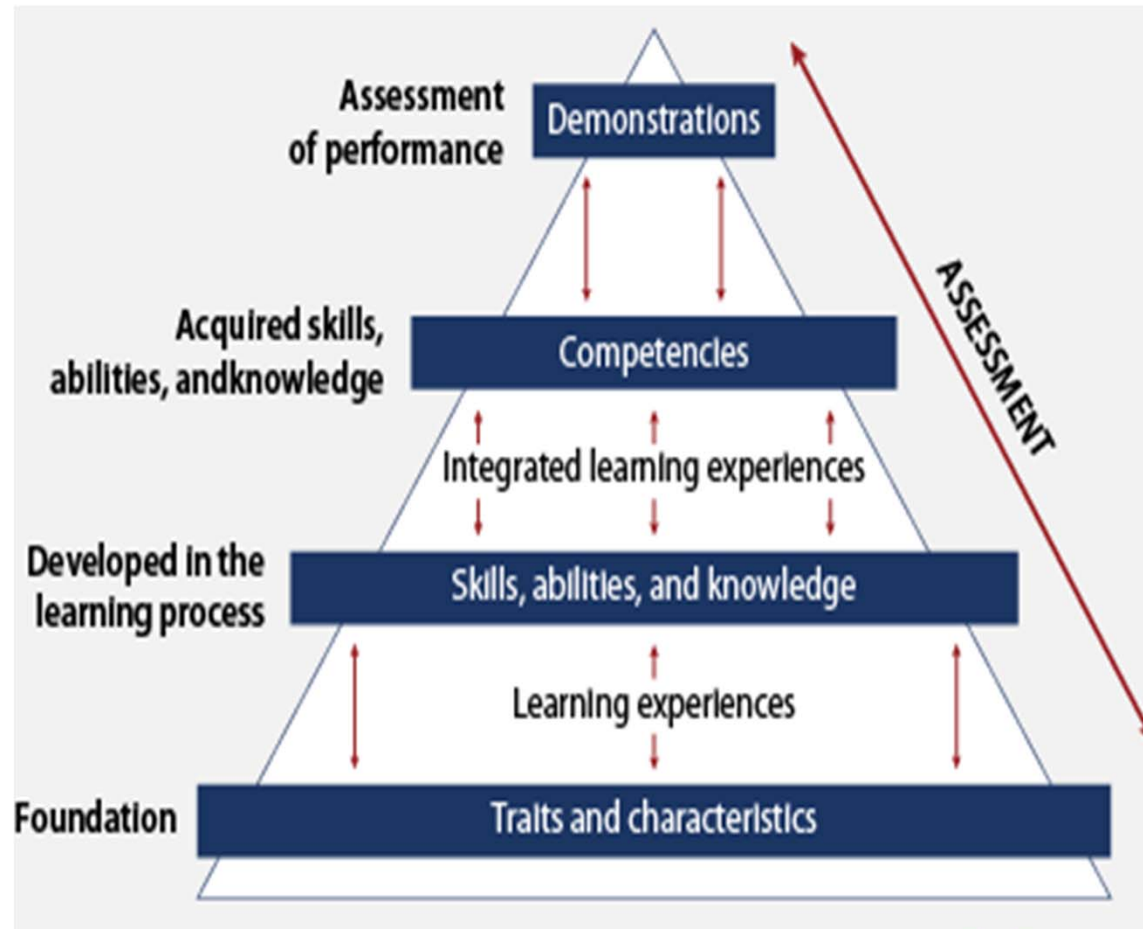
To fill SKILL MISMATCHES

- ☐ Situation of imbalance in which the level or type of skills available does not correspond to labor market needs. (CEDEFOP 2014, Europe)

Competencies



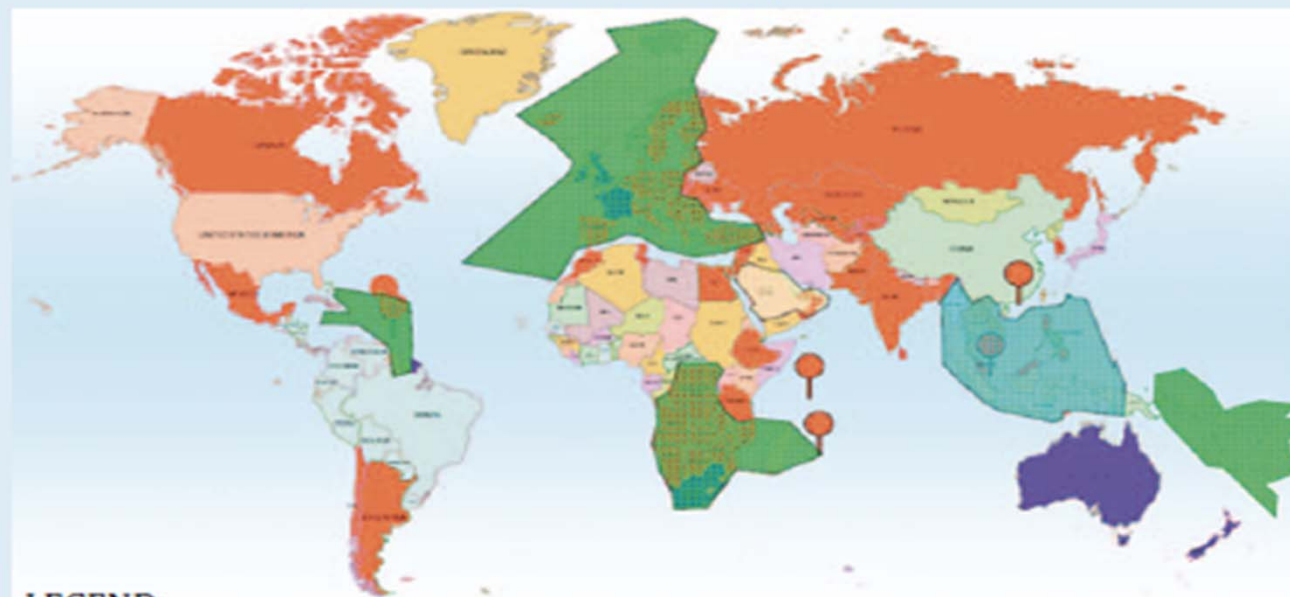
CBET MODELS



Sample: Customer Service and Leadership Competencies



2010 CBET developments



LEGEND:

Dark blue:	Countries with fully functional qualifications frameworks
Red:	Countries that are developing qualifications frameworks
Light blue:	Countries that have introduced competency-based training systems
Transparent green:	Regional or transnational qualifications frameworks under development
Transparent blue:	Mutual recognition sectoral arrangements of the ASEAN (the Association of Southeast Asian Nations)
Transparent orange:	Prospective Gulf Cooperation Countries regional framework (in principle agreed but not under development yet)
Not indicated: (transparent color)	the Virtual University for the Small and Island States of the Commonwealth Transnational Qualifications Framework (small states all over the world)

CBET in the World

NFQs and TVET systems in the region

REGION	ESTABLISHED	DEVELOPING AND IMPLEMENTING	PLANNING AND /OR DESIGNING (Have Policy and Legislation)	COMPETENCE FRAMEWORK DEFINED/DEVELOPED
Americas & The Caribbean	<u>Greater Caribbean:</u> CARICOM (Jamaica, Barbados, Trinidad and Tobago) <u>Other Country:</u> United States of America	<u>Greater Caribbean:</u> Belize, Colombia, Costa Rica and Guyana <u>Other Countries:</u> Chile, Paraguay, Canada	<u>Greater Caribbean:</u> Antigua and Barbuda, Dominica, Grenada, St. Kitts & Nevis, St. Lucia, St. Vincent & The Grenadines, Honduras, The Bahamas, Mexico	<u>Greater Caribbean:</u> Dominican Republic, El Salvador, Guatemala, Nicaragua, Panama

32 Job Title Six Labour Division (for example)

HOTEL SERVICES				TRAVEL SERVICES	
FRONT OFFICE	HOUSE KEEPING	FOOD PREPARATION	FOOD & BEVERAGE SERVICE	TRAVEL AGENCIES	TOUR OPERATION
Front Office Manager	Executive Housekeeper	Executive Chef	F&B Director	General Manager	Production Manager
Front Office Supervisor	Laundry Manager	Demi Chef	F&B Outlet Manager	Assistant General Manager	Sales & Marketing Manager
Receptionist	Floor Supervisor	<i>Commis</i> Chef	Head Waiter	Senior Travel Consultant	Credit Manager
Telephone Operator	Laundry Attendant	Chef de <i>Partie</i>	Bartender	Travel Consultant	Ticketing Manager
Bell Boy	Room Attendant	<i>Commis</i> Pastry	Waiter		Tour Manager
	Public Area Cleaner	Baker			
		Butcher			

TVET scopes

- Providing opportunities for the less advantaged or for specific groups (young people, people of the third age, among others)

For specific groups



- Providing Certificates of labour competencies and skills diplomas in order to work in the short run
–CVQs–

For the unemployed



- Improving skills and competencies
- In-the job-training
- Job mobility

For the employed



Modes of TVET delivery

METHODOLOGY	TECHNICAL	VOCATIONAL
Formal	Academic Technical Education	School-based vocational education, vocational training
Non-Formal	Work-based training Non-school Tertiary Education providers	On-the-job training Non-school VT providers



Adapted from Loo, 2010. *TVET Issues and Debates*, World Bank Institute .

EDUCATION
(TVET)

LABOUR
(CBET)

COMPETITIVENESS

TOURISM (more
arrivals and income)

HOSPITALITY
(better quality in service,
customer satisfaction)

TTCI

Several developing and emerging economies are ranked among the 50 most T&T competitive economies.

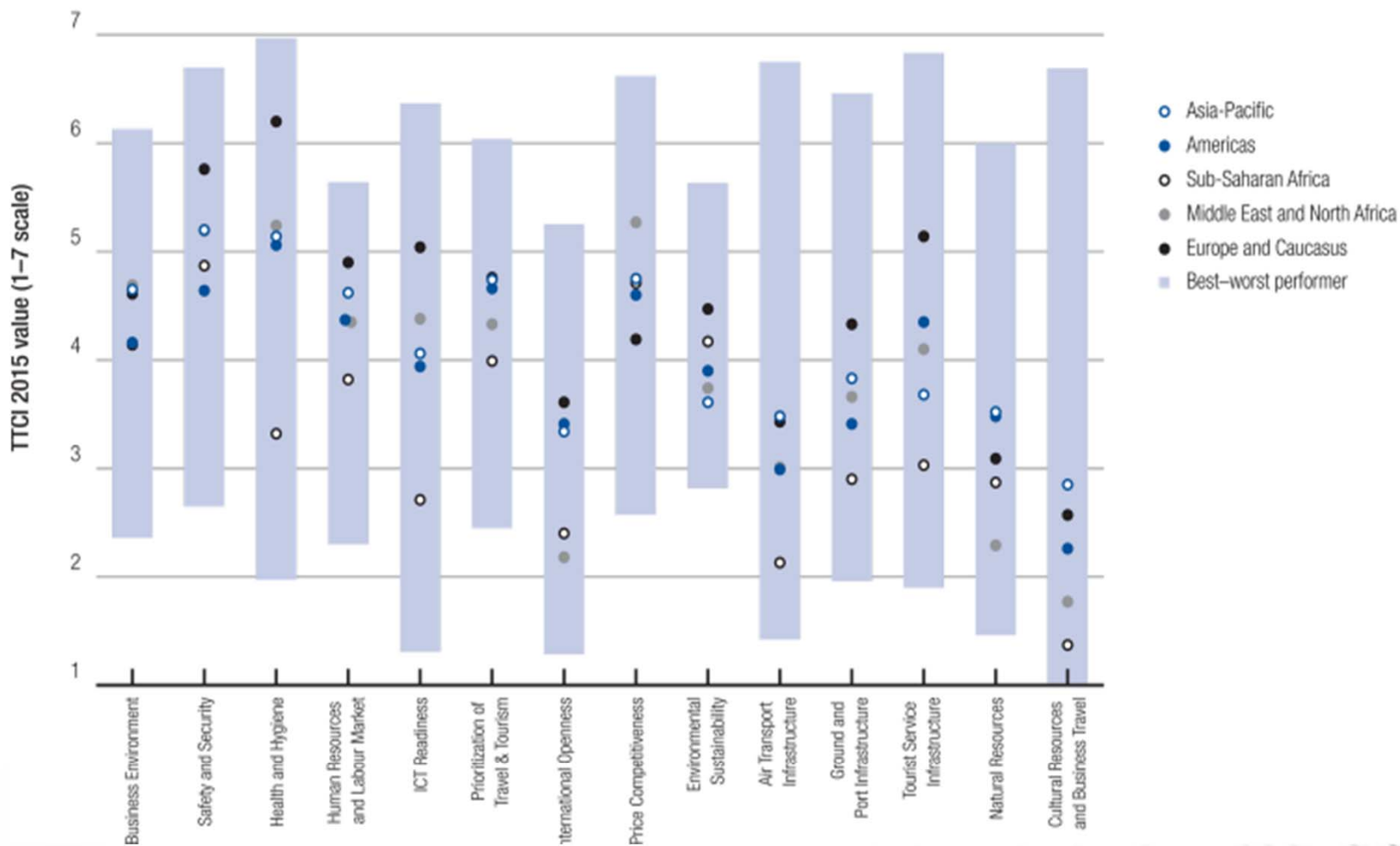
A strong T&T sector translates into job opportunities at all skill levels.



