

REGIONAL FRAMEWORK PROPOSAL FOR THE GREATER CARIBBEAN

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



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This project is an initiative of the Association of Caribbean States (ACS) in collaboration with the French Development Agency (AFD), and is designed as a proactive approach to produce documentation and provide recommendations for strategies and procedures to strengthen human resource capacities in cross-cutting areas necessary for a sustainable and competitive regional tourism industry.



Association of Caribbean States (ACS)

Secretary General Ambassador/Secretario General Embajador/ Secrétaire Général Ambassadeur

Alfonso Múnera Cavadía

Director Sustainable Tourism / Director de Turismo Sostenible / Directorat du Tourisme Durable

Julio Orozco

5-7 Sweet Briar Road, St. Clair, P.O Box 660, Port of Spain.

Republic of Trinidad and Tobago.

Tel: 868-622-9575/ Fax: 622-1653

Website: www.acs-aec.org



Association of Caribbean States

Asociación de Estados del Caribe

Association des Etats de la Caraïbe



Consulting firm: Certificaciones de Centroamérica, S.A. CERTIFICA®

Consulting team for this consultancy: Raúl Palma, Damaris Chaves, Stephanie Simion, Gladys Padilla, Denia Del Valle (Technical Coordinator) and Carmen Rosa Pérez (General Coordinator)

Website: www.certificaconsulting.com
info@sellosverdes.com

EDITORIAL NOTE:

Documents that are part of this study on "Technical and Vocational Education and Training (TVET) for tourism in the Greater Caribbean" were made between October 2014 and April 2015, on the basis of various documents made under the auspices of national, regional and international organizations since the themes, which form the central part of this consultancy, have been addressed extensively for more than fifteen years. Used as reference documents and dating from 1995 to 2015, those are the work of professionals of various nationalities.

When these authors are cited in our texts, it means having used the style of writing, vocabulary and terminology used originally; so, there is not a precise or rigorous homogeneity in the texts that make up this study with respect to the use of the languages (Spanish, English and French).

Additionally, the final documents that compose this study were originally written in, either French, or Spanish or English. The translations of these documents are free-lance translations.

CREDITS

The proposal for the regional framework of sustainable tourism technical and vocational education and training (TVET) in the Greater Caribbean was developed by CERTIFICACIONES DE CENTROAMÉRICA, S. A. (CERTIFICA), during the period of October 2014 to April 2015, under the contract with the Association of Caribbean States (ACS) and sponsored by the French Development Agency (AFC, for its French acronym, under the Project “Training for Careers in Sustainable Tourism”. The overall objective was to develop a regional consultation framework on the model of competence of the International Labour Organization (ILO) for the tourism and hospitality industry of the Greater Caribbean. In this proposal the conceptual and methodological approaches, as well as national and regional experiences in TVET were analysed in order to establish the phases of implementation, the role of the stakeholders, and proposed organizational framework and proposed activities and timetable for the implementation of the Regional Framework. CERTIFICA’s professional team in charge of the investigation, analysis, and conceptualization of the framework proposed, was integrated by:

Carmen Rosa Pérez Aguilera, General Coordinator

Research o methodologies for the development and implementation of regional frameworks; in conjunction with the other team members, analysed the priorities, needs, opportunities and challenges of TVET for tourism in the Greater Caribbean, and overview of the proposed scheme.

Denia Eunice Del Valle Barrera, Sustainable Tourism and Human Resources Management Expert (Technical Coordinator)

Research on international models and regional frameworks, analysis and inclusion of the sustainable TVET approach and the Complex approach to the implementation of labour skills in the tourism sector, in conjunction with the other team members, analysed the priorities, needs, opportunities and challenges of TVET for tourism in the Greater Caribbean, conceptualization and design of the organizational chart.

Gladys María Graciela Padilla A. Labour Competencies Expert

Development of logical and conceptual framework (concepts and definitions, lifelong learning approach for competency-based TVET model), in conjunction with the other team members, analysed the priorities, needs, opportunities and challenges of TVET for tourism in the Greater Caribbean, development of the methodology: phases of implementation, subsystems (components) of the model (system), proposed activities and timetable for its implementation, final considerations and recommendations.

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I. CONCEPTUAL FRAMEWORK

A. COMPETENCE CONCEPT

The concept of competence arises from the need to assess not only the set of appropriate knowledge (know) and the abilities and skills (know-how) developed by a person, but appreciate their ability to use them to respond to situations, solve problems and engage in the world. Similarly, it involves looking at the conditions of the individual and the dispositions with which he/she acts, that is the attitudinal component and evaluative (know how to be) that affects the results of the action.¹

Meaning that the labour competence approach arises in the world in response to the need to permanently improve the quality and relevance of the education and training of human resources, as opposed to technological development, production, and in general, society and raise the level of competitiveness of businesses and the life conditions and work of the population as well.²

Education guided by the concept of labour competence has implicated for the different countries to initiate reform processes of their education and training systems; for businesses, modernize the ways of training their workers, tailored to the changes in the organization of production; and for the individual, adapt to new occupational profiles, team work and to the development of employment skills, through the acquisition and continuous updating of knowledge and skills that will help you to achieve an efficient performance and quality, according to the requirements of the workplaces.³

Competence is a “know-how to deal with a specific task”, which is evident when a person comes in contact with it. This competence involves expertise, knowledge and skills that emerge in the interaction established between the person and the task and are not always in advance.

Addressing the competence approach is to give a turn toward the results of the implementation of these knowledge, skills and abilities. In other words, the competences relate to “know-how in context”. Therefore, the competence is demonstrated through the performances of a person, which are observable and measurable, and therefore, evaluable.

Competences are displayed, updated and developed through performance or achievements in the various fields of human action.⁴ In the workplace, the worker learns and develops continuously, acquiring various skills that allow him/her to adapt to the changing environment and improve their productivity. In social life, education generates the values and attitudes that form the culture and identity of a nation.

¹ Competencias Laborales: Base para mejorar la empleabilidad de las personas [Labor competences: basis for improving the employability of people]. OEI 2003

² Formación basada en competencia laboral: situación actual y perspectivas [Labor competence-based training: current situation and prospects]. International Labor Organization, ILO-CINTERFOR, 1997

³ IDEM 2

⁴ Evaluación de competencias básicas [Assessment of basic competences]. Ministry of Education of Bogota. Mayorality of Bogota, 1999.

Therefore, education should extend to all areas of life and allow the individual the continuous transition between education and work.⁵

We can conclude then that the continuous training-education by labour competence is a systematic, integral and continuous process (for life), oriented to the development of the human resource of businesses or sectors of a country or a region, which leads to productivity and better performance at the level of the individual, work and business, which translates into higher rate of employability for the participants, a competitive advantage for the Organization, country or a region in general (Padilla, G. 2009)⁶



B. LABOR COMPETENCE

Set of knowledge, abilities, skills, values, attitudes and behaviours needed for quality job performance, applicable to different contexts and acquired throughout their working lives, according to the current of future position.

According to The National Training Board of Australia (1992), competency refers to a person's ability to perform at a satisfactory level in the workplace. It includes a person's ability to transfer and apply skills and knowledge to new situations and new environment. In 2013 the Australia Qualification Framework (AQF) introduced the concept of Comprehensive knowledge and/or skills as the skills that cover a complete area or field of work or learning.

Segundo Bunk of Germany (1994) said "a person has professional competencies if he/she has the required knowledge, skills and attitudes to practice a professional, can solve problems in an autonomous and flexible way and is able to cooperate in the professional environment and work organization".

There is not a unique concept on the subject of competences but there are well defined different approaches by the philosophies that have served as a starting point, which in turn serve to broaden and enrich the different labour competence models, existing at the international level.

⁵ Formación basada en competencia laboral: situación actual y perspectivas [Labor competence-based training: current situation and prospects]. International Labor Organization, ILO-CINTERFOR, 1997

⁶ Specialist in labor competences, member of the team of consultants of CERTIFICA.



If it is necessary to make a synthesis of all the labour competence approaches used in different countries, one could say that competence is **the ability of an individual that is defined and measured in terms of performance, towards the fulfilment of objectives and results** and not only the sum of knowledge, abilities, skills, and attitudes, which are necessary but insufficient for effective performance in a work context.

From it derives that the Labour Competence is the ability of a person to be able to practice all the accumulated assets of knowledge, skills, abilities, attitudes and necessary experiences, enabling him/her to develop with quality and ethics in determined work contexts, towards the accomplishment of missions and visions of the companies where they work.

C. APPROACH OF THE CONTINUOUS TRAINING AND EDUCATION BASED ON LABOR COMPETENCIES

Modern society grants particular importance to the concept of lifelong learning, which establishes that the process is not limited to children and youth, but to the fact that human beings should acquire skills throughout their lives, according to the work or social positions and responsibilities to be reached or met.

Competence-based training is defined as articulated and continuous skills development throughout life, at all levels of training. General workplace competencies, by its cross-cutting, generic and transferable character must be developed in school during all the schooling cycles, from a curriculum that enables to cultivate in children, adolescents and after in adults the knowledge of all orders, for their successful performance in different fields of life.⁷

The lifelong learning is a systematic training, whose objective is the acquisition of the competences that allow the participant or contributor to a company or sector, a permanent and comprehensive update according to the position of work or functions that performs or will perform in the future, or in order to qualify for another higher level, or carry-out a different activity the current functions or a different job, which ultimately is summarized as increasing their employability and development.

The so-called specific skills are developed during the technical secondary education, in training for work, and in higher education, and are related to the specific knowledge of an occupation or profession.

⁷ <http://www.colombiaprende.edu.co/html/home/1592/article-228189.html>. Consulted on March, 2015

On this behalf, the generic (cross-cutting) labour competences are developed from the elementary to the secondary education years, and include a set of skills that empower the students for their good performance in any work area. They can be classified into six groups: intellectual, personal, interpersonal, organizational, technological, and entrepreneurial.

This means that the lifelong learning is the process by which a person acquires the necessary competences to perform the assigned functions with quality, according to the competence level that is performed in the medium⁸; they are modularized actions that contribute to a person's higher competences, going from a lower to a superior level.

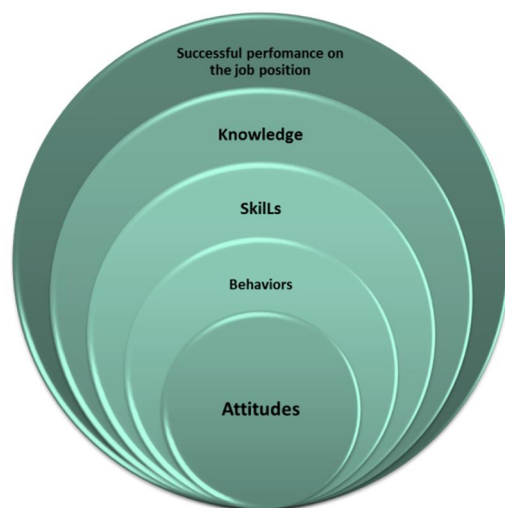
In other words, they are the actions carried out with the purpose of developing a person's real capacity to apply knowledge, abilities, skills, values, attitudes and behaviours needed for quality job performance in different contexts and throughout his/her working life, according to the actual or future position.



1. OUTLINE OF THE COMPETENCES DEFINITION

It is the combination of knowledge, abilities, skills, and attitudes derived from conduct and

behaviours that an individual possesses to carry out the functions assigned to him, that is, to achieve a successful performance with quality.



It is acknowledged today that learning occurs in various fields and in different forms and circumstances, so it is a dynamic and inherent process to human nature and it is developed throughout the individual's entire life. This raises the challenge of identifying and implementing new mechanisms that facilitate and strengthen the link between education and work, immediate spaces where man learns and

develops, both acting in the workplace and to engage in the various fields in which he participates: family and society in general.⁹

⁸ Five levels of competence defined by the functionalist model of labor competence.

⁹ Words by Agustín E. Ibarra Almada, Executive Secretary of the National Council for Standardization and Certification of Labor Competences (CONOCER), during the opening of the International Seminar "Training Based on Labor Competence". May 1996.

The competences indicate ways of behaving or thinking that is generalizing through situations and persist for a reasonable period of time. The contents needed for the development of a competence are:

- **KNOW:** Data, concepts, facts, information, and knowledge.
- **KNOW-HOW:** Abilities, technical skills to apply and transfer knowledge to action.
- **KNOW HOW TO BE:** Regulations, attitudes, interests, values that lead to have certain convictions and assume responsibilities.
- **KNOW HOW TO BEHAVE:** Predisposition to understanding and interpersonal communication, favouring the collaborative behaviour.

On the other hand, the characteristics that make up a competence are:¹⁰

1. **Motives:** The things that people thinks or wants and consistently cause an action. The motives “direct” actions or goals that mark the behaviour of a person in the organization, not only for him/herself but for his/her relations with others for example, a person with an orientation to success consistently sets challenging goals, is responsible to reach them and uses the feedback to do better.
2. **Features:** Are permanent characteristics (typical) of people. For example, emotional self-control (some people do not “lose it” and act appropriately to solve problems under stress), being a good listener, being reliable, being adaptable, etc.
3. **Self-perspective (self-image):** It is the concept that a person has of him/herself based on his/her identity, attitudes, personality and values. An example would be the self-confidence (the belief of a person that he/she can perform well in almost any work situation) or see him/herself as someone who develops others.
4. **Knowledge:** It is the information that a person has on specific content areas, for example, multi-purpose programming (technical research and operations). Now, knowledge predicts what someone can do, but not in the specific context of the position.
5. **Skill:** It is the ability to perform a physical or mental task; that is, the ability of a person to do something well. For example, to lead a meeting.

2. IMPACT ON VOCATIONAL TRAINING

Vocational Training, together with the diverse forms of education should develop not only knowledge, but **rather in its ultimate goal should achieve** individuals who are transformers of their own environment, family, workplaces, of the community in which they live in and the country in general.

¹⁰ Portfolio No. 2. Theoretical Foundations For The Implementation Of The Management By Labor Competences. Basque Foundation For Health Innovation And Research –BIOEF (2012)

Competency-based training approach seeks to encourage a process of learning that is meaningful for students, integrating theory and practice; connecting a particular knowledge or skill with the diversity of applications in a complex and changing production environment.¹¹

Training of labour competences, both general and specific, demands articulating contents and knowledge to the core of institutions to optimize the time available and the use of workshops, classrooms, laboratories and simulation spaces. It also involves reviewing the conception of education in technology seen as a scenario of integration of knowledge, skills and behaviours. The use of the workshops, rather than aiming at a vocational exploration, becomes the learning source of science and technology and in space of initiation practices, teaching observations or occupational internships.¹²



II. INTERNATIONAL LABOR COMPETENCY MODELS¹³

The labour markets evolution in recent years has substantially modified the education and training policies around the world.

The process of globalization of the economy, technological change and new forms of work organization require from workers, in addition to the specific skills required for an occupation, increasingly higher levels of education, team work and communication in a changing organizational environment capacity.

Around the world, among countries that emphasize the importance of labour competency model, are Germany, Australia, United Kingdom, Mexico, Spain, Italy, Canada and United States.

The conclusions on the training and development of human resources adopted by the International Labour Conference at its 88th session in the year 2000, claimed that "the development of a national qualifications framework serves the interests of the companies and workers because it facilitates lifelong

¹¹ Competencias Laborales: Base para mejorar la empleabilidad de las personas [Labor competences: basis for improving the employability of people].

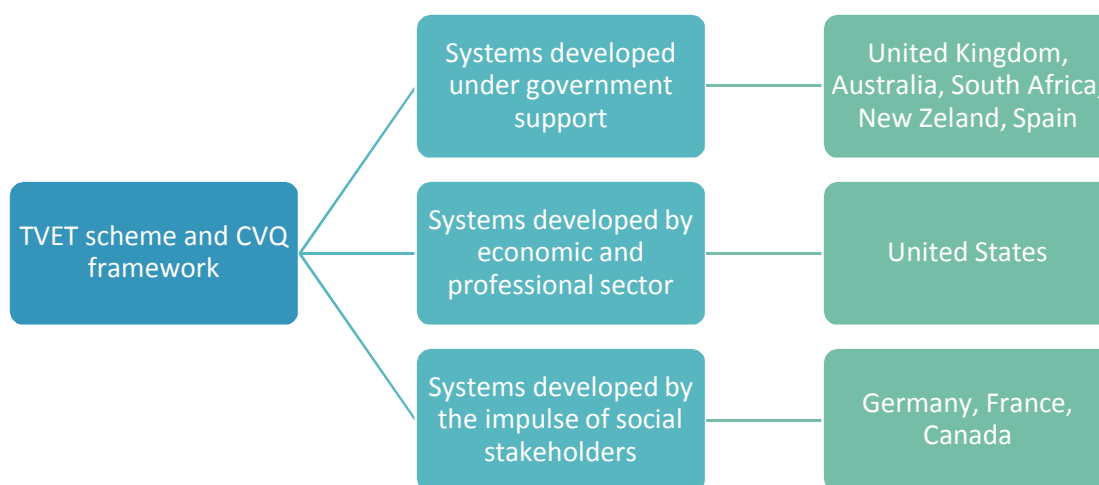
¹² IDEM 11

¹³ Defined by OIT-CINTERFOR

learning, helps businesses and employment agencies to harmonize the demand with supply and orients people in the choice of training and a career".

In the same conclusions it is stated that the **core elements of qualifications and vocational training** are, first of all, the establishment of a professional benchmark based on competence rules, appropriate, transferable and linked to the industry, adopted by the social partners and which reflect the skills required by the economy as well as academic order and professional qualifications. Secondly, they include a reliable, fair and transparent system of assessment of competences and qualifications of persons, regardless of how and where they were acquired. Thirdly, they comprise a certification system of qualifications transferable and recognized by various sectors, industries and companies.

In each country we find different connotations on the concept of competence and its classification. The following is a synthesis of the concepts adopted in these countries that can be considered pioneers in the implementation of models of competence.¹⁴

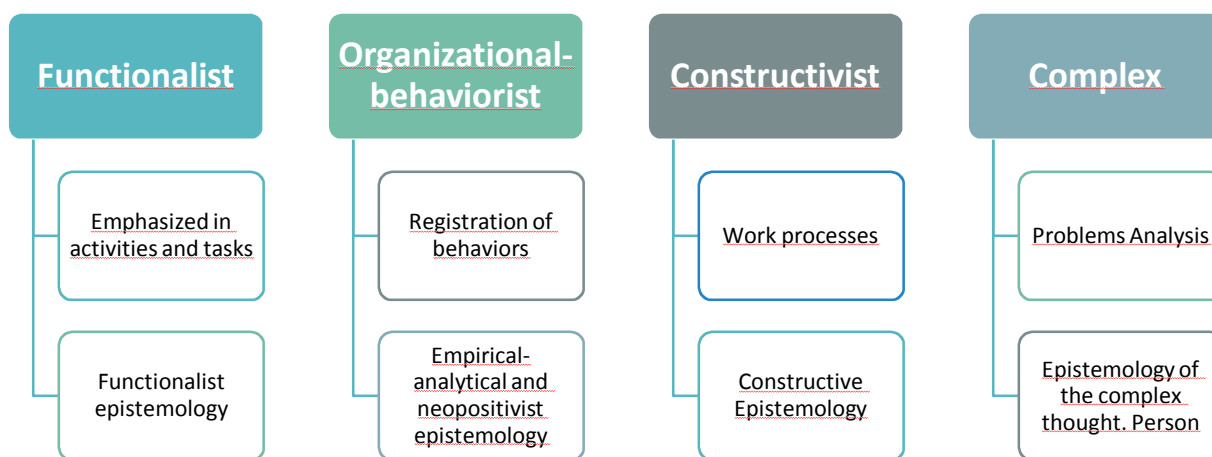


A. LABOR COMPETENCE MODELS ACCORDING TO PHILOSOFICAL THEORIES

The models through which the competence is built can be classified according to the different philosophical conceptions and the initiative taken by the Government and stakeholders for its implementation.

In relation to the different philosophical conceptions of labour competence models can be classified in:

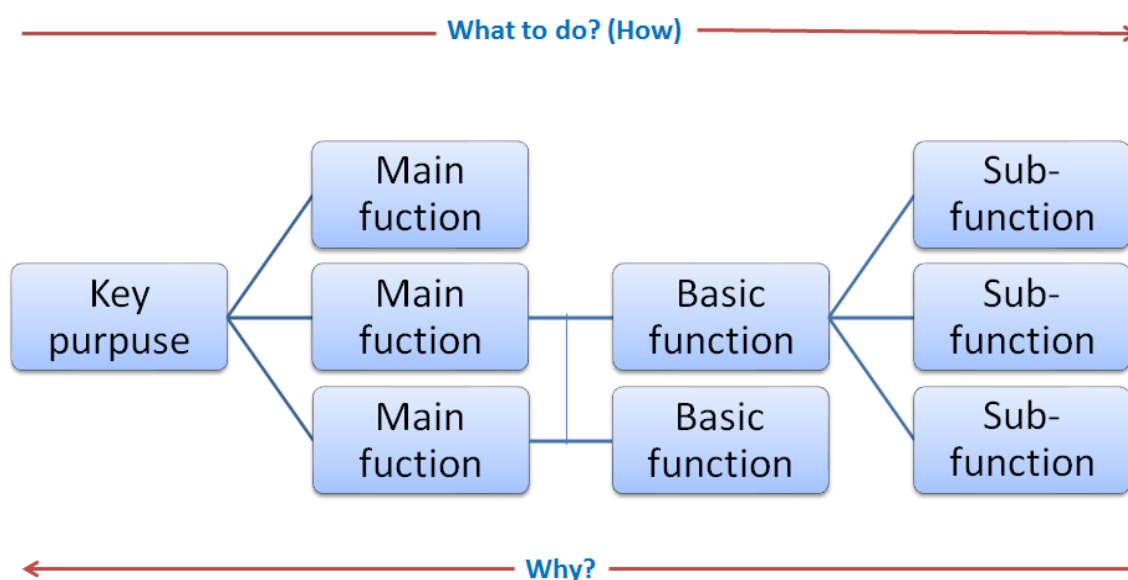
¹⁴ Graphic adapted from International Qualifications Systems: <http://www.agroasesorclm.com/?q=book/export/html/52>



1. FUNCTIONALIST MODEL

It has its origin in England. Describes the function or functions that are composed of elements of competition (what to do or tasks), evaluation (quality) criteria that indicate the required performance levels. This is based on the idea of building bases for the definition of occupational profiles for the definition of the programs of training and assessment for the certification of competences.