Some important statistics

- Travel & Tourism Competitiveness Index
- Literacy Rate
- Secondary and Tertiary Education Enrollment
- Unemployment Rate
- Gross Domestic Product per capita

Figure 2: The Travel & Tourism Competitiveness Index 2015 regional performance
 Comparison to best- and worst-performing countries, by pillar



TTCI Pillar 4. Human Resources and Labour Market



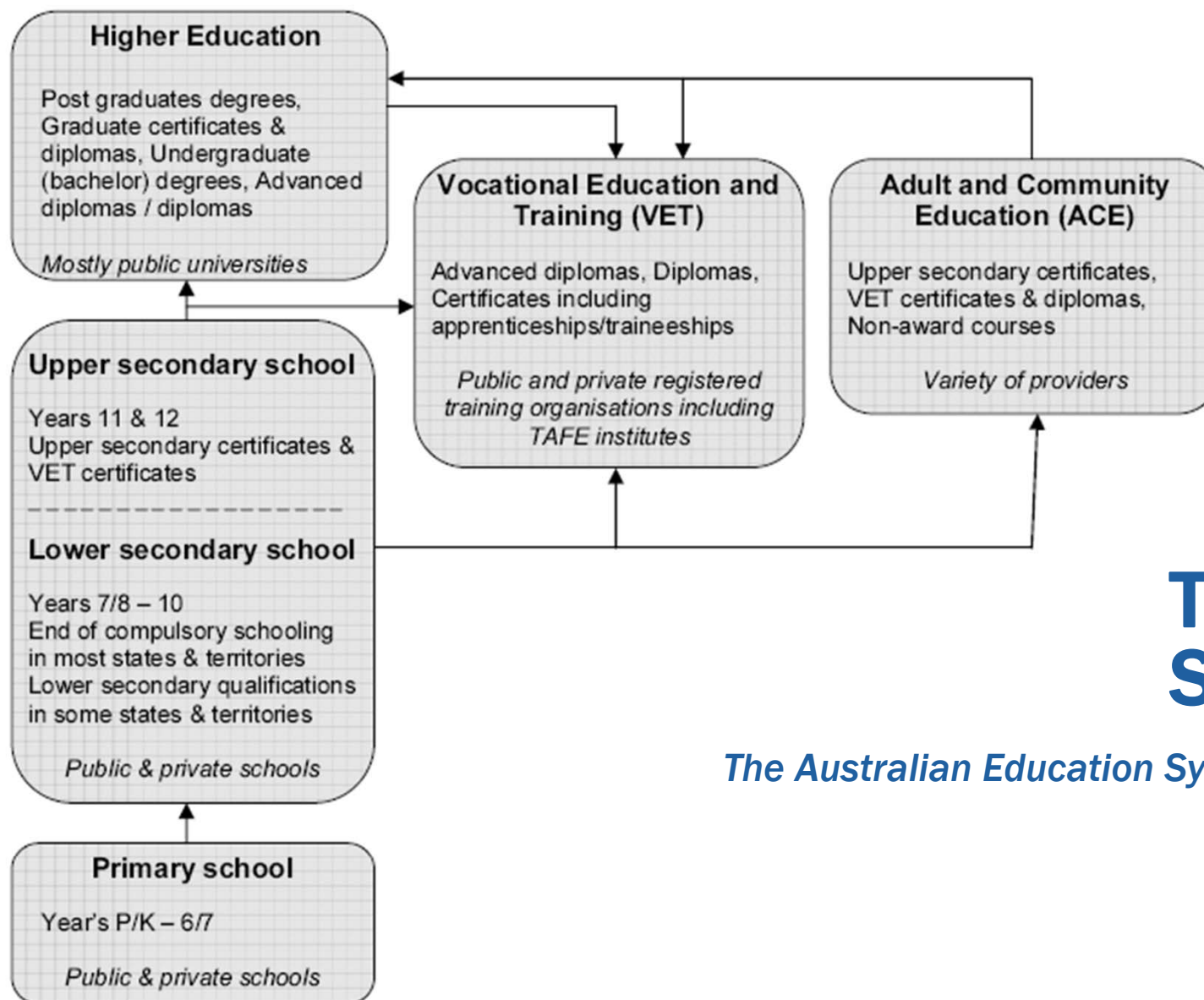
- **Ease of finding skilled employees:** Human capital skill-matching is fundamental factor for T&T development.
- **Pay and productivity:** Indicator of capacity of attracting and retaining skilled workers and ease of hiring foreign labour.
- **Female labour force participation:** Female participation increases skill pool.
- **Treatment of customers:** Customer care is a key feature of T&T services.

Technical and Vocational Education and Training (TVET) Systems

Employment, Skills & Human Capital

- The key to economic growth in any country or institution lies in the talent, know-how, skills and capabilities of its people – its human capital.





TVET SYSTEMS

The Australian Education System

TVET Scopes, Phases and Objectives

Short run results

More opportunities for the people

- First employment
- Return to work
- Mobility
- Promotions

Impacts and long run results

Improvement of Sector Competitiveness

- Improvement of quality in services
- Better performance on the job

TVET Scopes and Objectives

For the person

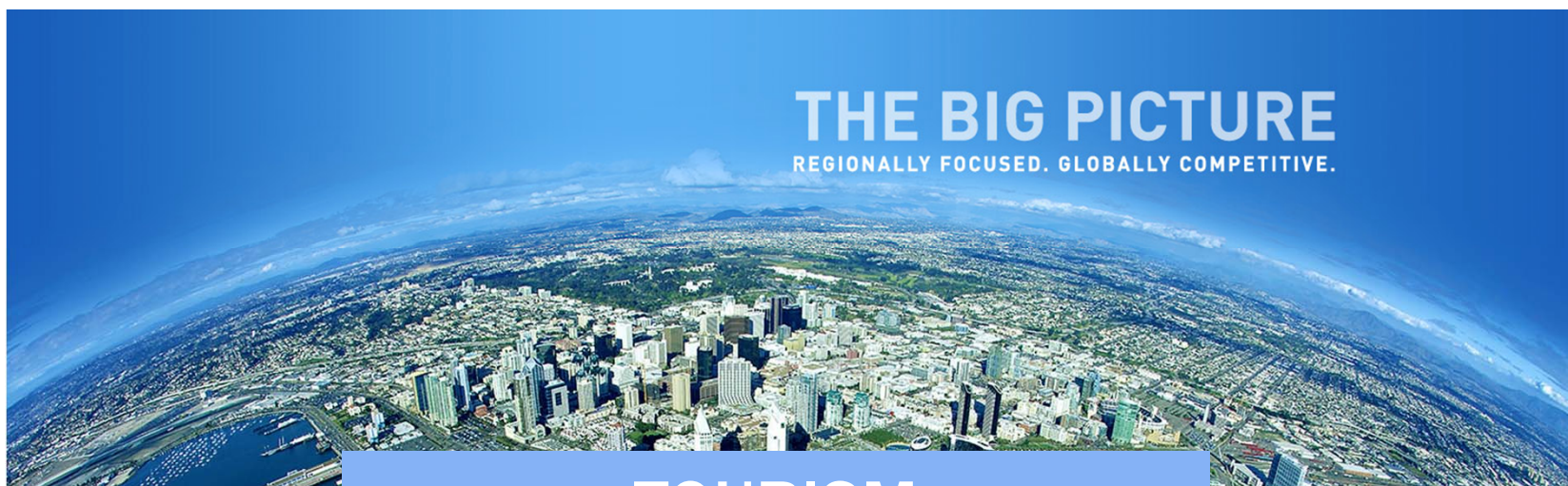
- More opportunities to become employed (employment opportunities, employability)
- Self employment (entrepreneurship)
- Better Jobs (promotions and career development)
- Contributes to personal and professional career

For the business

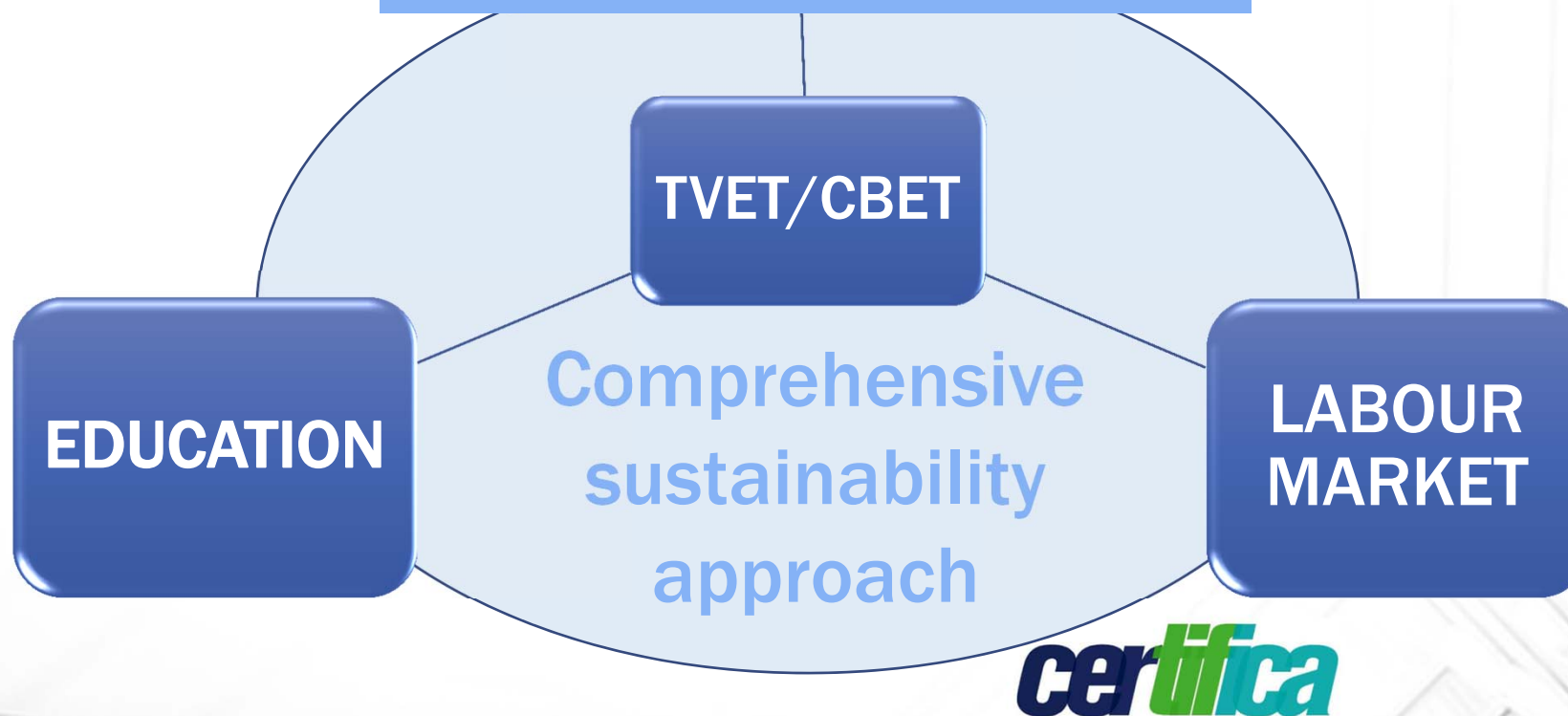
- More productivity and best performance
- The right competencies for the job
- Attends market trends (labor market based competencies)
- Increasing competitiveness

For the countries economy

- Decreasing unemployment rates
- Increasing social and economic development
- Contributes to the “Decent Work” Agenda
- Contributes to increase competitiveness
- Mobility of workers



TOURISM



Questions?

Comments?

Good practices for a TVET system (*)

- **Impact** (enhances employability and increases sustainable development)
- **Innovation and creativity** (adapted approach)
- **Knowledge base** (valid information)
- **Stakeholder engagement** (ownership)
- **Monitoring and evaluation** (process and assessment of results)
- **Efficiency** (use of resources and management)

(*) Unesco-Unevoc 2013

Types of Competencies

CORE UNITS

Competencies include the basic skills that most employees should possess (e.g. *COS1. Use The telephone In The Workplace/ COS2. Work Effectively With Others*). These competencies are essential for anyone to do their job competently.

GENERIC UNITS

Competencies that are common to a group of jobs. They often include general job competencies that are required in a number of occupations (e.g., *GES1. Prepare For Work/ GES2. Receive and Resolve Complaints/ GES12. Apply Responsible Tourism Principles*)

FUNCTIONAL UNITS

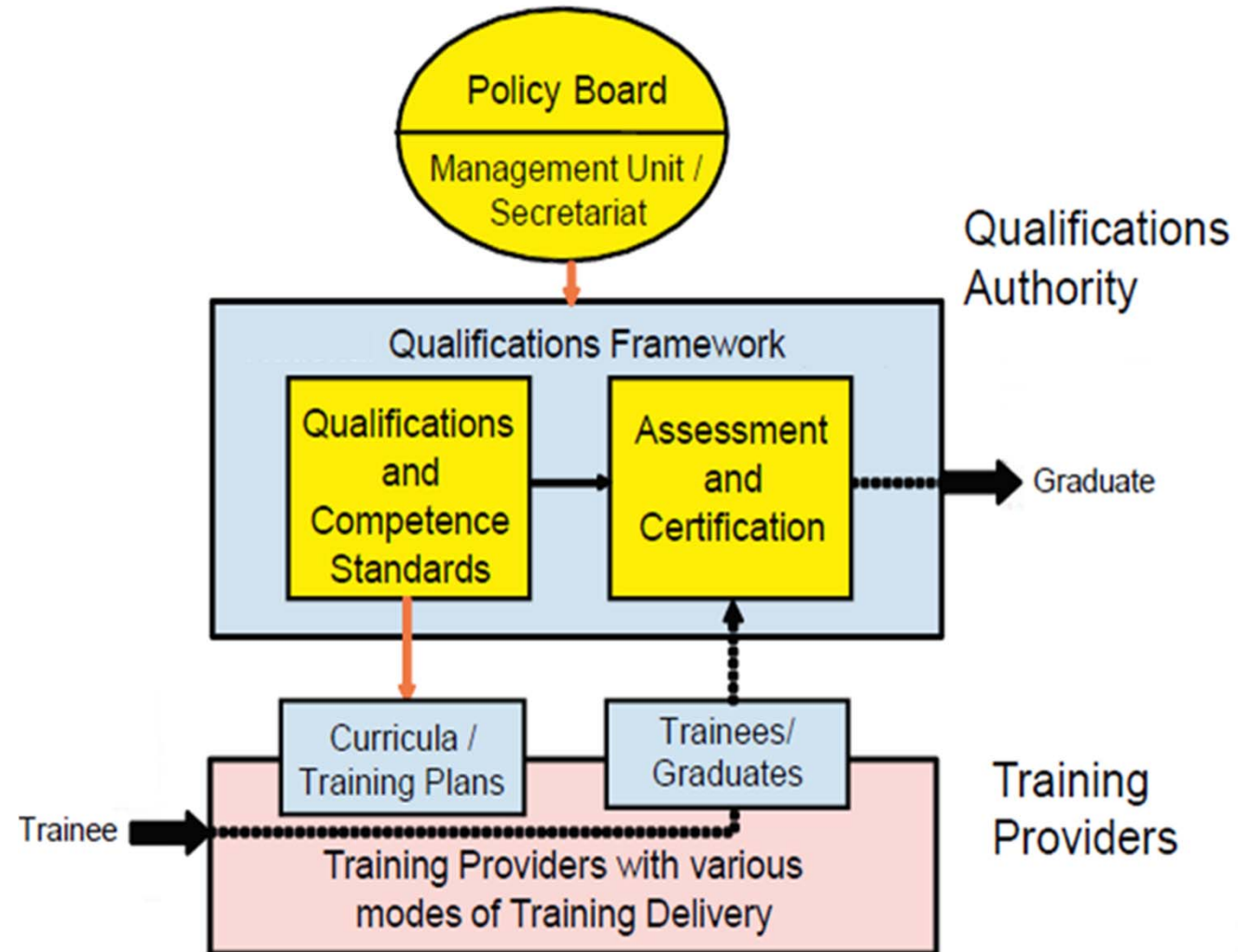
Competencies are specific to roles or jobs within the tourism industry, and include the specific skills and knowledge (know-how) to perform effectively (e.g. *FOS1.2. Provide Check-in & Registration Services/ HKS1.2. Service a Guest Room*).