The various relationships that exist in the business are analysed, between results and skills, knowledge and skills of the workers, comparing them with each other, through evidence. It was applied in England since the 1980s. Functional analysis starts with the identification of the objective or the main objectives of company or occupational area, to tasks or individual behaviour. This model is being used by CANTA, Mexico and Central America.



Competences are divided in:

- **Specific sector competences.** They refer to the knowledge, skills and abilities required to perform in a specific professional activity.
- **Generic (cross-cutting) competences.** Generic competences are common to all sectors but corresponding to the same occupation.
- **Basic skills.** These are divided into problem solving competences, communication and personal skills and arithmetic competences, use of technological information and modern language use. Related to formal education.

In the English system, rather than finding a definition of labour competence, the concept is latent in the structure of the standard system. Labour competence is identified in the rules through the definition of elements of competence (labour achievements that a worker is able to get), performance (definitions about the quality), the field of application and the required expertise criteria.



The functionalist model should have a comprehensive approach, as opposed to training that only focuses on the theory and practice of a particular topic (knowledge, skills and abilities).

The functionalist model of the functionalist model not only focuses on technical or specific competences but also in the other two types of competences that comprise it and in the development of behaviour, attitudes and values, necessary to perform the assigned functions, looking for a comprehensive approach to the person.

2. BEHAVIORAL MODEL

It has its origin in the United States and is also applied in Canada. It begins by identifying the

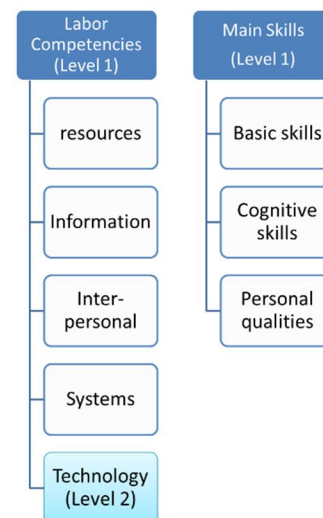
fundamental attributes that enable individuals to achieve superior performance. Their psychological principles are those of the theory of behaviour or "behavioural" and incentivize performance of the attributes that today's high performance entrepreneurs are looking for in employees of the future.

This model takes as a reference more skilled workers or high performance companies, for the construction of competences. It is inspired by the professional capabilities of high performance workers. The characteristics of the people who cause the actions of desired performance are identified. Model used by the majority of universities to define their contents.

A) COMPETENCE MODEL IN THE UNITED STATES

Practical competences: In the United States there are five categories (listed below) of practical skills (know-how.)

- **Resources:** identification, organization, design and allocation of resources.
- **Interpersonal:** ability to work with others;
- **Information:** ability to receive and give information, using modern means of communication;
- **Systems:** ability to understand complex relationships; and,
- **Technology:** ability to work with a variety of technologies.



Fundamental competences: These can be classified based on three elements:

- **Basic abilities:** ability to read, write, do arithmetic and mathematical calculations and of listening and expressing themselves. Related to formal education.
- **Cognitive (rational) abilities:** these relate to the ability to think creatively, make decisions, solve problems, visualize and know how to learn and reason (generic).
- **Personal qualities:** ability to demonstrate responsibility, self-esteem, sociability, self-control and integrity and honesty (values, principles, attitudes, behaviours).

B) COMPETENCE MODEL IN CANADA

The model emerges in Canada at the end of the 1960s, supported by the Government.

Competences or skills requested to workers in Canada are as follows (source: CLFDB, applied since 1990):

- **Academic Qualifications:** the ability to communicate effectively in the workplace (speak, read and write, solve problems in a way that is analytical, using mathematics and related disciplines, and learn continuously during their working life.
- **Personal development qualifications:** demonstrate the motivation to progress in the company by positive attitudes and behaviours, self-esteem and confidence, also, willingness to accept the challenge that changes represent in the workplace.
- **Qualifications for working in a team:** the ability to work as towards goals a member of a team, understand the importance of the work in a broad context of the Organization, making plans and make decisions together.

3. CONSTRUCTIVIST MODEL

It was developed in France and Germany, focuses on the person who learns, or in whom develops his/her potentials to be a competent individual.

Competencies are developed by learning processes before dysfunctions or include the less competent population. To the contrary of the behavioural model, the constructivist model is developed from less competent people that undergoing a learning process improve their professional skills.

It builds its rules from the learning outcomes. Analyses existing dysfunctions in a specific company or occupational area seeks the most appropriate solution of these problems and tries to solve them through a process of motivation and development of people working in this company or occupational area.

The constructivist model builds the competence not only from the function of the market, but that it gives importance to the person, its objectives and possibilities. It is the model used at the level of Formal education in institutes or schools.

A) COMPETENCES MODEL IN GERMANY

In Germany the competences that apply are those of the constructivist model and can be classified in (Bunk 1994):

- **Technical competence:** Who dominates as an expert tasks and contents of his/her scope of work and the knowledge and skills necessary to do it has technical competence.
- **Methodological competence.** Who knows how to react by applying the appropriate procedure to the tasks assigned and irregularities that may occur; that independently finds solutions and that properly transfers the experience gained to other labour problems has methodological competence.
- **Social competence.** Who knows how to collaborate with other people in a communicative and constructive way and shows a group-oriented behaviour and an intra-personal and interpersonal understanding has social competence (Emotional Intelligence).
- **Participatory competence.** Who knows how to participate in the organization his/her work position and also of his/her work environment, being able to organize and decide, and accept responsibilities has participatory competence.
- **Cross-cutting competences.** Are useful to all professions. They are the competences common to the majority of professions and they relate to the integrated implementation of skills, personality traits, knowledge, and values acquired and related also with administrative areas, planning, marketing and quality control, common to all professions. Among them: ability to work in team, customer service, planning & organization skills, negotiation, or sell products and services.

The set of competencies described above makes way to the action competence, which is undividable.

4. COMPLEX MODEL

This model arises from the year 2000 and proposes the concept of competencies as "complex processes of performance with suitability in certain contexts, integrating different knowledge (know how to be, know how to do, learn to know and know how to live) to carry out activities and/or resolve problems with a sense of challenge, motivation, flexibility, creativity, understanding and undertaking, within a perspective of Metacognitive processing" continuous improvement and ethical

commitment, with the goal of contributing to personal development, building and strengthening of the social fabric, the continuous pursuit of sustainable economic and business development and the care and protection of the environment and of living species.¹⁵

It emphasizes assuming competences as complex processes of performance before activities and problems with suitability and ethics, looking for personal fulfilment, quality of life and sustainable development (economic, social and environmental). The table below describes the essential aspects of the complex competences approach:

Table No. 1

ESSENTIAL ASPECTS OF COMPETENCES FROM THE COMPLEX APPROACH¹⁶

ELEMENT	DEFINITION	IMPLICATION IN THE COMPETENCES CONCEPT
Processes	They are articulated actions that are based on entry information to achieve certain results, in an organizational and/or ecological area through various resources, with an identifiable start and a finish.	<ul style="list-style-type: none"> Competences are processes because they are not static, but dynamic. In every competence there is entry information (context information, knowledge of what is to be done, disposition to act, motivation), processing (analysis, understanding, argumentation, proposition and action in the context) and certain results (activity, preparation of a product, solving a problem, etc.)
Complex	What is complex is interwoven of knowledge in the context of multidimensionality and the evolution (order-disorder - reorganization)	<ul style="list-style-type: none"> Competences are performances because they always involve a performance in activities and/or fully identifiable problems, based on the Metacognitive process. If competences do not have application, you cannot speak of competences, is more relevant to use other concepts such as skills, abilities, knowledge, etc. In every competence a metacognitive processing must exist in order to find quality in what is being done, correct mistakes and continuously improve.

¹⁵ Formación basada en competencias: pensamiento complejo, diseño curricular y didáctica. [Competency-based training: complex thinking, curriculum design and teaching] Dr. Sergio Tobón (2005)

¹⁶ Gestión curricular y ciclos propedéuticos. [Curriculum management and propaedeutic cycles] Dr. Sergio Tobón (2007).

ELEMENT	DEFINITION	IMPLICATION IN THE COMPETENCES CONCEPT
Suitability	Is acting based on established quality criteria	All competence seeks the ideal performance. If suitability is not present, then you cannot speak of competence. From the complex approach, the adequacy is addressed based on agreed and validated criteria, without affecting the flexibility, creativity and innovation.
Adaptability	They are the environments, ambiances, macro-situations and areas in which the human being operates, for example the family context, social context, the labour - professional context, the context investigative, etc.	Competences are put into action in one or more contexts, and this implies that people should learn to deal with the particular characteristics of each context with its meanings and variations.
Ethics	It is to live based on human values, assuming responsibility for the acts and looking good at the personal, social, environment and the same humanity.	In every competence there must be an ethical and anthro-poetical commitment ¹⁷ , seeking that the person, in every performance, is responsible with his/herself, with the society, the environment and the human species; on the basis of the universal values of Justice, solidarity, protection of the environment, peace, tolerance, respect differences, etc..

“As they want to define the competences and/or qualifications, it is necessary to determine which a particular individual has or which are required in the exercise of a particular job or occupation. As expected, according to the definition of the concept that is used, it will be their way to make it operational and measure (...)”¹⁸

Regardless of how the competences are interpreted, it is considered necessary to establish a process of analysis of them allowing you to concretize, both the competences that a particular person possesses, and competences that are necessary for the performance of a job.¹⁹

¹⁷ Of the term Anthropometry, which is the sub-branch of the biological anthropology that refers to the study of the dimensions and human measurements with the value intention its changes.

¹⁸ Cariola L. y Quiroz A.M. (1998) Competencias generales, competencias laborales y currículum [General competences, competence and curriculum]. En M. Novick y M.A. (Coord.) Competitividad, redes productivas y competencias laborales [Competitiveness, productive networks and job competences]. (pp. 51-77) Montevideo/ILO/CINTERFOR, P. 65

¹⁹ Identification and analysis of competencies: behaviorist, constructivist and functionalist approach. www.losrecursoshumanos.com, April 2009

Table No. 2
COMPARATIVE OF MODELS DEFINED BY ILO ²⁰

No.	CHARACTERISTIC	FUNCTIONALIST	BEHAVIORAL	CONSTRUCTIVIST
1	Concept	It describes the standards of performance required for an individual who works in a specific role or function. Refers to performance or specific and predefined results that a person must demonstrate, derived from an analysis of the functions that make up the production process.	Identifies the capabilities of the person that lead to actions of superior performance. It refers to the ability to implement in an integrated fashion skills, knowledge and attitudes to confront and resolve problems and situations. Education begins with the identification of what the student is expected to be able to do at the end of the program.	It emphasizes that the competences are developed from the analysis and process of problem resolution and malfunctions arising in the organization. In this perspective, the competences are linked to the organizations processes (the labour competences emerge from processes of improvement). Constructs the competence not only from the function of the market, but that it attaches importance to the person, its objectives and possibilities.
2.	Approach towards...	Quality and measurement of the achieved results.	Observable behaviours	Transformation and appropriation of knowledge
3.	Definition of competence	Set of skills and knowledge that are applied in the performance of an occupational role based on requirements and standards imposed by the labour market.	The production of high performance is directly linked to new forms of work organization and relies mainly on the criterion that the increase in quality, productivity and flexibility can be obtained through more efficient use of the workforce.	Competent is the one who is able to solve a problem. This does not mean that all persons possessing competence through a diploma or certificate are truly able to solve real problems in their professional activities.
4.	Types of competences	Basic	Personal	Sociable
		Generic	Rational	Cross-sectional
		Specific	Internships	Technical
		It has no equivalent	It has no equivalent	Methodological
		It has no equivalent	It has no equivalent	Participative

²⁰ Prepared by Arch. Gladys Padilla, training Specialist by labor competences (2013), part of the team of Certifications of Central America –CERTIFICA- for the "Study on technical and vocational education and training consultancy (TVET) as part of the project "Training courses for sustainable tourism" of the Association of the Caribbean States (ACS).

No.	CHARACTERISTIC	FUNCTIONALIST	BEHAVIORAL	CONSTRUCTIVIST
5.	Fundamental basis for the development of competences	Takes into consideration the “ideal model” that the person that will perform each work function should have to do it with quality, as determined by the related production sector.	Uses the best in their area as model.	References the less competent model.
6.	Areas of application	This model is used to develop skills for labour or productive sector (vocational training).	This model is used in the tertiary education (technical means, degrees, masters and doctorates).	This model is used by Formal education (pre-primary, primary, secondary, post-secondary, and technical-vocational).
7.	Cross-sectional, generic, fundamental or key competencies of each model	<p>Basic competences:</p> <ul style="list-style-type: none"> ▪ Mathematics ▪ Calculus ▪ Oral and written communication ▪ Knowing how to pronounce ▪ Know how to be ▪ Use of technology and computer tools <p>Generic competences²³</p> <ul style="list-style-type: none"> ▪ Emotional intelligence ▪ Problem resolution ▪ Teamwork ▪ Decision making ▪ Results achieved ▪ Orientation to change ▪ Business administration / workshops ▪ Activities planning and organization 	<p>Fundamental abilities²¹:</p> <ul style="list-style-type: none"> ▪ Reading and interpretation of texts ▪ Use of documents and continuous learning ▪ Writing, oral and written communication ▪ Mathematics ▪ Personal participation ▪ Reasoning ability <ul style="list-style-type: none"> ○ Problem solving ○ Decision making ○ Creative thinking ○ Special uses of memory ○ Finding information ▪ Visualize, being able to learn and reason ▪ Independently planning and organizing tasks ▪ Working with others towards reaching common goals ▪ Delegation of responsibilities ▪ Auto-supervision 	<p>Key competences²²:</p> <ul style="list-style-type: none"> ▪ Collection, analysis, and organization of information ▪ Communication of ideas and information ▪ Activities design and organization ▪ Teamwork ▪ Application of mathematical principles ▪ Problem solving ▪ Use of technology

²¹ They are found in all occupational areas and are of great importance in this model. Change of complexity depending on the level of competition.

²² Also understood as core competencies, not only for the effective participation of the worker in new situations, but even as qualities essential in adult life in general.

²³ According to ILO and CINTERFOR, they apply to all occupations and all sectors. Apply to the programs according to the 5 levels of competence.

No.	CHARACTERISTIC	FUNCTIONALIST	BEHAVIORAL	CONSTRUCTIVIST
		<ul style="list-style-type: none"> Activities supervision Budgeting²⁴ Quality assurance Negotiation, marketing and sales 	<ul style="list-style-type: none"> Continuous improvement Total quality management Computer skills 	

III. TRAINING-EDUCATION MODULES BY TYPE OF COMPETENCE

Modules of training-education that are implemented in the design of programs by labour competency, are based on the definition of the 3 types of competencies which are:

Basic Modules



Training associated with cultural and educational competencies (informal and formal training)

Generic Modules



Training associated with common performances and attitudes for different productive functions, occupations and areas.

Specific Modules



Training associated with technical behaviors and knowledge, specific to the sector.

A. GENERIC OR CROSS-CUTTING COMPETENCES

Generic competencies determined by the functionalist model that every worker or officer must possess:

- Field 1: Planning and Administration of Activities.
- Field 2: Quality at Work.
- Field 3: Teamwork.
- Field 4: Culture and Customer Service
- Field 5: Use of Technology
- Field 6: Leadership, Organizational Environment and Problem Solving
- Field 7: Productivity and Competitiveness.

²⁴ Word accepted as correct by the Mexican Academy of language.

Field 8: Innovation y Creativity

Field 9: Emotional Intelligence in the Workplace and Human Relationships

Field 10: Environment

For its implementation, training programs are designed in 5 levels of competence, so that the organizations/companies can develop partners and officials in a comprehensive manner in these competitions according to the level corresponding. The management process should define the catalogue of competences of the company and organization.

Various studies around the world have found that generic or transversal competences constitute 80% of successful outcomes for employees of enterprises and specific or technical competences only 20%.

B. COMPETENCE-BASED EDUCATION²⁵

Educational movement emerged in the United States in the early 1970s, based on five principles:

1. All learning is individual.
2. The individual, as any system, is guided by goals to be achieved.
3. The learning process is easier when the student knows precisely the performance expected from him/her.
4. The precise knowledge of the results to be achieved encourages learning.
5. It is more likely that the student does what he/she expects from him/her and what he/she wishes of himself if responsibility is granted to him in the learning tasks.

Teaching for competence, within the conception of systemic planning time, served to introduce the concepts of modulation, content analysis, and learning paths in education.

C. ACADEMIC LEVEL VERSUS LEVEL OF COMPETENCE

The academic level is the related skills which the student acquires along the degrees of formal education, which in most countries are 8 levels. They are often confused with the levels of labour competence, which at the international level have been defined by the national councils of skill - National Council for Vocational Qualifications (NCVQ) and are only 5 levels. These two levels have some degree of correspondence, **which must be defined as an integral part of the development of labour competition from occupations, productive sectors of the country in general.**²⁶

The following table²⁷ shows the relationship of the level of education with the academic level. It is also important to note that in many countries, the top level is subdivided up to 10 academic levels and many

²⁵ Certification of professional competencies. Glossary of technical terms. Project "Conceptual and methodological progress of vocational training" in the field of diversity in the workplace and professional certification. International Labor Organization –ILO and Secretariat of Public Politics of Employment of the Department of Labor and Employment –MTE of Brazil.

²⁶ Padilla, G. (2015)

²⁷ Table prepared on the basis of reports IEO - UNESCO

also contemplated the academic level 0, to define the child educational level that as a result of the new social organization, where the mother works, leave their children at specialized centres (nurseries).

EDUCATIONAL LEVEL	INTERNAL CYCLES	SCHOOL-AGE	OBSERVATIONS	ACADEMIC LEVEL
Pre-school		4 - 6 years		1
Elementary (primary)	Cycle of basic education (3 years)	7 - 9 years	Competences and basic skills	2
	Complementary education (3 years)	10 – 12 years		3
Middle School and High School	Basic Cycle (3 years)	13 – 15 years	Education with vocational orientation	4
	Upper secondary education (2 – 4 years)	16 – 17 / 16 – 19 years	Technical and vocational education with access to higher education	5
Tertiary or Higher	Technical University Career (3 years)	19 – 21 years		6
	Degree (5 years)	19 – 24 years		7
	Postgraduate (masters and doctorates)	Over 24 years		8

IV. OCCUPATIONAL LEVELS²⁸ AND LABOR COMPETENCES

The international classification uniform of occupations (ISCO), who in 1987 established the categories and levels of positions or jobs, was updated in December 2007. ISCO-08 is the disposition of the jobs of an organization by order of rank, grade, or importance, grouped according to the degree of authority and responsibility that have, independently of the function performed within the company. They are related to the structure and levels of the company.

Occupation is defined as 'a set of jobs whose main tasks and duties are characterized by a high degree of similarity'. A person can be associated to an occupation through the main played at that time, a secondary employment or a job previously performed.

Jobs are sorted by occupation with regard to the type of work performed or to be carried out. The basic criteria are used to define the system of large groups, major sub-groups, subgroups and primary target groups are the "skill level" and "specialization of the competencies required to effectively carry out the tasks and responsibilities of the occupations.

²⁸ Resolution on the update of the international standard classification of occupations (ISCO. International Labor Organization (2007).

Annex 1 presents the document the structure of the international standard classification of occupations, 2008 (ISCO-08).

A. DEFINITION OF LEVEL OF COMPETENCE²⁹

The competence level refers to the level of complexity of the function, to the autonomy grade in the labour performance and of responsibility in an activity. The competence levels also are recounted or related at the level of technology.

With the purpose of orienting the actions of training and management of human resources by labour competency the existence of five levels of competition has been established in the region of the Greater Caribbean listed below.

The Unique International Catalogue of Occupations, 2008 (ISCO-08) indicates that the **level of competence** is defined depending on the complexity and diversity of tasks and missions whose performance corresponds to an occupation. The level of competence is measured operationally considering one or more of the following elements:

- The nature of the work performed in an occupation related to tasks and characteristic missions defined at each level of competencies of ISCO-08.
- The level of formal education is defined pursuant to the international standard classification of education (ISCED-97) required to effectively perform the implicit tasks and duties.
- The amount of informal training in employment and/or previous experience in a related occupation necessary to effectively perform these tasks and responsibilities.

B. SPECIALIZATION OF THE COMPETENCES

The concept of level of competence applies mainly to the top level (large group) of the CUIO.08. This means that eight (8) of the ten (10) major classification groups contain occupations only in one of the levels of competence. The specialization of skills is considered from the point of view of four conceptual notions.

1. The field of necessary knowledge
2. The tools and machinery used
3. The materials on which one works or with which one works
4. The types of goods and services produced.

²⁹ Note: observe that only the operational level should be classified as qualified or highly qualified; since even in the universities indicated that they are forming qualified or highly qualified professionals, lowering them to the operational level. The level "professional" should be used for the personal term "Competent executive or management level".

For example the great group 2 of ISCO-08, scientific and intellectual professionals, includes only occupations of the highest level of competition.

C. CHARACTERISTICS OF THE COMPETENCE LEVELS³⁰

Level 1: elementary or operating level. This level includes competences related to the application of knowledge performance, a range of routine or predictable labour activities mostly requiring supervision and control.

Level 2: Intermediate level or operative technician. In this level there are the competences related to the application of knowledge in a wide range of labour activities, realized in diverse contexts of the assigned functions. Some are complex or routine and they demand certain responsibility and individual autonomy. The collaboration with others is usually needed, perhaps across the participation of a group or team of work.