MANAGEMENT UNITS

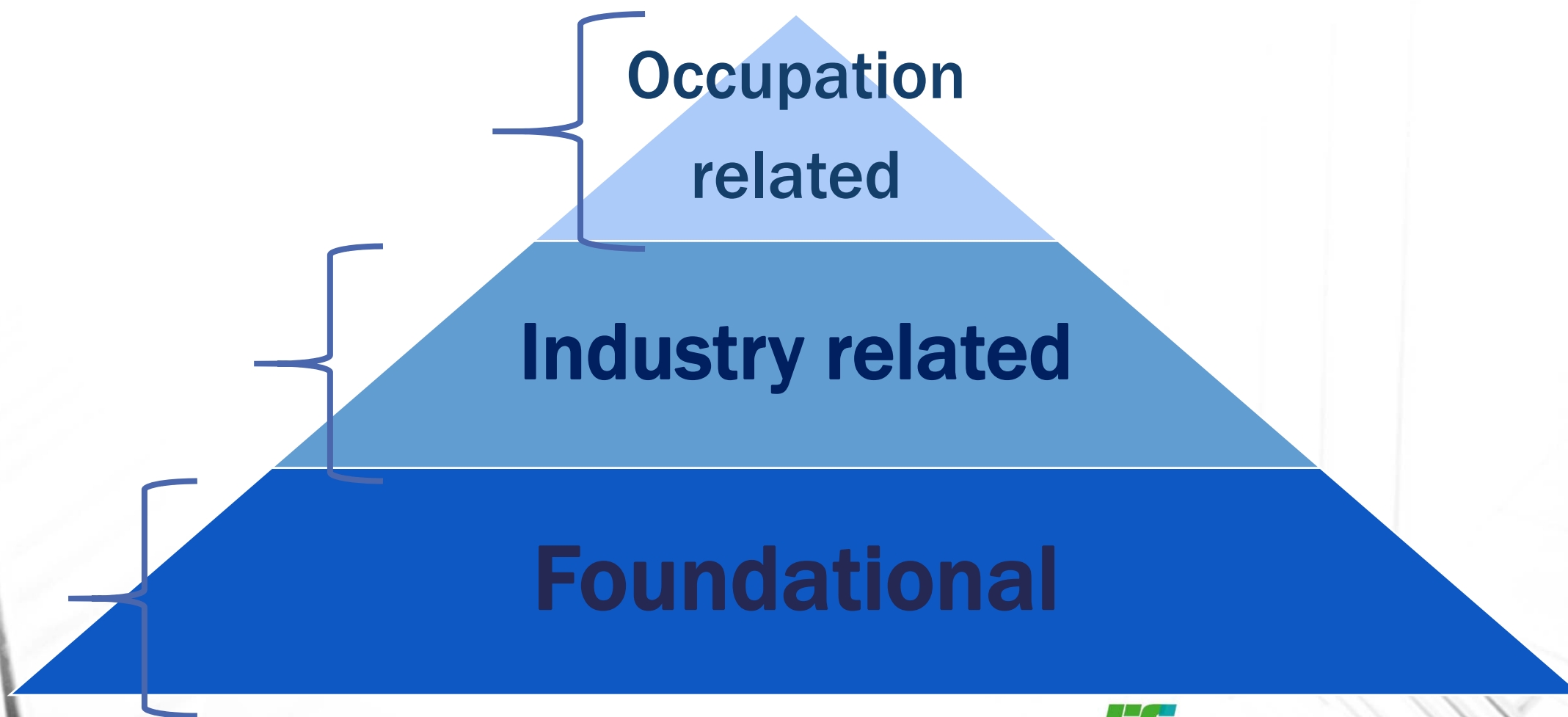
Competencies for roles that involve managing, supervising or influencing the work of others. They may be specific to a job role (e.g. *FBS4.1. Manage F&B Operations*) or general to any supervisory/ management role (e.g. *HRS5. Recruit, select and retain staff*).

General Model of a CBET System

SOURCE: GIZ Through Competence-Based to Employment-Oriented Education and Training. A Guide for TVET Practitioners



Type of Competencies



What we did

**Study on Technical and Vocational Education
and Training (TVET) in Tourism in the Greater
Caribbean**

Data collection

Secondary sources: Obtain and review existent documents, studies, directories and statistics.

Primary Sources: Conduct interviews and send questionnaires to tourism national authorities, tourism associations (national and regional), Ministries of work and education, and vocational training institutions.

Information analysis

Benchmarking and data comparison; measure of relevance, efficiency and effectiveness.

Gap analysis: Analyze all collected information in order to defined gaps, needs, challenges and priorities.

Multi-stakeholder regional framework

Develop the Framework based on the ILO Competency based; education and training (CBET) model and suggest the central themes and topics for training and instruction, aligned to the aforementioned ACS priorities and the needs, gaps and priorities identified.

Data Collection



- **Networks:**

- ILO-CINTERFOR: <http://www.ilo.org/cinterfor/lang-es/index.htm>
- Norrag: www.norrag.org
- NUFFIC: www.nuffic.org
- UNESCO-UNEVOC: www.unevoc.unesco.org

- **Web pages:**

- 55 web pages related to education, employment and tourism information: UNESCO-International Bureau of Education (IBE), UNESCO-Institute for Lifelong Learning (UIL), UNESCO-International Institute for Higher Education in Latin America and the Caribbean (IESALC), UNESCO-Institute for Information Technologies in Education (IITE), UNESCO-Institute for Statistics (UIS), World Bank, Class Base, CEPAL, OECD.
- Web pages of national authorities of tourism, labor, education and development.
- Web pages of CANTA, National TVET Councils, National Training Agencies, colleges, universities and institutes offering tourism careers and training,
- **Personal contacts and site visits** in The Bahamas, Guatemala, Guadeloupe, and Trinidad and Tobago.
- **On-line surveys** for national tourism authorities and TVET providers.

Consultancy Outcomes

**Study on Technical and Vocational Education and Training (TVET)
in Tourism in the Greater Caribbean**

Tourism – TVET Stakeholders Directory



GREAT-CARIBBEAN- TVET-STAKEHOLDERS- DIRECTORY

2015

National, Regional and International Organizations
related to Tourism TVET

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TVET Glossary



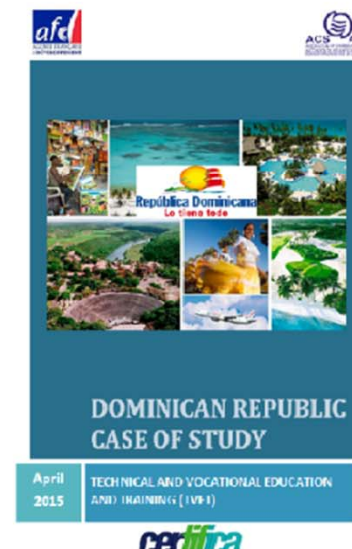
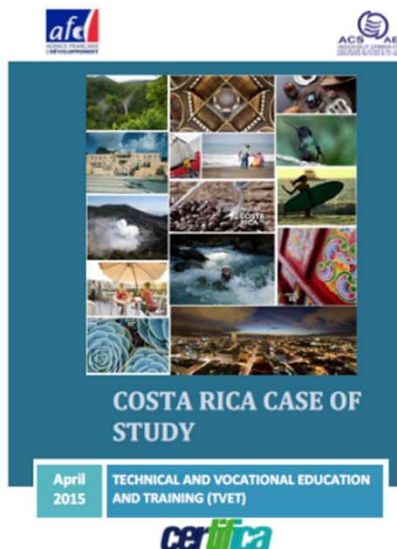
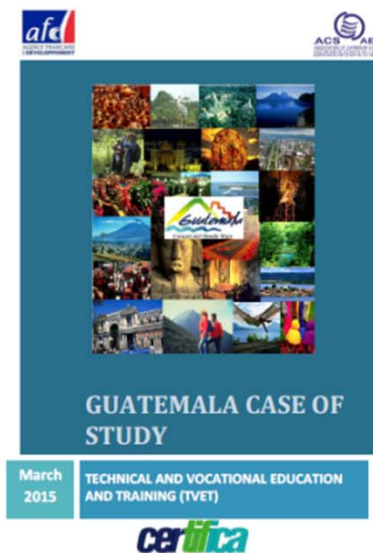
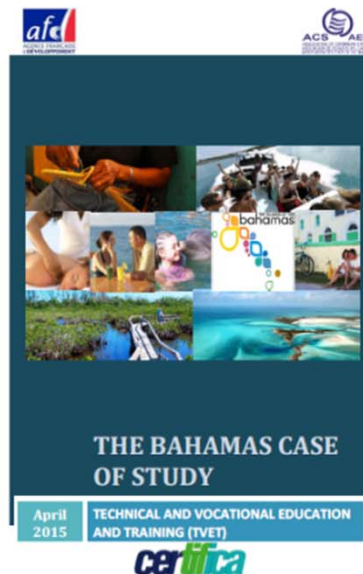
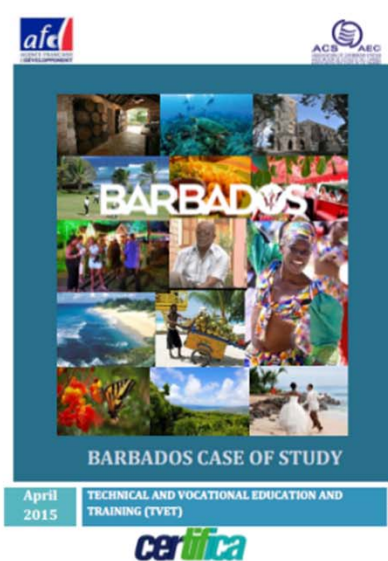
TVET GLOSSARY

April 2015

Technical and Vocational Education and Training
Vocabulary within the Greater Caribbean

certifica

TVET Best practices cases of study





REGIONAL FRAMEWORK PROPOSAL FOR THE GREATER CARIBBEAN

APRIL
 2015

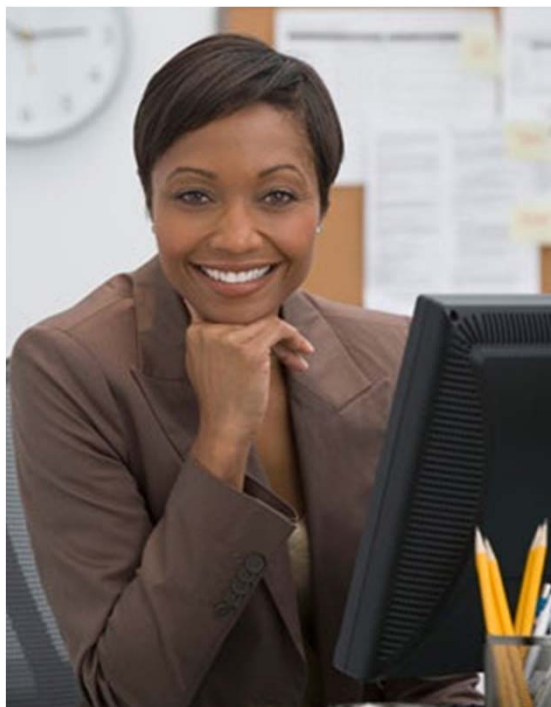
COMPETENCY-BASED TECHNICAL AND
 VOCATIONAL EDUCATION AND TRAINING
 (TVET) FOR SUSTAINABLE TOURISM

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Regional framework proposal

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TVET Survey Results

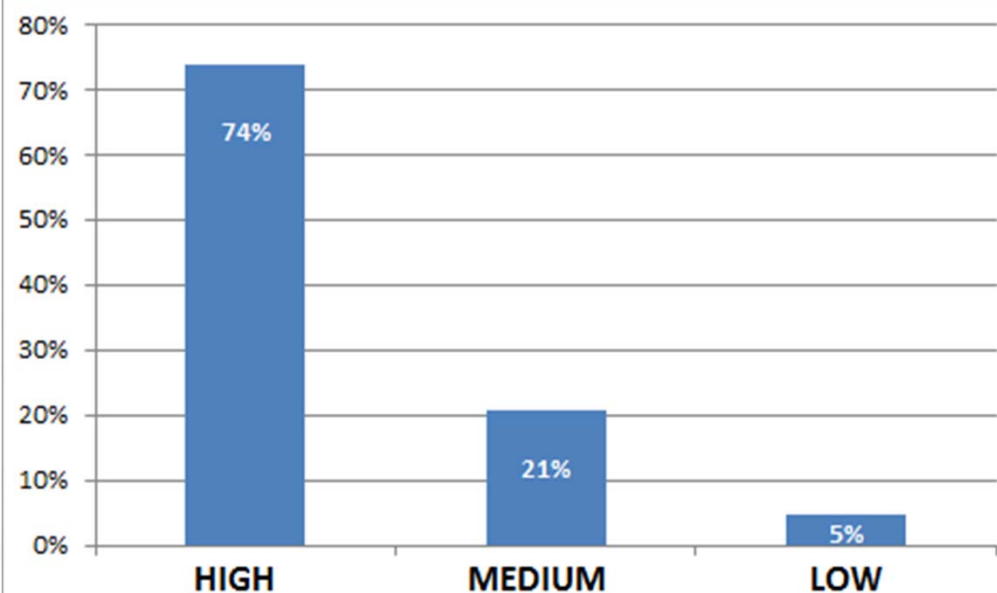


Government &
Educational and Training
Providers

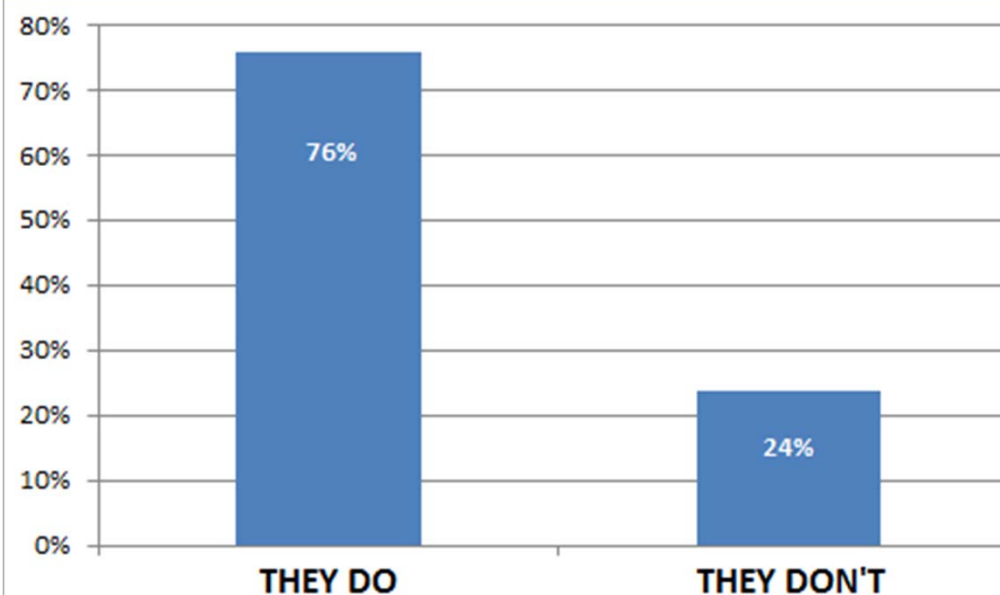


ET providers survey results

Importance of the tourism and hospitality industry

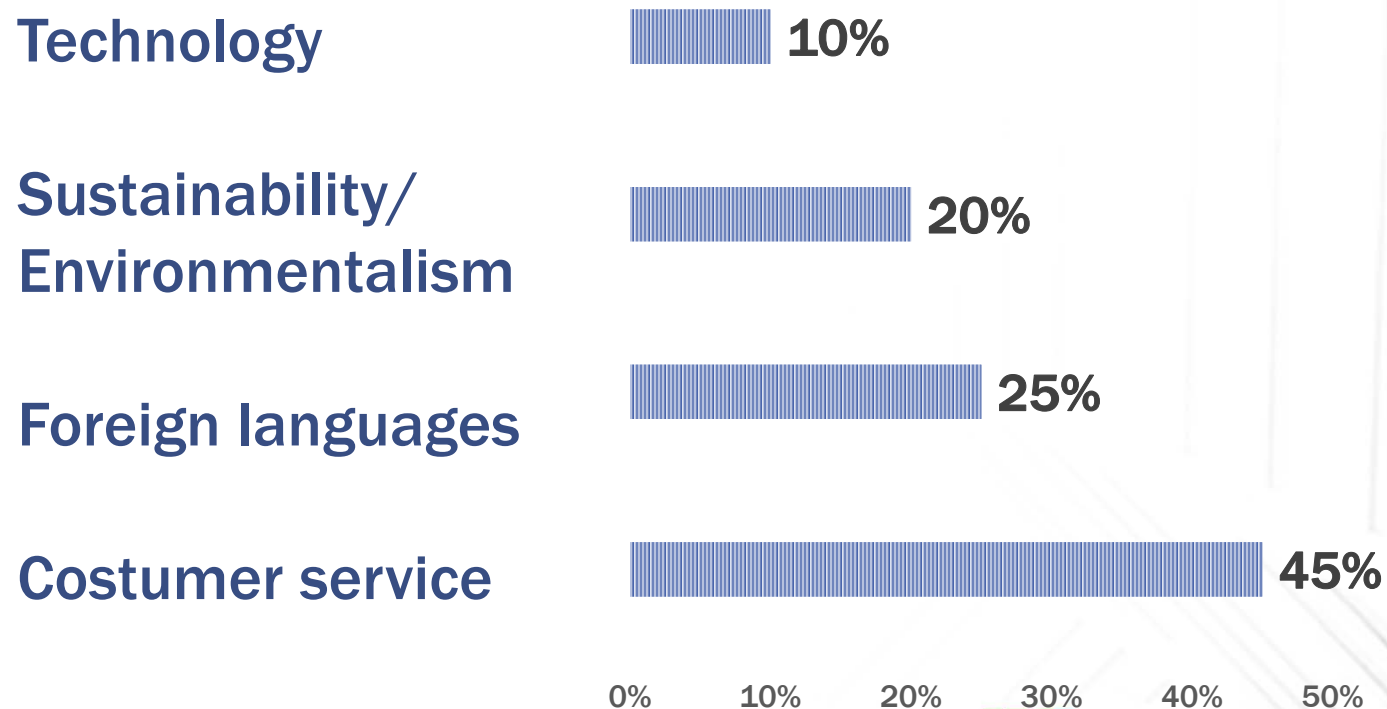


Interest from tourism business to attend TVET courses or certification



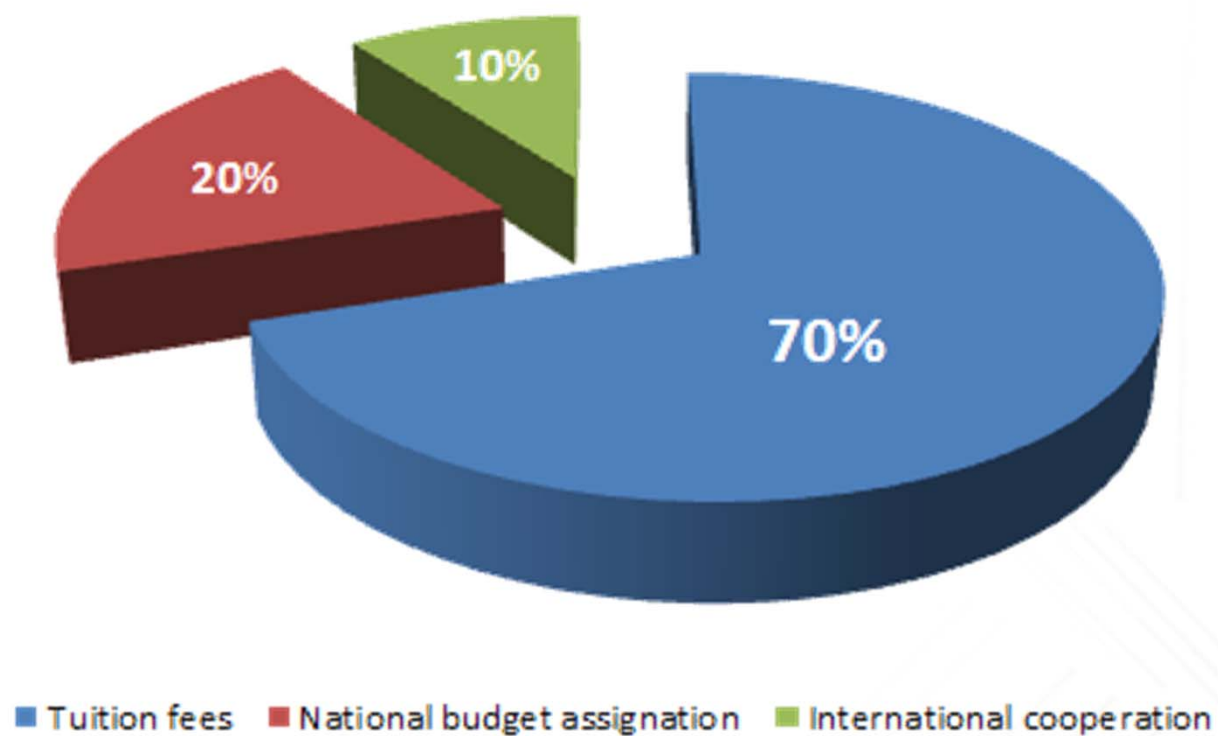
ET providers survey results

Prioritized training offer topics for tourism and hospitality



ET Providers survey results

Funding sources



ET providers survey results

Priorities

- Students getting proper certification so they may start exercising their skills after graduation
- Provide high quality training programs attending the needs of the country and the industry (market driven training)
- Have qualified and motivated TVET teachers and instructors.



ET providers survey results

Opportunities

- To develop competent, specialized, and qualified personnel to meet the needs of the industry.
- To develop formal relations between the hospitality industry and training institutes, including secondary and post-secondary schools that offer tourism & hospitality programs.
- To implement the competency-based profiles.
- Diversification of tourism services and products (new knowledge and skills needed).



ET providers survey results

Needs

- Funds to build proper infrastructure and facilities
- Scholarship opportunities
- International internships
- To develop field / practical experience programs
- To develop programs for high levels of hospitality and tourism management
- To develop e-learning platforms for the tourism sector
- To diversify the methodologies of TVET, i.e. on-the-job-training.



ET providers survey results

Needs

- More support from government to develop TVET programmes.
- To induce municipalities in the TVET training and education sector programmes.
- Increase participation of private sector in developing policies, competency-based standards and training programs.



TVET providers survey results

Challenges

- Increase offer of TVET certified trainers and teachers.
- CVQ becomes a requirement for employment.
- Develop entrepreneurial skills: business plans development, strategic planning, innovation
- Career guidance in work competency and experience within the tourism sector.
- Fast paced diversification of tourism services and products requiring new knowledge, skills and practice

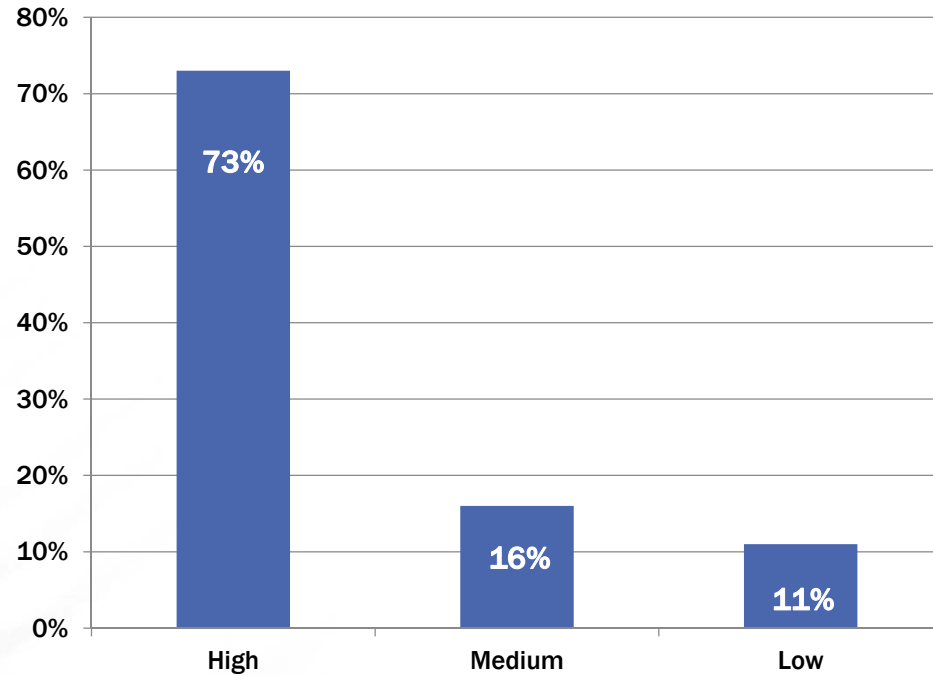


Survey Results

Government
(public sector)

Government survey results

Importance of tourism industry

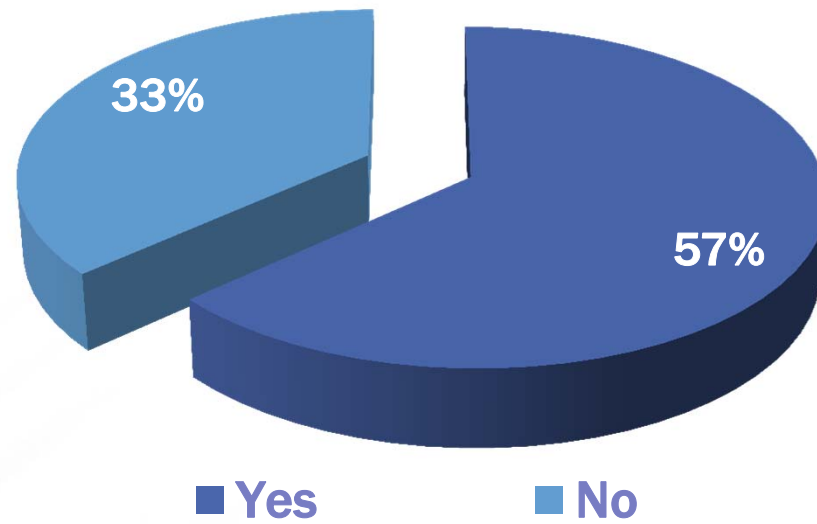


The average percentage of the GDP for tourism in the region is 22.02%

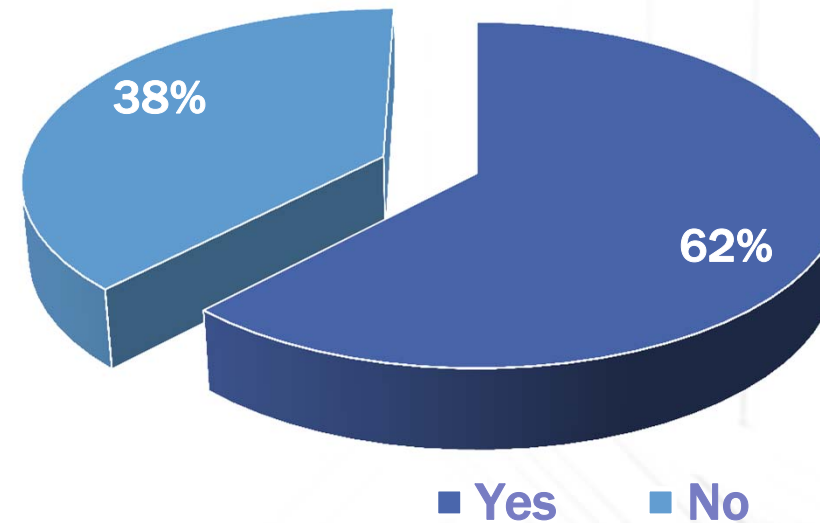
COUNTRY	% GDP TOURISM	COUNTRY	% GDP TOURISM
Aruba	88.4	Martinique	13
Antigua & Barbuda	58.3	Costa Rica	12.5
Bahamas	43.6	Cuba	10.4
Saint Lucia	39.5	El Salvador	10.1
Belize	39.2	Nicaragua	9.9
Barbados	36.1	Haiti	9.5
Jamaica	27.2	Guatemala	8.8
Dominica	26.4	Trinidad y Tobago	8.7
St. Kits & Nevis	25.5	Venezuela	8.6
Grenada	24.2	Guyana	8
St. Vincent & The Grenadines	19.9	Colombia	5.9
Panamá	17.5	Suriname	2.7
Dominican Republic	16	Curacao	N/A
Guadeloupe	16	French Guiana	N/A
Honduras	15.9	Saint Martin	N/A
Mexico	14.8	Sint Maarten	N/A