Level 3: Advanced, Technical level or Average Control. The competences relating to the application of knowledge in a wide range of activities and labour, technical, different, complex or non-routine procedures belong to this level; in the majority of cases, performed in different contexts or areas. It requires a high level of responsibility, autonomy, self-monitoring, and, often, control of the quality of the processes of the area to his position and the orientation or training others.

Level 4: Administrative or Managing level. This level includes the competences related to the application of knowledge in a wide range of professional work processes or higher technical level, performed in different contexts or administrative areas often unpredictable and require a considerable level of responsibility and personal autonomy. Often, they include responsibility for the work of others, negotiation, control, allocation, resource management, and the design of new proposals for the management of continuous improvement and quality; the Organization and planning of the activities of the areas in charge.

Level 5: Executive or management level. This level includes the competences related to the application of a wide range of fundamental principles in a large number of contexts or areas, with unpredictable frequency. Requires a high level of personal autonomy and the assumption of important responsibilities, with regard to the work of others, the allocation of resources and functions, analysis, diagnosis, planning, evaluation and validation of the activities of the Organization.

D. STANDARIZATION OF COMPETENCES³¹

³⁰ Adapted by Arch. Gladys Padilla, 2014.

³¹ People management by labor competences. FIVAS.2002

It is the process of interaction and agreement between different agents for the purpose of establishing a standard on competences that are representative of a particular occupation.

Once the competences are identified, their description can be useful to clarify the transactions between different actors as employers, workers and educational entities. Usually, when standardized systems are organized a procedure of standardization is developed, so that the competition identified and described as a common procedure, became the norm, a valid reference. This procedure created institutionally and formalized, normalizes the competences and converts them to a standard at the level at which it has been agreed, that can go from the more atomized level like in a determined organization, passing by a grouping of organizations or an economic sector, to cover the productive structure and/or education of a country or region.

The result, therefore, of the process of normalization of competences is a regulation or standard of competence that is not another thing that the expression written and formalized between the different agents involved, of the knowledge, abilities, skills, and understanding that the person who works must mobilize to successfully perform a work activity. In this regard we should take into account that:

- The regulation is a pattern of comparison and not a mandatory law.
- The regulation describes the competences that were identified in the previous phase and is the result of consensus of the social actors in the level that is being carried out (sector, occupation, organization, etc.).
- The competence regulations make it possible to transfer the competition to other work contexts.
- It is a benchmark for training centres, employers and workers. This procedure also allows that the institutions involved are based on a standard, so that they respond to the needs of the labour market.
- The workers know what is expected from them in their performance.

In general, a technical regulation of labour competence includes:

- what a person should be able to do;
- the way that you can judge whether what he/she did is well done;
- the conditions in which the person must demonstrate their competence; and
- the types of evidence required and sufficient to ensure that what he did was consistent with an effective knowledge-based.

1. REGULATION³²

Document established by agreement or consensus and approved by a recognized institution that provides, for common and repeated use, rules, guidelines or characteristics for activities or their results, suggesting the obtaining of a standardized performance. The regulations should make explicit occupational titles identifiable by the labour market (Competence Regulation).

³² Certification of professional competencies. Glossary of technical terms. Project "Conceptual and methodological progress of vocational training" in the field of diversity in the workplace and professional certification. International Labor Organization –ILO and Secretariat of Public Politics of Employment of the Department of Labor and Employment –MTE of Brazil.

2. COMPETENCE REGULATIONS³³

It is a standardized set of elements of competition, resulting from the negotiations between the various parties involved in the functional definition and regulation of the conditions of work of an occupation or profession. Describes the knowledge, skills, and operations that an individual must be able to carry out and apply in different work situations. The rules are associated with general attributes that facilitate performance, specific attributes to treat possible situations and behaviour and knowledge related to the tasks. There are rules of national recognition, regional, minimum, comprehensive, uniform and self-regulating. National standards are more egalitarian and serve to prevent separation and enable the walkability. Minimum standards allow an initial preparation, facilitating the transition from school to the market or the mobility of workers.

E. CERTIFICATION OF COMPETENCIES³⁴

1. CERTIFICATION

Certification is the formal recognition of the knowledge, abilities, skills and beliefs of the worker, required by the productive system and defined in terms of standards or agreed standards, regardless of how they were acquired.

Process directed to the written testimony of the qualifications of a person to perform particular occupation, in accordance with the requirements of the certification regulation.

Certification must have as a main objective to recognize the social and individual skills obtained by the worker during the career and document point out the skills required in the practical reality of the work to enable the orientation of programs of training, preparation for employment, negotiation strategies, the definition of standards of safety and performance on the job and the exercise of citizenship.

The concept of certification has some variants that need to be differentiated to avoid misinterpretations. Currently, they can see certifications of different natures which cannot be confused with the academic or school diploma.

The certification can be considered in two ways: a sense of technical nature and the other political and legal in nature. One cannot be implemented without the other. As for the technical aspect, certification represents an evaluation process that ends with the award of a certificate validated and

³³ IDEM 35

³⁴ Certification of professional competencies. Glossary of technical terms. Project "Conceptual and methodological progress of vocational training" in the field of diversity in the workplace and professional certification. International Labor Organization –ILO and Secretariat of Public Politics of Employment of the Department of Labor and Employment –MTE of Brazil.

legitimized by the body authorized and accredited, on the other hand, it is considered by the aspect that defines the institutional, legal, bureaucratic and legal commandments.

2. CERTIFICATION OF COMPETENCES

Procedure by which the conformity of the performance of a person with a competence regulation is verified.

3. CERTIFICATION OF PROFESSIONAL COMPETENCES

Certificate issued by the accredited body, of the competence of the worker in the knowledge, skills and abilities, in certain professional functions, regardless of having or not, attended a regular system of education or having acquired experience in the practice of work. It is characterized by volunteering, carried out by specialized agencies, or by a company, according to renowned statements, ensuring fairness and accessibility, facilitating labour mobility through the removal of barriers to entering the labour market. Must be centred in what the worker should know how to do.

F. DEFINITION OF OCCUPATIONAL LEVELS ³⁵

1. OPERATIVE LEVEL

Part of the occupational pyramid comprising workers directly related with the manufacture or the processes of operation and implementation.

2. INTERMEDIATE LEVEL

Part of the occupational pyramid –that includes the group of workers that serves as a liaison, between those who direct and manage the private or public organizations and operating staff or implementation of the companies. In this position are located the middle managers and the technical means.

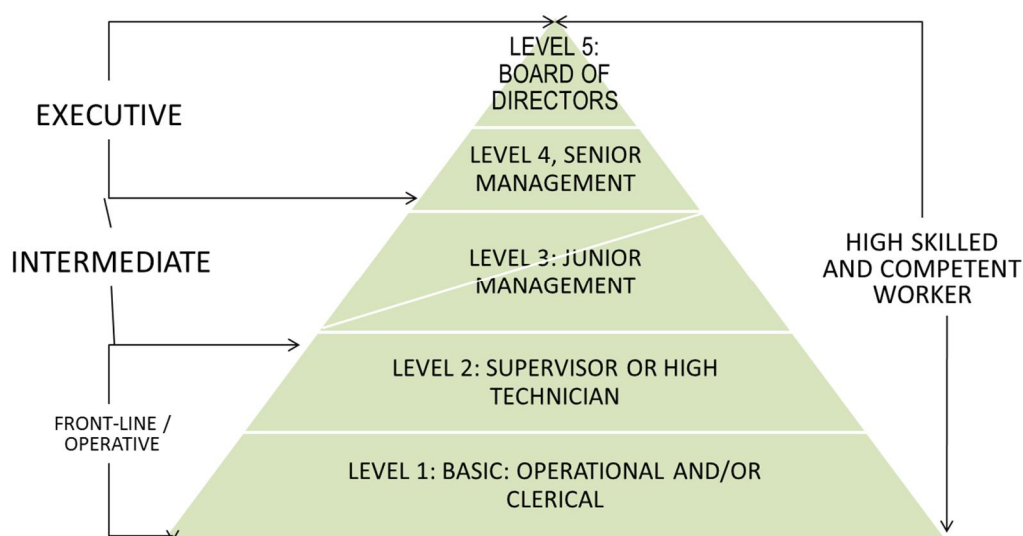
3. EXECUTIVE LEVEL

Top of the occupational pyramid comprising staff to manage and direct the activities of public and private companies. In this position you will find technicians and senior.

There is a link between levels of competence (competence 5 levels of pyramid) and occupational levels (3 levels). The following chart shows the relationship of levels of competence, with occupational levels.

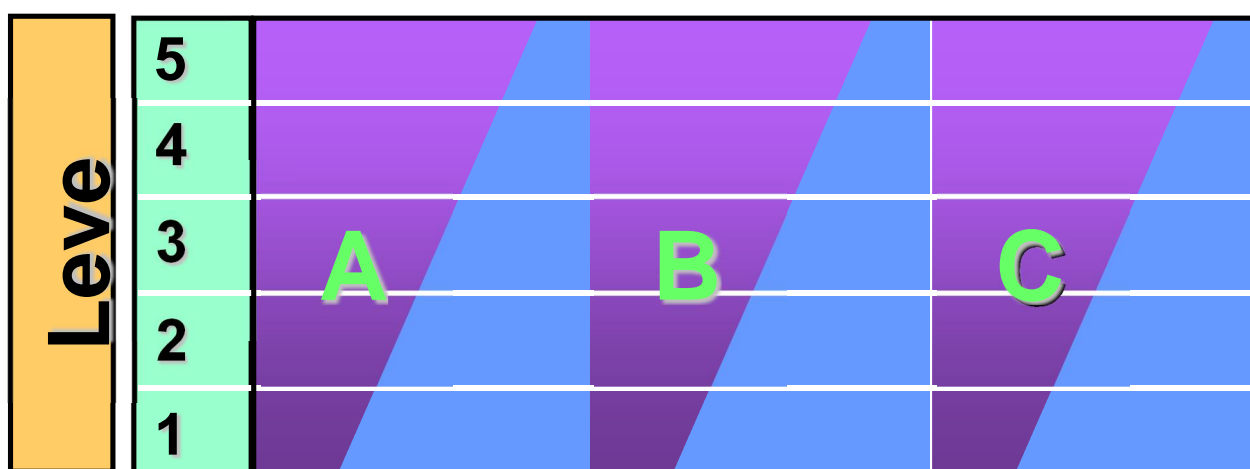
³⁵ Basic terminology of vocational training. ILO-DINTERFOR 1980.

The operating level is represented in levels 1 and 2 of the levels of competence (elementary worker and intermediate worker or technical-operational), the average level is related to the level 3 competence (medium technical, medium control, advanced worker) and finally, the executive level is represented by levels 4 and 5 of the levels of competence (level 4: administrative and level 5: management).



G. DEGREE OF COMPLEXITY AND AUTONOMY OF THE COMPETENCE LEVELS

In the following chart it is observable the extent of the variety of the activities to be carried out (A), the complexity of the same (B) and the autonomy of the personnel in their work (C) can develop according to the scalability of the different competence levels:



In conclusion, there is a correlation in the degree of complexity of the activities and the degree of autonomy of the people as scaling-up the different levels.