Government survey results

Country has a TVET
scheme/policy/strategy



TVET scheme addressing tourism
and hospitality industry



Government survey results

Topics that require additional and specific competency-based training

Foreign languages	8.49/10
Sustainable tourism	8.12/10
Multi-destination promotion	7.97/10
Promotion of cultural aspects (traditions, gastronomy, art, handicrafts, etc.)	7.86/10
Quality and culture of service as a cross cutting aspect in all technical training and vocational education	7.60/10
Emotional intelligence as a cross cutting aspect in all technical training and vocational education	7.42/10
On-line and social media marketing tools	7.27/10
Technical training for operative tasks (receptionists, bartenders, waiters, housekeeping, tour guiding, defensive driving, first aids, and others)	7/10

Topics that need to be strengthened

Work spirit and ethics	4.53 / 5
Language skills	4.50 / 5
IT Competencies	4.29 / 5
Sustainable tourism knowledge and commitment	4.27 / 5
Leadership	4.23 / 5
Self-pride, self esteem	4.16 / 5
Cross-cultural negotiations	4.08 / 5
Problem solving	4.08 / 5
Oral and written communication skills	4.02 / 5
Understanding of industry expectations	4.01 / 5
Tourism and hospitality knowledge	3.99 / 5

Government survey results

1. Priorities	PERCENTAGE OF IMPORTANCE
Creating a holistic and integrated system of education and training from early childhood through primary, secondary and tertiary education to lifelong learning at all levels, including home-based, community-based and workplace-based education	18
To clearly define the targeted population for the TVET scheme/framework or program in your country (for children at secondary and tertiary education level, for adults only, or for both).	13
Develop policies that are internationally benchmarked and driven by labor market needs	42
Strengthening connections between TVET and academic higher education in order to facilitate the transfer of learning and skills between the two.	11
Develop an effective TVET system that enhances the competitiveness of the country's economy and contributes to gender equity and poverty reduction.	16

Government survey results

2. Needs	PERCENTAGE OF IMPORTANCE
Include lifelong learning in formal education & training programs.	20
Increase public sector incentives such as scholarships and long-term technical assistance awards for proceeding to tertiary education.	12
Facilitating student mobility between secondary and post-secondary/tertiary levels, within TVET, and between TVET and other forms of learning;	9
Facilitating the transfer of credits from one educational institution to another;	14
Making education and training more responsive to changing labor market demands, thus increasing education and career opportunities	38
Making your country's qualifications internationally comparable.	7

Government survey results

3. Challenges

Reform education & training national policies in order to include and properly address a new or the existent technical vocational and education training (TVET) national program.	19
The generalize use of a Certification of Vocational Qualifications – CVQ- in the national labor market.	10
Rationalization of a TVET scheme or framework for your country.	10
Diversification of economic activities covered by the present TVET scheme in your country.	48
Common understanding that human capital development is a major contributor to economic growth and sustainable wealth creation in your country.	13

Questions?

Comments?

Conclusions

Key findings

Key findings

- There are a significant number of variations of approaches to TVET. We have found that successfully implemented programs in the Greater Caribbean shared four common characteristics:

1. Demand-driven design
2. Open access
3. Portability of skills
4. Quality Assurance & Continuous Improvement sub-systems



Key findings

The successful initiatives include:

- Demand-led diploma program and short courses offerings.
- Production of all teaching and learning materials as well as educations plans that meet standards.
- Establishment of linkages, as needed, among educational institutions.
- Enrollment of youth and adult students.



Key findings

Common priorities

- Develop policies that are internationally benchmarked and driven by labor market needs, so training programs are high quality and market driven for hospitality and tourism management.

Common challenges

- Diversification of economic activities covered by the present TVET System and CBET Model in order to cope with fast paced diversification of tourism services and products requiring new knowledge, skills and field practice.

Key findings

ET providers - T&T needs

- Increase the participation of government agencies and local municipalities policies and budgets to develop TVET national systems.
- Increase participation of private sector to define policies and design competency based standards and training programs.
- Increase public sector incentives (scholarship and international internships)

Government agencies- T&T needs

- Make education & training more responsive to changing labor market demands, thus increasing education and career opportunities.
- Include lifelong learning in formal education & training programs.
- Increase public sector incentives (scholarships and long-term technical assistance awards for proceeding to tertiary education)

Main Conclusions -GAPS-

- Lack of integral management competency-based systems for tourism.
- The standards for the selection, professional education and training, and updating of facilitators, trainers, professors/lecturers, and tutors of the formal and non-formal education have not been defined with the life-long learning approached.



Main Conclusions –GAPS–

- No existence of a strategic planning on a Regional TVET System, developed and defined with participation of the CBET tourism stakeholders.
- The normalization, the technical and vocational education and training, and the competency based certification processes are not systematized.



Main Conclusions –GAPS-

- Lack of investment in methodology and technology for the proper design , standardization and compilation of teaching materials and technical training programs, assessment and certification for the development of labor skills in the tourism sector.
- Poor social and entrepreneurial awareness of the benefits of education and technical and vocational training , whether formal or informal , to achieve human resource development and improving business competitiveness , tourism sector and the countries themselves.

Main Recommendations

- **Regional TVET Framework** –designed, strategically planned, implemented, monitored and assessed
- The Regional Framework has to be constructed on the pillars of a **Competency-Based Education and Training (CBET) model** -ILO guidelines-.
- There are experiences out of the region to learn from, but there are, as well, very important sub-regional experiences and initiatives.
- Comprehensive Program to deliver Training and Capacity Building to the Tourism Sector



Conclusions

- Investing in human capital and innovating for education and employment is therefore critical to both the public and private interest.
- A regional initiative on employment, skills and human capital through a TVET/CBET framework will help reshape the job, education and skills landscape of the future by:
 - a) analysing trends and developments in the labour market,
 - b) raising awareness on key issues,
 - c) mobilizing business leaders and governments, and
 - d) creating partnerships across sectors and society.

Recommendations –Actions for the short run-

- A regional policy and/or strategy [Regional Declaration] has to be developed and accepted in each country that wishes to participate.
- A Regional Occupational Standard and Classification is needed –RVQ-
- There is need to have a recognized RVQ certification.

Recommendations

- TVET can not be separated from the general education system of each country.

“Education makes you trainable and training makes you employable, while attitude keeps you employed”.

- All the educational levels are needed but practice in the field is important too, competencies qualifications makes it work in real life.
- TVET certification should be considered fit for more advanced studies (tertiary education).

Recommendations

- There has to exist a regional body that coordinates the framework -acting as the Regional Coordinating Body for the TVET-CBET Framework.
- The TVET system needs National Training Authorities and other oversight bodies, that respond to Ministries of Education, Labour and Tourism.

Recommendations

- Regional coordination for the development, monitoring and updating of Occupational Standards and Classifications.
- Quality Assurance and Management System of Occupational Standards, Classification, Assessment, Certification and Accreditation.

Recommendations

- **Coordination of Standards for Training and Certification of Assessors.**
- **Accreditation and monitoring of NTAs as bodies able to quality assure the assessment and award the CVQs at the National level.**

Recommendations

- Coordinating body of the on-line repository for Regional Labour Market Information, The Regional Qualifications Registry of CVQ holders, and the Regional, Assessors Registry of certified assessors and auditors.
- The ACS-ST Committee could be the focal point for Workforce Development Policy, interface with other stakeholders including governments, donors, international partners, regional organizations and social partners, as well as already identified partnerships and projects.

Recommendations

- The TVET training institutions can become Centers of Excellence (is not creating a new concept or creating new institutions is sharing well equipped facilities in order to maximize the use of buildings and equipment).

Recommendations

- TVET Regional System has to take into account for its CBET model implementation, comprehensive sustainability aspects like:
- Gender equity
- Cultural heritage (archeological, religious, gastronomical, museums, etc.)
- Biodiversity conservation (bird watching, endemic species, conservation of species in extinction)
- Resource management (Energy saving electric systems, high-efficiency appliances, Window Tinting, solar panels, wastewater management, sustainable water purification systems).
- Comprehensive security

Recommendations

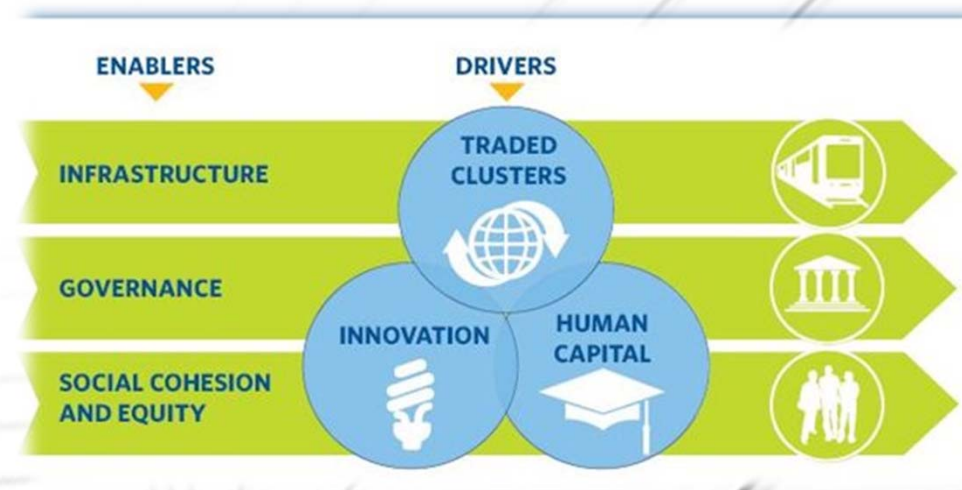
- **Build and strengthened Private-Public Partnerships (Government, Industry, Education and Labour as well Civil Society).**
- **Need appropriate prioritization of resources in Ministries and National and Local Agencies.**

Questions?

Comments?

The proposal

TVET-CBET Regional Framework



The TVET-CBET Regional Framework for the Greater Caribbean Region

Recommendations

The Greater Caribbean needs

HIGH IMPACT TRAINING

Converting training objectives in economic objectives



HIGH IMPACT
TVET SYSTEM AND
CBET MODEL

certifica

Levels of qualification and training related to TVET

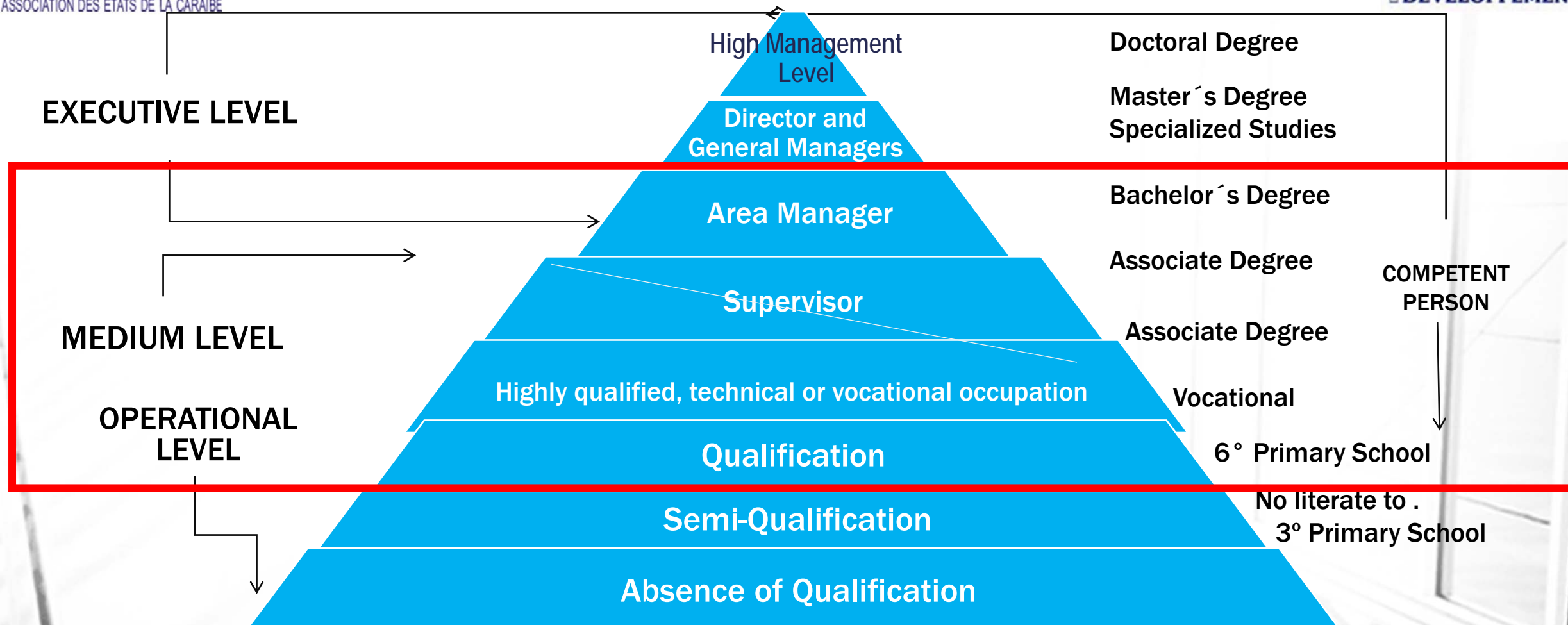
LEVEL	EDUCATION SECTOR			SKILLS & KNOWLEDGE
	SKILLS TRAINING	VOCATIONAL & TECHNICAL EDUCATION	HIGHER EDUCATION	
1	Free courses	Initial qualification programs Senior Secondary School		General knowledge
2		Technical and vocational education		Functional skills (front-line workers)
3		Technical and vocational education certification and diploma	Associate degree	Supervisory skills
4			Bachelor's degree	Professional qualifications (middle manager)
5			Master and Doctoral Degree	Specialist professional qualifications (executive manager / owner)

TYPES OF COMPETENCIES

1. Personal effectiveness Competencies
2. Academic Competencies
3. Workplace Competencies
4. Industry-Wide Technical Competencies
5. Industry-Sector Technical Competencies
6. Occupation Specific Knowledge Areas
7. Occupation Specific Skills
8. Occupation Specific Requirements
9. Management Competencies

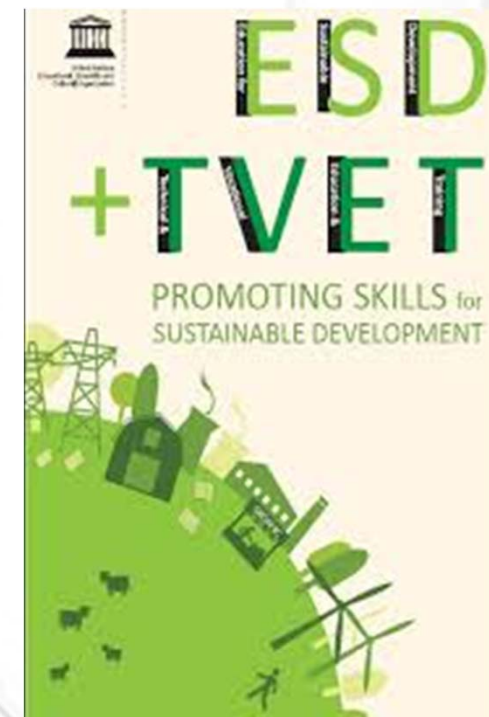
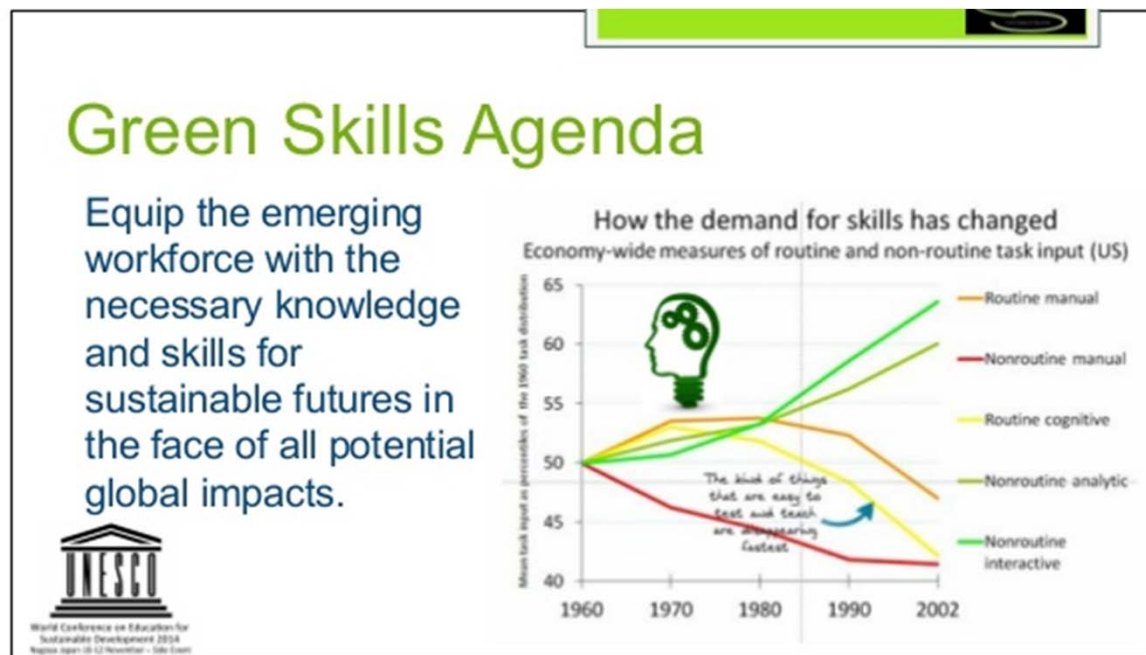
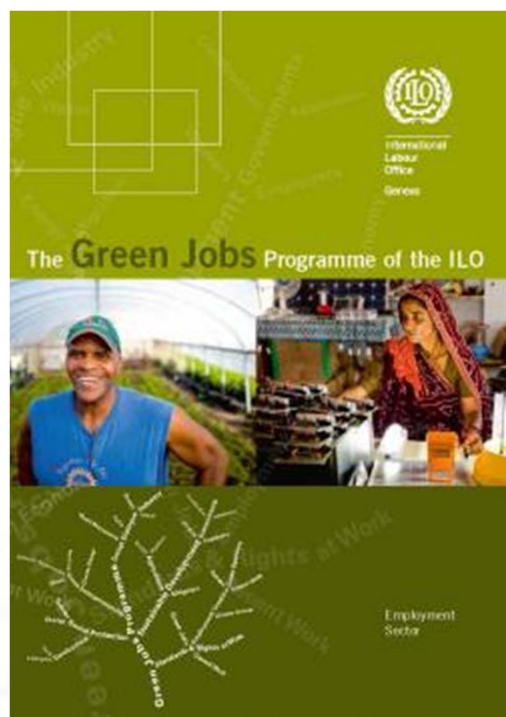


Occupational Pyramid



Green TVET for Green Economies

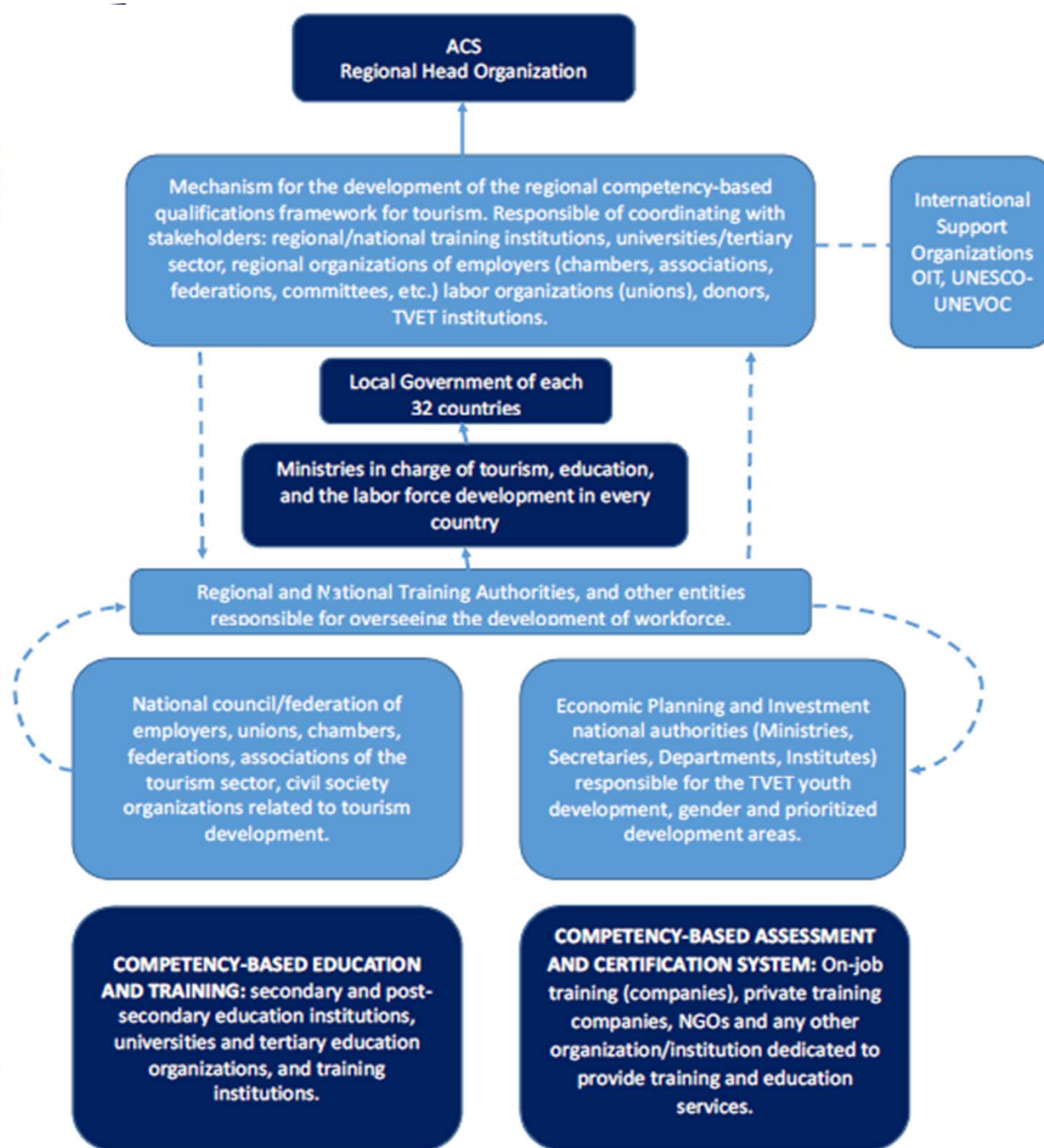
The sustainability global arena is changing tasks, skills and job globally and the region must be updated.



CB-TVET Greater Caribbean Regional Framework

Something to agree on:

- **Regional Framework: Competency-based TVET for tourism in the Greater Caribbean System.**
- **Greater Caribbean Competency-based TVET for Tourism System Regional Framework.**
- **Regional Framework of Labor Competencies for Tourism TVET in the Greater Caribbean.**
- **Greater Caribbean Regional Framework: Competency-based TVET for tourism.**

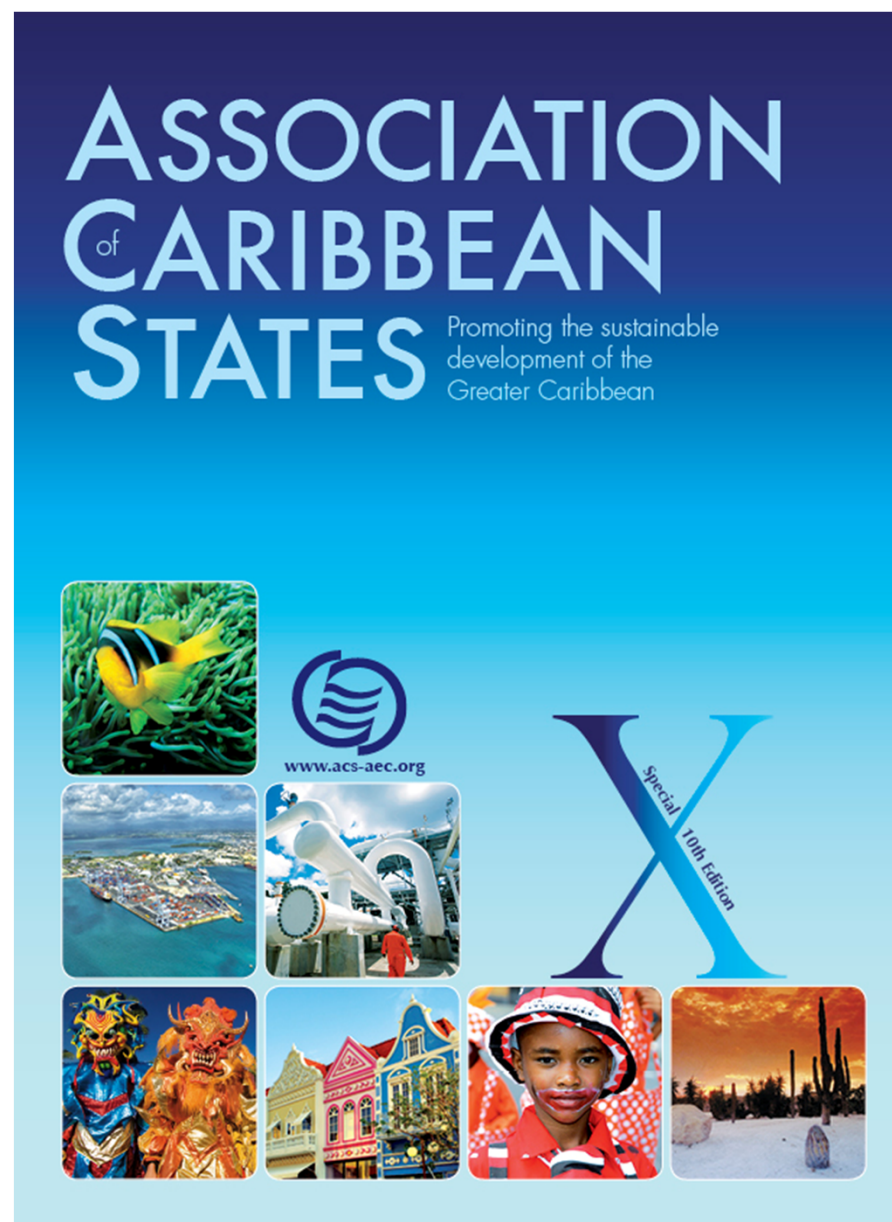


Regional framework proposal structure



Role of ACS

- ACS in charge to coordinate the initiative and lead the design, organization and manage of the CB-TVET for Tourism Regional Framework.
- Implementation of a virtual network consultation for labour skills standardization, contributing to the continuity and implementation of the regional framework and its components.