H. OCCUPATIONAL PYRAMID AND OF COMPETENCES VERSUS ACADEMIC PYRAMID

There is also a correlation between the five levels of skills and academic levels shown in the table below:

LEVEL	SKILLS TRAINING	EDUCATION SECTOR		
		TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)	FORMAL EDUCATION	SKILLS & KNOWLEDGE
1	Free courses	Programs of initial qualification. Programs of continuous education.	Pre-vocational education (secondary)	General knowledge
2		Technical and Vocational Education and Training (TVET)	Higher secondary school	Operational skills (operating personnel)
3		TVET diploma, degree or certification	Technical college degree	Skills of supervision (supervision and middle staff)
4	Free courses		Graduate and post-graduate degrees	Professional qualifications (medium positions and/or managerial staff)
5			Masters degrees, (specializations), doctorate	Professional qualifications and specialist (senior managers / owners)

V. PROPOSAL OF THE REGIONAL FRAMEWORK OF LABOR COMPETENCES FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING FOR TOURISM INDUSTRY OF THE GREATER CARIBBEAN

A. CONCEPT OF THE TVET FRAMEWORK

Instrument for the development and classification of qualifications (sectoral, national or regional) according to a group of criteria (descriptors) applicable to the specific desired levels of learning.³⁶ The key to the successful implementation of a regional framework TVET is mutual understanding between Member countries. The TVET regional framework would act as an instrument:

- to promote and monitor the improvement of education and training systems;

³⁶ Free translation of Transnational Frameworks. Andrea Bateman, Bateman & Giles

- reference of competences in the sector;
- of self-assessment.

Within regional frameworks TVET which are currently operating around the world, we can mention:

- CVF – Caribbean Vocational Framework
- (EQARF – European Quality Assurance Reference Framework for Vocational Education and Training
- Pacific Register of Qualifications and Standards: Quality Assurance Standards
- (East Asia Summit VET Quality Assurance Framework
- Network of national institutes of vocational training (IFP) of Central America, Panama and the Dominican Republic - project training, orientation and job placement of the ILO (ILO/FOIL).

B. GREENING TVET

The global increase of the green agenda of development suggests that there is the need to address the TVET towards the promotion of growth and development based on the low-carbon and climate resistance. In the context of the United Nations Decade of education for sustainable development (DESD 2005-2014), the Green TVET forms the core of an economy, society and environment green, and is therefore a key priority.

Technological and societal development growing concerns about climate change, environmental degradation and scarcity of resources are changing the nature of work and demand that TVET develop skills and provide knowledge to pave the way towards a green economy and green societies.³⁷ This needs to drive a methodological and systematic vision of the new work places and demands of qualifications and to support to the centres of TVET to develop its capacity adapting it to these new tendencies. The TVET plays a significant role, not only in the development of the human and social capital; but also in the promotion of the knowledge and experiences necessary to construct a society and economy more environmentally responsible and respectful of the multiculturalism.

The transition towards sustainable societies and economies requires that developers of policies, employers, workers and actors in the social and natural resources, and therefore education and technical and vocational training institutions, can take appropriate decisions. That it is, that not only policies and regulations of the frameworks of labour competency are needed so they can support this transition, but they can also that anticipate and respond to the new responsibilities of this new economy.

TVET needs to prepare its students to be responsible and better informed about the trends of production and new consumption habits; as well as being able to act competently and creatively as promoters of sustainability in their jobs and society.

³⁷ UNESCO-UNEVOC. Promoting learning for the world of work: http://www.unevoc.unesco.org/go.php?q=page_greening_tviet&lang=en

The ILO has developed a series of studies and publications that support the development of a decent work that already includes this approach:

- Skills for Green Jobs: A Global View.
- Skills and Occupational Needs in Renewable Energy,
- Skills and Occupational Needs in Green Building.
- Comparative Analysis of Methods of Identification of Skills Needs on the Labour Market in Transition to the Low Carbon Economy.
- Policy brief “Greening the Global Economy: The Skills Challenge” and several research briefs.

Also, the International Centre of UNESCO TVET (www.unevoc.unesco.org) is supporting the member countries of the United Nations through the network of more than 280 UNEVOC centres around the world to incorporate these new skills in their national frameworks for national competition.

C. ANALYSIS OF THE GENERALIZED PROBLEMS IN THE EDUCATION-TRAINING OF THE TOURISM SECTOR OF THE GREATER CARIBBEAN REGION

It is evident that the current systems of education - vocational training for the development of skills, level global, (formal or non-formal) were started as isolated efforts and are currently being implemented slowly and in most cases without the necessary economic means, which influence on lack of achievement of objectives and results of real impact not just for the tourism sector, but for any productive sector, which is analysed.

In the final report of this consultancy is an analysis of the challenges, needs and priorities identified; therefore, the main essential aspects to be improved, in order to achieve the real impact that should have these systems in the productive sectors and the competitiveness of countries, are:

- a) Lack of management integral systems of effective labour competence for the tourism sector;
- b) Absence of a strategic planning raised and defined in a participatory manner with all stakeholders in TVET in the tourism sector, which will facilitate the attainment of a mission and vision common both in the private and the public related to tourism sector;
- c) Lack of a systematization of the processes of standardization, facilitation of the technical-vocational education, training, assessment of competence and certification of it, with a focus on continuing education.
- d) Lack of standards defined for the selection, training and continuous updating of teachers, professors and tutors, focused on the formal and informal education. Evaluators, certifiers and auditors who ensure the quality of the management system, in a process of continuous improvement.
- e) Lack of investment, methodology and technology for the appropriate design, standardization, and collection of technical-educational materials and programs for training, assessment and certification, for the development of skills in the tourism sector.
- f) Little « social and business awareness » of the benefits of technical and vocational education and training (TVET), whether formal or non-formal, for the achievement of the development of human

resources and therefore of business competitiveness, the competitiveness of the tourism sector and the countries themselves.

D. GREATER CARIBBEAN REGIONAL FRAMEWORK PROPOSAL: “COMPETENCY-BASED TVET FOR SUSTAINABLE TOURISM SYSTEM”

Below the conceptual and organizational framework for the development and implementation of a proposal for the technical and vocational education and training (TVET) based on competence for sustainable tourism in the Greater Caribbean, taking into account the analysis of the problems previously posed, a proposal that includes:

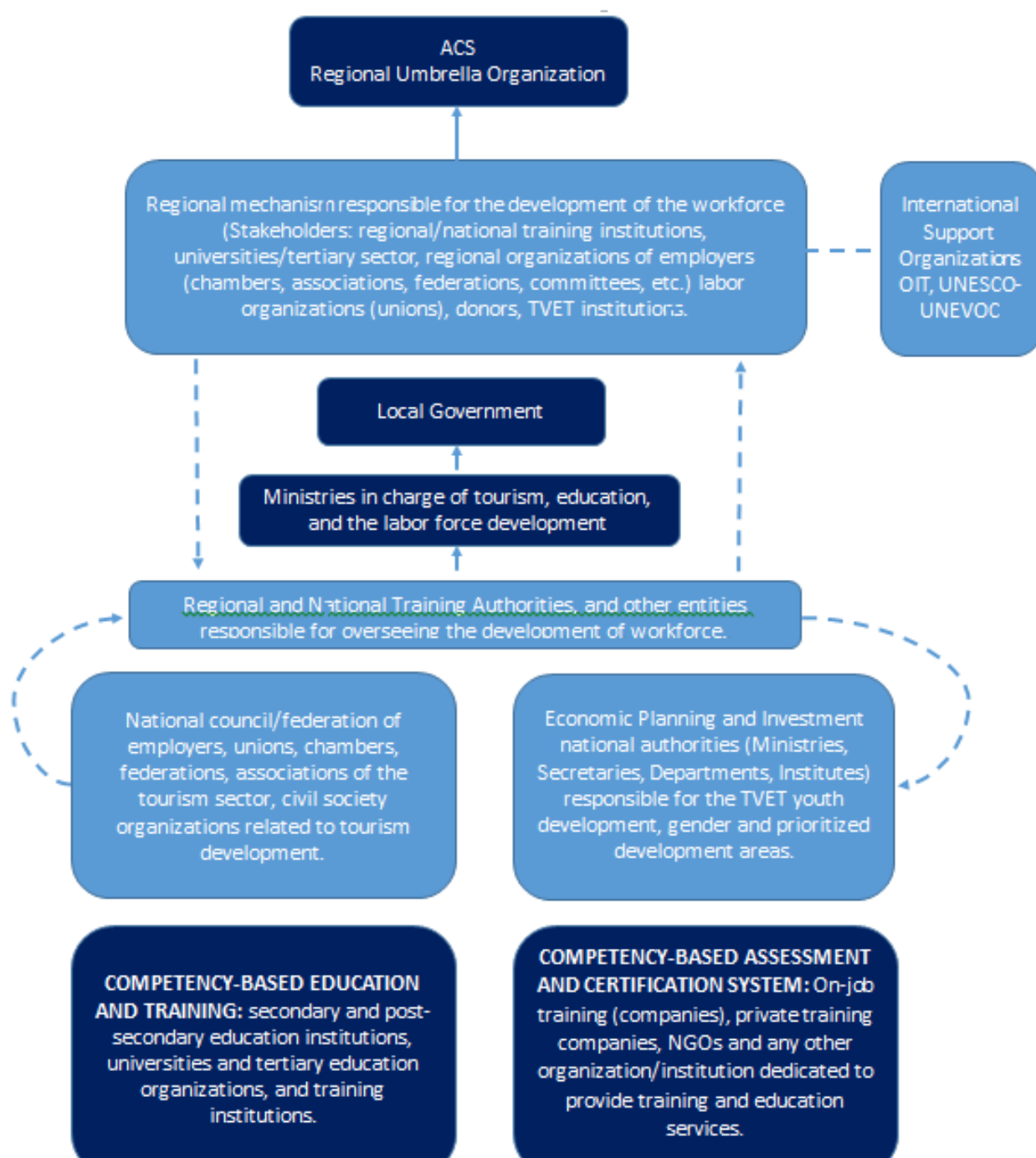
- a) Organizational framework
- b) Stakeholders roles
- c) Proposed organizational chart
- d) Stages of labour competency-based management model
- e) Interrelation of components and systems to be implemented
- f) Implementation phases
- g) Actions to perform and schedule

1. ORGANIZATIONAL FRAMEWORK

As part of the organizational framework, integrating a Board of Directors, Administration, TVET and Consultation for the deployment and implementation of the Competency-based TVET for tourism in the Greater Caribbean System (CB-TVET-TGC), at the local level, involving different stakeholders: Government authorities, business tourism sector organizations, institutions and independent people of the country members who are focused and related with the education-training, evaluation and tourism certification by labour competence; supported by experts from international organizations, in order to find common ground in the resolution of the problems that pose the improvement of the results, and thus the quality of the services provided at the various tourist destinations.

The ACS is proposed to facilitate the constitution of the suggested council and at the same time propose the ideal profile for the purpose of each country setting and selecting the members for its formation, setting up and delimiting before commissioning; the vision, mission, policies, strategic objectives by dimension of scope of that Council, management indicators and functions that each member and stakeholder of the model must perform.

SCHEME OF THE ORGANIZATIONAL FRAMEWORK



2. STAKEHOLDERS OF THE MODEL

In order to implement a true national or sectoral system of labour competencies, it is necessary to involve society as a whole (government, workers, communities –civil society, entrepreneurs, institutions and independent experts in the field), all stakeholders must be focused and related to education and vocational training for the Tourism Sector.

Taking into account that each stakeholder has a different role in a national, regional or sectoral system of labour competency the role that each group of actors within the Regional system of job skills is estimated for the Tourism Sector of the Greater Caribbean should play is outlined below.

3. THE ROLE OF THE STAKEHOLDERS OF THE MODEL

It is important to note, that each of the involved (stakeholders) should exert a specific role in a system of labour competition, and must comply with that role only, respecting the limit of performance of others. Likewise, each of the involved are expected to perform their work in an effective and efficient way, without transferring the role of others, to avoid on the one hand of the gaps in the system and on the other, to not duplicate efforts and actions in achieving efficient use of time and resources.

A) THE ROLE OF THE ASSOCIATION OF CARIBBEAN STATES

It would be the duty of ACS to coordinate the initiative that would lead to design, form, plan, manage, and control the integral management system of labour competence in the Tourism Sector of the Greater Caribbean, coordinating the approach previously defined of strategic planning of said system, which guarantees the success of the project.

The role of the ACS would also be geared to the design, creation and implementation of a virtual network for consultation and standardization of labour competences that will contribute to the continuity, implementation and deployment of the system and its components.

B) THE ROLE OF THE NATIONAL TOURISM ADMINISTRATION - NTA

The approach of the model, the function of each national authority of tourism (ANT) of member countries, for the labour skills of management system for the Tourism Sector of the Greater Caribbean - SGCLTGC, it would be to secure the articulation between different governmental actors (ministries, secretariats and institutes work, education, development and other related to the subject), social and business of the tourism industry in each country making official and facilitating the implementation of policies and organizational infrastructure, in favour of standardization, training, evaluation and certification of labour competition in the tourism sector, as a fundamental contribution to the achievement of objectives and results arising from the defined Council which will be coordinated by ACS.

C) THE ROLE OF EMPLOYERS AND EMPLOYEES IN THE TOURISM SECTOR

It will be the function of employers, partners or employees and unions of the Tourism Sector, active participation in the definition, review and application of standardization, standardization, evaluation, training and certification, within their companies, as a result of the SGCLTCG.

With the purpose that the competences corresponding to the needs of the labour market, the involvement of the management of human talent of the productive sector of the Tourism Sector for each of the member countries will be an important factor, as promoters of change.

D) THE ROLE OF THE EDUCATION SECTOR OF MEMBER COUNTRIES

It will be a key role of the education sector, including the different academic levels in each member country: pre-elementary, elementary, middle school, high school, technical-vocational and university, as well as the entities or companies of training certified or recognized officially, agencies and companies as well as certification of educators, trainers, independent evaluators and auditors; active participation in and support the dialog and awareness among the social actors, for the effective and efficient implementation of the SGCLTGC.

Its fundamental function will be the implementation of the content of the rules of labour competency in the definition of programs and/or curriculum of different academic levels, from its field of action, equivalent to the proficiency levels defined for the sector, building, and implementing the methodological quality process, for the achievement of expected results.

The implementation of the standardization, training, evaluation and certification of labour competencies to all teachers, teacher educators, evaluators and certifying of the Tourism Sector of each member country, will make the difference to achieve the change.

E) THE ROLE OF THE SOCIAL STAKEHOLDERS

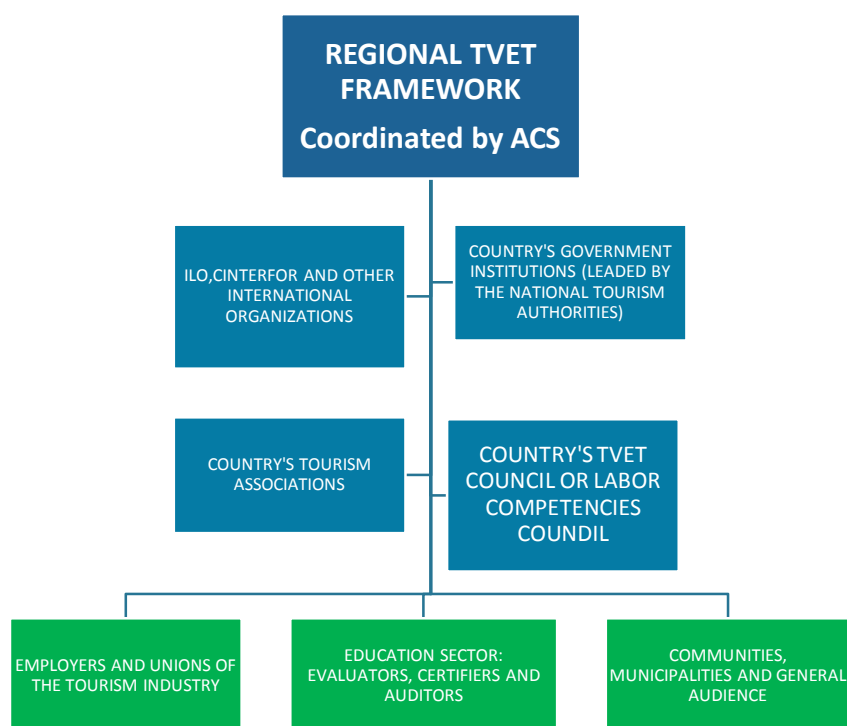
Lastly, it is important to create the incentives and guarantees for the entire society of member countries: communities, municipalities and the general population can participate in the SGCLTGC. It is important to receive the feedback from users and the general public in order to find points of agreement in the resolution of the national and regional problems, posed by the improvement of the results and, thus, the quality of the services provided at the various tourist destinations of the Greater Caribbean.

It is totally confirmed that the competence of the human resources is the key element that ensures the quality of the products and services, and in tourism this is essential, it is for that reason that this proposed system is intended to be the key to success for the personal development of the inhabitants who devote and live of the sector, as well as to business success and competitiveness of the countries. Therefore, not only the governments must to know and understand this, but society in general to participate actively.

4. ORGANIZATIONAL CHART: COORDINATION OF THE PROPOSED REGIONAL FRAMEWORK

A three tier structure is proposed:

LEVEL	MEMBERS	FUNCTIONS
1: Senior Management	Management of Sustainable Tourism at the Association of Caribbean States.	Establish the guidelines on which the system of management by Labour competence in the tourism sector of the Greater Caribbean will operate.
	National Tourism Administration in each of the member countries of the ACS.	
2: Advisory Committees	International and regional consultants: ILO/CINTERFOR, UNESCO-UNEVOC, CANTA	The role of the consultant committees is to support, assist, help, and guide and/or provide advice to the senior management and the executors of the member countries for the achievement of the goals, objectives and key results of the Management System by Labour competence of the Tourism Sector of the Greater Caribbean.
	National consultants: representatives from chambers and tourism associations, representatives of the national commission of labour competencies, ministries/departments/institutes of labour, education, economy and development.	
3: National Committee of Labour Competences of the Tourism Sector	Employers and trade unions	Coordinate the work of the members of the committee in each of their countries, looking for the implementation of activities that contribute to the achievement of goals and objectives.
	Education and training sector: evaluators, certifiers and auditors	
	Communities, municipalities and the general public	



5. STAGES OF THE PROPOSED MODEL

The management of the training and education by labour competence is recommended to be carried out in four (4) stages, which are the result of the strategic planning of the system of management by Labour Competence (SGPCL) to implement. The chart in the following page outlines them.

A) STANDARIZATION SYSTEM

This system includes the identification of the areas and sub-areas, the functions of the tourism sector, the definition of the core competences, generic and specific to the 5 levels, the preparation of the catalogue of competences of the tourism sector, as well as the development of technical standards to compete in the labour market and the profiles of the tourist sector, for skills and competencies required.

It involves the definition of labour competence standards and profiles of the qualifications for trainers, teachers, evaluators, certifiers and auditors of different model systems. Begins with the analysis and compilation of existing information –in each of the member countries, with the objective of promote the standardization and creation of databases.



B) TRAINING SYSTEM FOR LABOR COMPETENCE

This system includes the definition of the specific training-education system its strategies, policies, methodology, technology and the design of training programs in if by areas and sub-areas of the sector, based on technical standards, catalogues, and profiles of labour competence previously defined.

It involves the definition of the methodology, information and communication technology (ICT) and educational strategies and training, which will help to ensure quality, standardization and dissemination of the training-education programs of the tourism sector. In which it is proposed the creation of a virtual network of regional use to facilitate the homogenization and/or approval of the administration of the standardization process, training, evaluation and certification of labour competencies via e-learning), with the benefits of cost reduction, greater coverage for member countries and standardization of contents, cooperation and low production costs of the andragogic teaching and media-pedagogical, for the development of the competencies in the different levels defined.

Through this component it would be define the potential of each member country in training and infrastructure for learning from and sharing expert knowledge of the other countries. Developing that way, specializations for each member country, to be offered to the other countries in the different modalities: virtual, face-to-face in the classroom, part-time or blended learning; depending on the complexity and needs of the specialties. Also includes an analysis and compilation of existing information in each of the member countries, for approval and establishment of data bases and definition of potentialities of the formative offer.

C) EVALUATION SYSTEM BY LABOR COMPETENCE

This system includes the definition of the evaluation system, strategies, policies, methodology, technology, and assessment tools to identify the professional skills of the candidates, according to the technical standards, profiles and catalogues of competition as defined by the system of standardization. Also involves the evaluation of teachers, teacher educators, evaluators, study centres, certifiers and auditors of the Management System by Labour Competences of the Tourism Sector of the Greater Caribbean, as well as the evaluation of the whole system of management, in a process of continuous improvement, toward the achievement of the quality of the services provided at the various tourist destinations of the Greater Caribbean.

D) THE CERTIFICATION SYSTEM BY LABOR COMPETENCE

This system includes the definition of the system of certification of the proposed model, strategies, policies, methodology, technology and certification tools, in order to demonstrate the professional skills of the candidates, according to the defined technical standards, profiles and catalogues of competence.

The certification component attached to the opening of borders and standardization of the quality in the service may give step to the effective implementation of the process of labour mobility, which would contribute to that all the member countries can count on competent personnel certificate, to

cover their needs, promoting the personal development of the candidates, of the companies where they work and therefore the competitiveness of the countries, in the field of tourism and hospitality.

6. INTERRELATION BETWEEN TRAINING SYSTEMS AND EDUCATION BY LABOR COMPETENCE

The system of SGPCLTGC is based on the standardization system (approval and establishment of rules/standards). It is the basis for the other three systems of the proposed model. From this, the systems of education by Labour Competence (component II of the system) and the system of evaluation of the professional skills of the candidates (system III SGPCLTGC) can be performed in parallel. This third system also includes the evaluation and certification of instructors-trainers, education and training centres, and programs of study-training, as well as the extension and the registration of the certificates.

Through the Training System participants or students develop the labour competence of a function or qualification, recognized in the environment and/or fill the gaps of the candidate, identified in the evaluation process. The training system requires the evaluation of training during the process of formation of the participants, in order to measure, if it is reaching competencies, training object. This system also includes the training-education of trainers, teachers, professors, evaluators, certifiers and auditors of management by competencies, using the PAV.