Role of National Tourism Authorities

Articulation among the labor, education, training and tourism stakeholders; encouraging the implementation of the national policies and strategies that promote:

- ✓ Standardization,
- ✓ Development,
- ✓ Implementation and promotion
- ✓ Certification,
- ✓ Accreditation, and
- ✓ Evaluation

Of the competency-based tourism standards and the different systems of the Framework



Role of tourism companies as employers

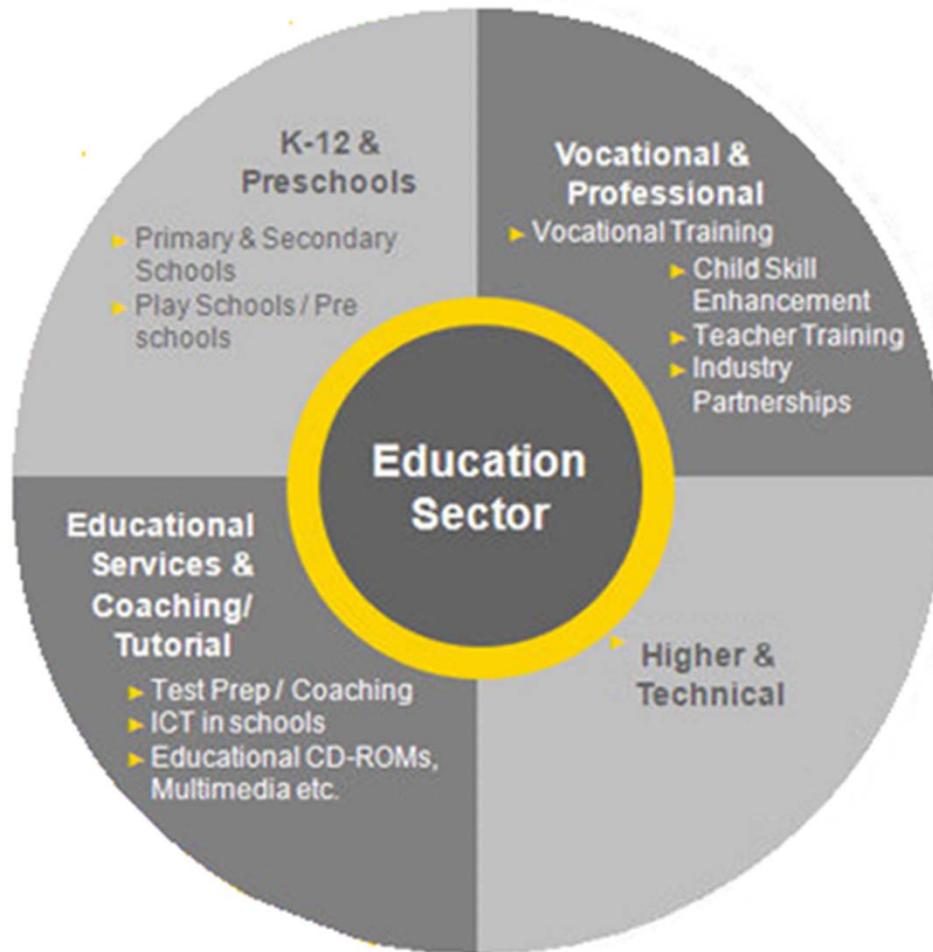
Active participation in the definition, revision and implementation of:

- ✓ standardization, adaptation
- ✓ evaluation,
- ✓ training and certification

Implementing the Integrated Management System of Occupational Competency for the Tourism Sector of the Greater Caribbean.



Role of Education Sector



- ✓ Implementing the contents and scope of competency standards in the definition of programs and / or curricula of different educational levels,
- ✓ Forging and implementing the methodological quality process to achieve expected results.
- ✓ Getting accredited for TVET programs and
- ✓ Hiring certified TVET trainers and teachers.

Role of Civil Society

- ✓ Providing constant feedback of the training and education services received, minding gaps between offer and demand;
- ✓ Contributing to solve national problems towards improving the quality, pertinence and availability of the tourism training and education services.



Competency-based scheme proposed



**PHASE I:
PLANNING AND
SYSTEM BASE**

**PHASE II:
DEVELOPMENT OF
COMPETENCY-BASED
REGIONAL TOURISM
SYSTEM**

**PHASE III:
PILOT PROGRAMS
RESULTS
MONITORING AND
EVALUATION**

• **PHASE IV:
Certification of
trainers/training
institutions, trainees
and programmes**

**Implementation
Phases**

certifica

Stages of labour competency-based management model

Strategic Planning of the Framework and System
CONCEPTUAL Basis and Implementation Policies



Planning of the management system and normalization training systems, evaluation and certification of competence



Development of TVET System for the development of Labour Competency Framework



Evaluation of the Training and Education System and Labour Competency Framework for the Tourism Sector



Certification of the TVET System and Labour Competency for the Tourism Sector

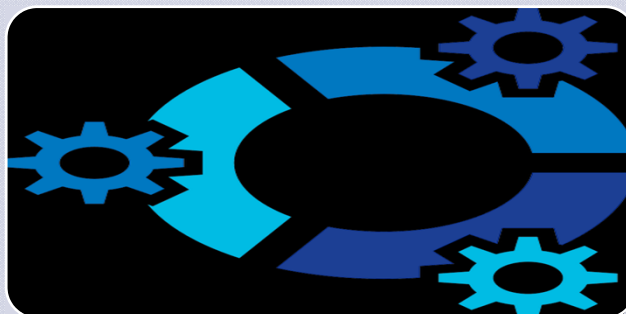
Continuous Improvement Process and Quality Management System

Audit Process **certifica**

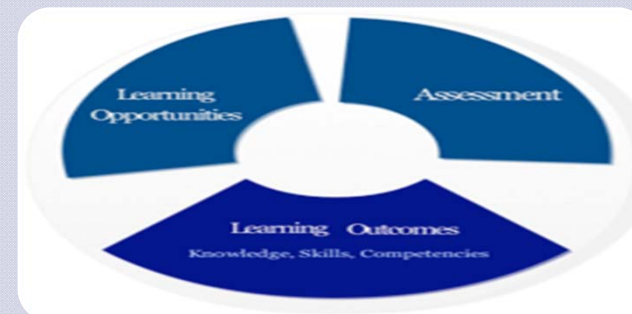
Main Aspects to be considered by the Regional Framework



**Standard
Definition**
(harmonization)



**Regional
TVET
System**



**Competency
Based
Model**

Main Strategies for implementation



**Promotion,
marketing and
advocacy of
TVET across
the region**



**Common
regional TVET-
CBET Policy
for Tourism
Sector**



**Private-Public
Partnerships,
Funding and
Projects**

Phase I: Activities and timetable

Activities	2015	2016	2017
Shaping the Regulatory Board Skills - ASC and Competition Committees of the Member Countries for Tourism Sector. Board, Committees Staff Directors, Executive Directors Committees.	july - dec		
Strategic Planning Management System of Tourism Sector Skills for the Greater Caribbean.	july 2015 - june 2016		
Definition of the conceptual bases and model to be implemented for Occupational Competency Based Management in the Tourism Sector in the Greater Caribbean.	oct - dec		
Design and implementation of the Virtual Network of Competence Management System for Tourism Sector. Which involves: Administration, Standardisation, Training, Evaluation, Certification and Audit Skills for the Greater Caribbean Tourism Sector.	july 2015 - june 2016		
Design and implementation of training programs for e-learning standardization committees, technical committees and Guardians/ Representatives /Leaders of the member countries.	july-dec		
Analysis and data collection and documentation existing in member countries, of the 4 components of the proposed model; implementation of the platform for Virtual Network.	july 2015 - june 2016		
Defining potentials and priorities of the member countries .	august		
Design standards of competence and training plans for standardization committees, technical committees, administrators, teachers and tutors of the virtual network to the tourism sector.	oct - dec		

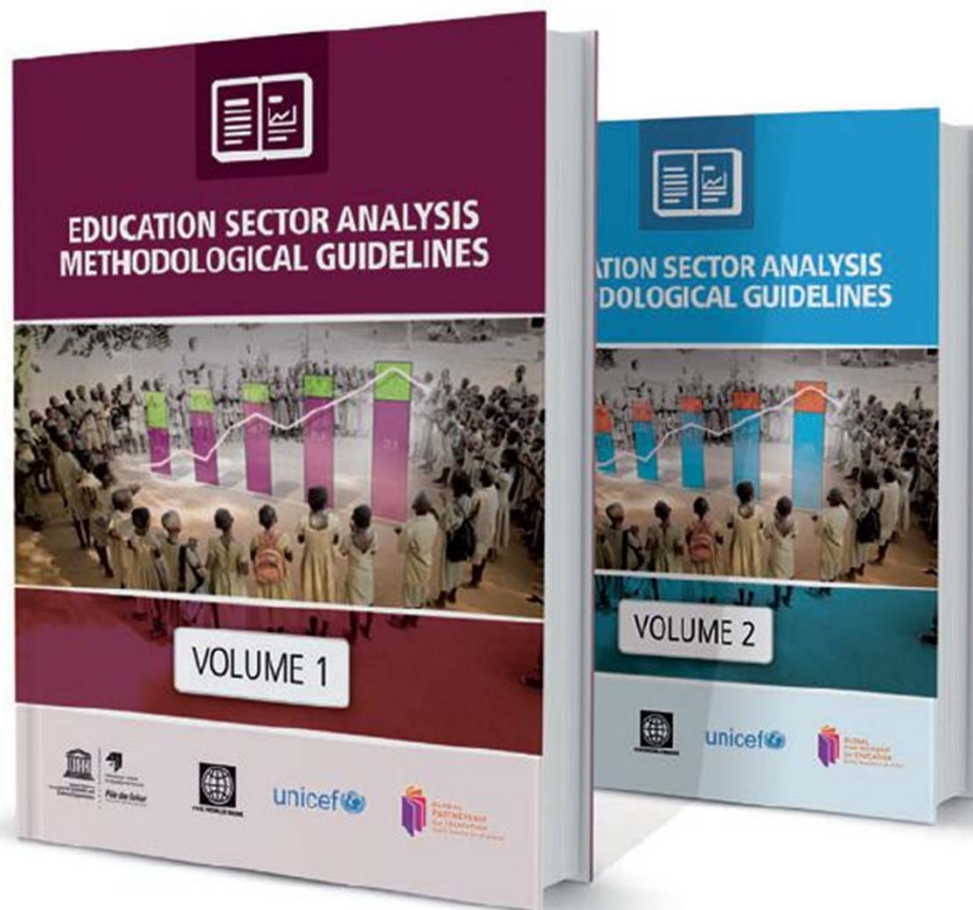
Phase II: Development of Competency-Based Tourism Regional System

Activities	2015	2016	2017
Definition of methodology and conceptual basis for implementation of the 4 components of the proposed model.	jun-dec		
Shaping the standardization system and training of standardization committees and technical committees of member countries, using virtual network and e-learning platform.		jan-mar	
Development of the education-training system of the member countries and training-education trainers, teachers, professors, evaluators and auditors certifying competence management system using virtual network management and e-learning platform.		apr-jun	
Establishment of the evaluation system and evaluation skills of trainers, teachers, professors, mentors, evaluators and auditors certifying competence management system using virtual network management and e-learning platform.		jul-sep	
Development of skills certification system and certification of trainers, teachers, professors, mentors, evaluators and auditors certifying competence management system using virtual network management and e-learning platform.		oct-nov	
Development of audit and management system of continuous improvement.		nov 2016 - dec 2017	

Phase III: Pilot programs, evaluation results and monitoring

Activities	2015	2016	2017
Implementation and management system implementation in member countries, according to identified needs and potentialities. Country pilot plan.	july 2015 - march 2016		
Defining competition rules prioritized areas.		mar 2016 - feb 2017	
Training of participants in priority areas.		jun 2016 - dic 2017	
Evaluation and certification of competence of participants.			jan-dec
Evaluation and analysis of results: advice, models, methodology, teachers and tutors, participants, materials and training programs, virtual network and documentation.		mar 2016 - dec 2017	
Audit processes and actors, implementation of continuous improvement actions.		jun 2016 - dic 2017	
Implementation of the process of quality management and continuous improvement.			jan-dec
Implementation Unit Training Program Design E-learning regional regulatory body		jun 2016 - dic 2017	

Methodological Guidelines to to analyse a country's education sector.



Outcomes expected

TVET recognized as an agent of
Workforce Development and Economic
Competitiveness

- 1. RCVQ awarded at all training institutional levels
- 2. RCVQ certificate format formalized and portable
- 3. Workforce Assessment Centres accredited across the region
- 4. Registered and accredited Training Institutions and Centers of Excellence across the region



Outcomes expected

- 5. Registered and certified TVET Trainers/Teachers/Professors as well as Career Guidance Counsellors of Service Offices under regional standards
- 6 Registered and certified TVET Programs or standards in curricula
- 7 Registered and certified Advisors and Auditors/Inspectors
- 8 On-line platforms that help to coordination of harmonization and learning for all framework stakeholders and as job centers.



Virtual network management e-learning and job center platforms

Uses, benefits and contents example

Implementation Recommendations

- **Virtual network management:** repository of competencies standards, national policies, national or regional TVET systems, framework, CBET models, as well as discussion panels, agreements, resolutions, FAQs, among others
- **E-learning platform:** for best practices TVET/CBET models implementations and for special training of technical and professional advisors, for teachers and instructors, etc.
- **Job center platform:** to provide broad access to the a database of occupational information of the Greater Caribbean Region, that could offer a variety of search options and occupational data, while providing a streamlined application for students and job seekers.



GREATER CARIBBEAN JOB CENTER On-line Platform

- Once the Greater Caribbean TVET/CBET management system is designed, proved and ready to be launched then a Job Center on-line can be created.
- The On-line database could include information on skills, abilities, knowledge, work activities, and interests associated with occupations.
- This information can be used to facilitate career exploration, vocational counseling, and a variety of human resources functions, such as developing job orders and position descriptions and aligning training with current workplace needs.



GREATER CARIBBEAN JOB CENTER On-line Platform



- Providing complete information on the tourism field occupations, common for the Greater Caribbean Region.
- Each with an occupational title and code that would have to be based on the latest version of the **Standard Occupational Classification System** for the Region.
- This can be a powerful source for continually updated occupational information and labor market research.

GREATER CARIBBEAN JOB CENTER On-line Platform



- Contemporary, interactive skills-based database and a common language to describe worker skills and attributes
- The platform could transform mountains of data into precise, focused occupational intelligence that anyone can understand easily and efficiently.

Great Caribbean Job Center On-line Platform Uses

Businesses and human resources professionals BENEFITS

- Develop effective job descriptions quickly and easily.
- Expand the pool of quality candidates for open positions.
- Define employee and/or job-specific success factors.
- Align organizational development with workplace needs.
- Refine recruitment and training goals.
- Design competitive compensation and promotion systems
- Registered apprenticeship partners.



Great Caribbean Job Center On-line Platform Uses



Job seekers could use the On-line Platform to:

- Find out which jobs fit with their interests, skills, and experience.
- Explore growth career profiles using the latest available labor market data.
- Research what it takes to get their dream job.
- Maximize earning potential and job satisfaction.
- Know what it takes to be successful in their field and in related occupations.
- Found registered/accredited education and training institutions that could provide TVET and certification.

GREAT CARIBBEAN JOB CENTER (on-line)

An example of a Description of a Tourism Activity

Information on:	List of occupations (harmonized). Description
Tour Guides and tourism cultural escorts	Escort individuals or groups on sightseeing tours or through places of interest, such as industrial establishments, public buildings, art galleries or museums, local communities, archeological sites, natural protected areas, among others.
Sample of reported job titles	Discovery Guide, Docent, Guide, Historical Interpreter, Interpreter, Museum Docent, Museum Educator, Museum Guide, Science Interpreter, Tour Guide
Tasks	<ul style="list-style-type: none"> • Describe tour points of interest to group members, and respond to questions. • Escort individuals or groups on cruises, sightseeing tours, or through places of interest such as industrial establishments, public buildings, and art galleries. See more occupations related to this task. • Conduct educational activities for school children. See more occupations related to this task. • Monitor visitors' activities to ensure compliance with establishment or tour regulations and safety practices. See more occupations related to this task. • Provide directions and other pertinent information to visitors.
Tools & Technology	<p>Tools used in this occupation:</p> <p>Busses —Electronic charts or maps or atlases — Active Map Tour Guide software; Intelligent Spatial Technologies iPointer Tour Guide software Emergency medical services first aid kits —Mobile phones —Personal digital assistant PDAs or organizers —</p>

GREAT CARIBBEAN JOB CENTER (on-line)

An example of a Description of a Tourism Activity

Information on:	List of occupations (harmonized). Description
Tour Guides and tourist escorts	Escort individuals or groups on sightseeing tours or through places of interest, such as industrial establishments, public buildings, art galleries or museums, local communities, archeological sites, natural protected areas, among others.
Tools & Technology	<p>Technology used in this occupation:</p> <ul style="list-style-type: none"> • Customer relationship management CRM software • Electronic mail software • Mobile location based services software —GPS software • Office suite software — Microsoft Office software, for example • Spreadsheet software — Microsoft Excel, for example
Knowledge	<p>Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.</p> <p>English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.</p> <p>History and Archeology — Knowledge of historical events and their causes, indicators, and effects on civilizations and cultures.</p> <p>Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.</p>

GREAT CARIBBEAN JOB CENTER (on-line) An example of a Description of a Tourism Activity

Information on:	List of occupations (harmonized). Description
Tour Guides and tourist escorts	
Work Activities	<p>Performing for or Working Directly with the Public — Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests or providing information to visitors.</p> <p>Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.</p> <p>Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others, and maintaining them over time. Communicating with Persons Outside Organization — Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.</p> <p>Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.</p>
Detail Work Activities	<ul style="list-style-type: none"> ○ Administer first aid. ○ Gather information in order to provide services to clients. ○ Greet customers, patrons, or visitors. ○ Promote products, services, or programs. ○ Explain regulations, policies, or procedures.

GREAT CARIBBEAN JOB CENTER (on-line) An example of a Description of a Tourism Activity

Information on:	List of occupations (harmonized). Description
Tour Guides and tourist escorts	
Work Context	<p>Contact With Others — 60% responded “Constant contact with others.” , Deal With External Customers — 57% responded “Extremely important.”, Face-to-Face Discussions — 62% responded “Every day.” , Freedom to Make Decisions — 55% responded “A lot of freedom.”, Public Speaking — 62% responded “Every day.”,</p>
Job Levels and Examples	<ul style="list-style-type: none"> ○ Level 1: Little or No Preparation Needed ○ Level 2: Some Preparation Needed ○ Level 3: <u>Medium Preparation Needed</u> ○ Level 4: Considerable Preparation Needed ○ Level 5: Extensive Preparation Needed ○ Education: Most occupations in this zone require training in vocational schools, related on-the-job experience, or an associate's degree. ○ Related Experience: Previous work-related skill, knowledge, or experience is required for these occupations. For example, an electrician must have completed three or four years of apprenticeship or several years of vocational training, and often must have passed a licensing exam, in order to perform the job. ○ Job Training: Employees in these occupations usually need one or two years of training involving both on-the-job experience and informal training with experienced workers. A recognized apprenticeship program may be associated with these occupations. ○ Job Examples: These occupations usually involve using communication and organizational skills to coordinate, supervise, manage, or train others to accomplish goals. Examples include food service managers, electricians, agricultural technicians, legal secretaries, occupational therapy assistants, and medical assistants.

GREAT CARIBBEAN JOB CENTER (on-line)

An example of a Description of a Tourism Activity

Information on:	List of occupations (harmonized). Description
Tour Guides and tourist escorts	
Specific Vocational Preparation Level	<p>The amount of lapsed time required by a typical worker to learn the techniques, acquire the information, and develop the facility needed for average performance in a specific job-worker situation. Specific Vocational Training includes: vocational education, apprenticeship training, in-plant training, on-the-job training, and essential experience in other jobs.</p> <p style="text-align: center;">Level Time</p> <p><u>Level 1:</u> Short demonstration only, <u>Level 2:</u> Anything beyond short demonstration up to and including 1 month, <u>Level 3:</u> Over 1 month up to and including 3 months, <u>Level 4:</u> Over 3 months up to and including 6 months, <u>Level 5:</u> Over 6 months up to and including 1 year, <u>Level 6:</u> Over 1 year up to and including 2 years, <u>Level 7:</u> Over 2 years up to and including 4 years, <u>Level 8:</u> Over 4 years up to and including 10 years, <u>Level 9:</u> Over 10 years</p> <p>Specific Vocational Preparation Level for this activity (Tour Guide and tourist escorts): 6.0 to < 7.0</p>

GREAT CARIBBEAN JOB CENTER (on-line)

An example of a Description of a Tourism Activity

Information on:	List of occupations (harmonized)	Description
Tour Guides and Tourist Escorts		
Education	<p>Contact With Others — 60% responded “Constant contact with others.”</p> <p>Deal With External Customers — 57% responded “Extremely important.”</p> <p>Face-to-Face Discussions — 62% responded “Every day.”</p> <p>Freedom to Make Decisions — 55% responded “A lot of freedom.”</p> <p>Public Speaking — 62% responded “Every day.”</p>	
Credentials needed	<ul style="list-style-type: none"> ○ Find Certifications here ○ Find Licences here ○ Find Associate Diplomas and/or BS Degree here 	
Interests	<p>Social — Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others. See more occupations related to this interest.</p> <p>Enterprising — Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.</p>	
Work Styles	<p>Dependability — Job requires being reliable, responsible, and dependable, and fulfilling obligations. See more occupations related to this work style.</p> <p>Self Control — Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations. See more occupations related to this work style.</p> <p>Cooperation — Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude. See more occupations related to this work style.</p> <p>Integrity — Job requires being honest and ethical. See more occupations related to this work style.</p> <p>Stress Tolerance — Job requires accepting criticism and dealing calmly and effectively with high stress situations.</p>	

GREAT CARIBBEAN JOB CENTER (on-line) An example of a Description of a Tourism Activity

Tour Guides and Tourist Escorts

Work Value	<p>Relationships — Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment. Corresponding needs are Co-workers, Moral Values and Social Service. See more occupations related to this work value.</p> <p>Support — Occupations that satisfy this work value offer supportive management that stands behind employees. Corresponding needs are Company Policies, Supervision: Human Relations and Supervision: Technical. See more occupations related to this work value.</p> <p>Independence — Occupations that satisfy this work value allow employees to work on their own and make decisions. Corresponding needs are Creativity, Responsibility and Autonomy</p>	
Related Occupations	<ul style="list-style-type: none"> ○ 00-1011.00 Preschool Teachers, Except Special Education ○ 00-2021.00 Self-Enrichment Education Teachers ○ 00-2041.00 Teacher Assistants ○ 00-2011.00 Radio and Television Announcers ○ 00-1021.00 Funeral Attendants 	
Wages & Employment Trends	<p>Median wages (201x) \$00.00 hourly, \$00,000 annual</p> <p>Employment (201x) 00,000 employees</p> <p>Projected growth (20xx-20xx) Average (0% to 00%) Average (0% to 00%)</p> <p>Projected job openings (20xx-20xx) 00,000</p> <p>Top industries (201x) Arts, Entertainment, and Recreation</p> <p> Self-Employed</p>	
Job Openings	Find Jobs (directory by country and even by city, etc. to be opened) Job Banks (directory by country and even by city)	

Thank you!

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General Manager

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Other subjects for training

- multi-cultural training,
- history,
- gastronomy,
- traditions,
- tour guiding,
- corporate social responsibility,
- tour operation management



Other subjects for training

General/Specific/

- multi-cultural training,
- history,
- gastronomy,
- traditions,
- tour guiding,

Management

- corporate social responsibility,
- tour operation management

Key Findings

- Sixty three percent (63%) –being the majority from CARICOM, of the respondents said that the tertiary education system of their countries used competency based methodologies, while 37% said they education methodologies in the tertiary education system has a traditional approach
- Sixty seven percent of the respondents affirm that their countries has a TVET scheme, strategy, and/or policy developed; while 33% said that in their countries does not exist a scheme, strategy of policy for TVET-mostly from Central America.
- In the countries where the TVET scheme exists, 62% said that it aim to tourism and hospitality industry, however 38% said it is not. Same percentages result when was asked if a TVET Council for tourism exists.

Key Findings

- A total of 887 standards have been developed and from those 85 are related to tourism and hospitality, representing 9.5% of the total. The average of those standards (in the five countries where they were identified) is 345 and 22 of them are related to tourism and hospitality representing 6.37% of the total
- In the countries where the TVET scheme exists, 62% said that is directioning tourism and hospitality industry, however 38% said it is not. Same percentages result when was asked if a TVET Council for tourism exists.
- Even the total average is high (7.7) the highest of the 10 areas analyzed are foreign languages (8.49) and sustainable tourism (8.12). The lowest is the technical training for operative tasks (7).
- Seventy two percent (72%) of the respondents said that the tourism technical training and vocational education available in their countries does not meet the needs of tourism businesses, while 28% said it does.

EDUCATION AND TRAINING TOURISM AREAS

	AVERAGE RANK IN CARICOM	AVERAGE RANK IN LATIN AMERICA	AVERAGE RANK IN FRENCH SPEAKING COUNTRIES	TOTAL AVERAGE RANK
Foreign languages (French, German, Spanish, Portuguese, Cantonese, among others)	8	9.14	8.33	8.49
Multi-destination promotion	6.2	8.71	9	7.97
Sustainable Tourism (environmental management and preservation of natural resources best practices)	7.6	9.43	7.33	8.12
Promotion of cultural aspects such traditions, art, handicrafts and gastronomy manifestations, among others.	7.4	8.86	7.33	7.86
Marketing general knowledge.	7.6	8.14	7.33	7.69
On Line and social media marketing tools.	7.4	8	7.33	7.58
Leadership and management skills as well as competencies for medium and high level positions such as head of departments or divisions.	8	8.14	5.67	7.27
Technical training for operative tasks -for example receptionists, bartenders, waiters, housekeeping for hotels, tour guiding, defensive driving, first aids, and others.	7.2	8.14	5.67	7
Quality and culture of service as a cross cutting aspect in all technical training and vocational education.	8	8.14	6.67	7.60
Emotional intelligence as a cross cutting aspect in all technical training and vocational education.	7.2	8.71	6.33	7.42

ASPECTS/TOPICS THAT NEED TO BE STRENGTHENED	AVERAGE RANK IN CARICOM	AVERAGE RANK IN LATIN AMERICA	AVERAGE RANK IN FRENCH SPEAKING COUNTRIES	TOTAL AVERAGE RANK
Language skills	4.6	4.57	4.33	4.50
Oral and written communication skills	4.4	4	3.67	4.02
Outgoing personality & people skills	4	4	3.33	3.78
IT competencies	4	4.86	4	4.29
Teamwork	4.2	4.29	3.33	3.94
Service skills	4.6	4.57	2.33	3.83
Professional appearance	4.2	4.14	3	3.78
Understanding of industry expectations	4	4.71	3.33	4.01
Self-pride, self esteem	4	4.14	4.33	4.16
Work spirit and ethics	4.6	5	4	4.53
Leadership	4.8	4.57	3.33	4.23
Tourism and hospitality knowledge	4	4.29	3.67	3.99
Problem solving	4	4.57	3.67	4.08
Cross-cultural sensitivity	3.76	4.43	2.67	3.62
Emotional intelligence	3.6	4.43	3.33	3.79
Inquisitiveness, creativity and innovation	3.8	4.57	3.33	3.90
Openness to new perspectives and influences	3.6	4	3.67	3.76
Cross-cultural negotiations	3.8	4.43	4	4.08
Managing uncertainty and complexity in international business environments.	3.8	4.29	3	3.70
International adjustment and adaptability	3.6	4.43	3.33	3.79
Sustainable tourism knowledge and commitment	4.8	5	3	4.27
Clerical and administrative skills	3.2	4.14	3.67	3.67

- The aspects were ranked among 3.63 to 4.53 from 5, which means that need a middle and high strengthening. Work spirit and ethics is the one aspect ranked as the most needed to be strengthened (4.53), while cross-cultural sensitivity obtained the lowest rank 3.62.
- To the question if the country is currently working on the issuing of certifications of labor competencies for tourism sector or a CVQ, 100% of the CARICOM respondents said they do, while in Central America, Mexico and Colombia 50% said they are and 67% of the respondents from Haiti, Guadeloupe and Martinique said the tourism training and/or competencies are being certified. In average 72% affirm there exist a certification or a CVQ award for tourism while 28% percent said there is not.

The top 5 conclusions and recommendations

Conclusion

Recommendations