The evaluation system is carried out after the training component, through which you can define that the candidate is competent or not yet competent, in one or several functions, which can be sent to new processes of training, after which he/she must return to the assessment.

The last component of the process is the Certification System, since by means of this system you certify that the candidate possesses the necessary competence, according to a standard of technical labour competition. Through this system you can certify individuals, companies or entities that develop some specific activity within the proposed model, such as: companies or standardization committees, training companies, assessment or certification of labour competencies, which will guarantee the quality and continuous improvement of the services provided by all the entities involved, with the aim of providing the best service in the tourism sector of the Greater Caribbean.

7. IMPLEMENTATION PHASES

The proposed model entails three phases of implementation:

A) PHASE I: PLANNING OF THE SYSTEM

Based on an analysis of the information in each country, which sets the starting point, at this stage where we want to be is laid out, establishing goals and objectives for the system. Let's discuss and plan the activities to be carried out and lay the groundwork for the development of the Management System by labour competences of the Tourism Sector of the Greater Caribbean. It involves the following strategic activities, which will require specific plans of action for each one of them:

- Structure of the regional regulatory body of competences for the tourism sector (consisting of AEC-Coordinator and facilitator of efforts - and representatives of member countries).
- Strategic planning for tourism management system: definition of mission, vision and strategic objectives, targets, performance indicators, strategies, activities, programs and projects.
- Design and implementation of the platform for the virtual network of the management system for the tourism sector.
- Analysis and compilation of existing data for implementation of the platform.
- Design of content and format for the future definition of competence standards and training plans for standards committees, technical committees, administrators and guardians of the virtual network.
- Awareness-raising and promotion of the SGPCCLGC in the sectors involved in the countries of the region.

B) PHASE II: DEVELOPMENT OF THE 4 MANAGEMENT SYSTEMS OF THE SGPCCLGC

At this stage, the four defined systems are established, developed and registered in order to have a better view of them and know their interaction with all the stakeholders. The analysis of their implementation must be continued to carry out the required modifications, adaptations and modifications.

In this stage, policies, objectives, goals, strategies for their conceptualization and design as well as the documentation required for the implementation of each system are also developed; additionally, procedures and associated resources that should be applied are defined. Each system must have controls and performance indicators for an optimum performance and measurement of its results, under a continuous improvement approach. The specific activities proposed are:

- Definition of methodology, philosophical basis of the model, and conceptual bases for application of the four (4) components of the proposed model.
- Structure of the system of standardization and training standards committees and technical committees of the member countries, using virtual network and virtual learning platform (PVA).
- Structure of the system of education-training of member countries and training-education of trainers, teachers, professors, evaluators, certifiers and auditors of the management system by competencies using virtual network management and e-learning platform.
- Structure of the system of competence assessment and evaluation of trainers, teachers, professors, tutors, evaluators, certifiers and auditors of the management system by competencies using virtual network management and e-learning platform.
- Structure of the system of competence certification and certification of trainers, teachers, professors, tutors, evaluators, certifiers and auditors of the management system by competencies using virtual network management and e-learning platform.

C) PHASE III: PILOT PLANS AND EVALUATION OF RESULTS

Once created, developed and structured the systems, the stage of implementation has been reached, which is proposed to be carried out through pilots, in where it is placed in motion the entire system and used the tools developed. This allows us to make a general review of how the

implementation is proving and as is running each of the systems, which serves to identify faults and to propose corrective actions of the case. It is also important to reinforce and strengthen the activities that are impacting positively. The specific proposed activities are:

- Implementation of the management system in accordance with identified needs and potential member countries.
- Evaluation of results to: methodology, teachers, participants, training materials and programs, virtual network and documentation.
- Audit of processes and stakeholders, for the implementation of the system of continuous improvement,
- Implementation of the process of quality management and continuous improvement.
- Implementation of the Design Unit of Virtual Learning Training Programs (e-learning), for administrators, trainers, consultants, auditors, certifiers that are part of the system, cooperate with and participate in it.

8. PROPOSED ACTIVITIES AND TIMETABLE

No.	DESCRIPTION	2015	2016	2017
PHASE I: PLANNING OF THE SYSTEM				
1.	Structure of the Regional Alliance of Labour Competences for the Tourism Sector of the Greater Caribbean.	Jul-Dec		
2.	Strategic Planning of the Management System of the Competences of the Tourism Sector of the Greater Caribbean.	Jul 2015 – Jun 2016		
3.	Definition of the conceptual bases and model to be implemented for the management by labour competence, in the Tourism Sector, in the Greater Caribbean.	Oct-Dec		
4.	Design and implementation of the Virtual Network of Competences Based Management System for the Tourism Sector. Which involves the: Administration, standardization, training, evaluation, certification and audit of the competences, of the Tourism Sector in the Greater Caribbean.	Jul 2015 – Jun 2016		
5.	Design and implementation of e-learning training programs for Standardization Committees, Technical Committees and tutors of the member countries.	Jul-Dec		
6.	Analysis and data collection and existing documentation in member countries, of the 4 components of the proposed model; for implementation of the platform of the Virtual network.	Jul 2015 – Jun 2016		
7.	Definition of potentialities and priorities of the member countries.	Aug		
8.	Design of standards of competence and training plans for standardization committees, technical committees, administrators, teachers and tutors of the virtual network, for the tourism sector. .	Oct-Dec		

No.	DESCRIPTION	2015	2016	2017
PHASE II: DEVELOPMENT OF THE 4 MANAGEMENT SYSTEMS OF THE SGPCG				
9.	Definition of methodology and conceptual bases for application of the four components of the proposed model.	Jun-Dec		
10.	Development of the system of standardization and training standards committees and technical committees of the Greater Caribbean countries, using the PAV		Jan-Mar	
11.	Development of the system of education and competence-based training in the countries of the Greater Caribbean and training-education of trainers, teachers, professors, evaluators, certifiers and auditors of management by competences, using the PAV.		Apr-Jun	
12.	Development of the system of competence assessment and evaluation of trainers, teachers, professors, tutors, evaluators, certifiers and auditors SGPCG, using the PAV.		Jul-Sep	
13.	Development of the system of certification of competency and certification of trainers, teachers, professors, tutors, evaluators, certifiers and auditors, using PAV.		Oct-Dec	
14.	Development of the audit and management system for continuous improvement.			Jan-Dec
PHASE III: PILOT PLANS AND EVALUATION OF RESULTS				
15.	Implementation of the management system in accordance with identified needs	Jul-Dec		
16.	Definition of competition rules of priority areas		April 2016 – March 2017	
17.	Training of participants in priority areas		Jul 2016 – Dec 2017	
18.	Evaluation and certification of participants in priority areas			Jan-Dec
19.	Evaluation and analysis of results: management systems by competences for the tourism sector of the Greater Caribbean (coordination) , models, methodology, teachers and guardians, participants, training materials and programs, PVA and documentation.		April 2016 .- December 2017	
20.	Audit of stakeholders and processes, implementation of initiatives for continuous improvement.		April 2016 .- December 2017	
21.	Implementation of the process of quality management and continuous improvement.			Jan-Dec
22.	Implementation of the Unit of Design of Training and Education Programs by Competences of the Greater Caribbean.		June 2016 – December 2017	

VI. KEY REMARKS

As part of the analysis of the results retrieved through research conducted during this consultancy, arise the following conclusions which form the basis of the approach of the present proposal:

1. The regional framework proposal is based on the premise that only through competency-based education and training the future competitiveness of tourism sector is guaranteed, thus the countries' tourism competitiveness as well. In order to accomplish competitiveness, it is important to include all related stakeholders in the development and implementation of the Greater Caribbean Competency-based Tourism Training and Education System (GC-CBETS).
2. The Japanese challenge of life-long learning prevails; rather than strictly develops technological and work organization, provide on the ground human development on application fields to achieve decent work, beyond the focus of isolated diplomas after several years of study.
3. In general, the Greater Caribbean region is facing the major challenge of develop, structure, and convene the tourism national qualification systems, in such a way they become a versatile, flexible and life-long learning approach systems that will be able to respond the changing economic, socio-cultural and environmental dynamics of today's world, while accomplish the sustainable development objectives.
4. Incorporate the concept of Greening TVET as a holistic approach that includes not only environmental conservation topics, but also culture preservation and economic improvement. This approach is completely aligned with the ACS Sustainable Tourism Work Plan.
5. Change must arise from the entrepreneurial high-management leadership; people need to be leaded on daily-basis in their workplaces, they need to be heard and feel that their opinions are taken into consideration. Collaborators need to "understand" that they are not only payed to perform a specific tasks, but to "think" how-to these tasks can be improved and achieve better results, which allow reach goals and objectives; as well as how-to face day to day working challenges. Businesses high-management leadership also needs to improve and/or acquire management competencies (4 and 5 levels).
6. In the past four decades the world has been immersed in a fast technological change process that not only have improved productivity and economic increasing, likewise the people's skills and have opened the possibility to develop competencies at the maximum expression; find the people's motivation to pursue objectives, achieve goals and contribute to the strengthening of the companies mission and vision of the businesses is key to enhance country's competitiveness. Any product or service might be copycat, but highly-skilled human resources could never be cloned.
7. A change in human resources management is required in order to break autocratic schemes; lead them to a participatory and motivational strategy: creating a new culture of contribution, not only by performing tasks, but bringing new ideas (intellectual contribution), showing interest in lifelong learning.
8. The major obstacle to the Greater Caribbean tourism businesses' competitiveness, is not the education or technology themselves; it lies on people's capacity to grow their skills and discovering their motivational triggers that allow them to develop their maximum potential at the service of the company and the country.

9. The staff needs to feel an important and key player member of the company by understanding the purpose and contribution of its position; as well as that its needs and changing ideals are appreciated and taken into consideration in the strategic planning; this motivational approach will allow building a win-win relationship and promoting the continuous improvement of the businesses.

VII. RECOMMENDATIONS

As part of the proposal, the following recommendations are suggested for the achievement of the implementation of the Management System of Labour Competences in the Tourism Sector of the Greater Caribbean:

1. Integrating the Alliance Management by Job Competences for the Tourism Sector of the Greater Caribbean is proposed, which will serve as a mechanism of governance, management, control and consultation for the implementation of the proposed system, whose primary purpose is the improvement of the management of occupational competencies in the tourism sector and therefore, the improvement of the quality of provision of tourism services and with the increase of tourism competitiveness in the region.
2. ACS is nominated to be the entity responsible for coordinating this initiative, supporting the Council representing a partnership between the countries and that in turn should propose and define to the other members, establishing and defining a previously Strategic Planning approach, toward the attainment of goals, mission and vision in common, to be considered and accepted by all the members.
3. We suggest that the proposed system is based on the approach of continuous training - during the whole life (life-long learning), that goes beyond conducting isolated courses; applied in the 5 levels of labour competences, established by a regional framework for labour competences for the tourism sector and differentiated approaches by level.
4. It is recommended to define the model of labour competences to be followed from the beginning, deciding between the four models proposed (including behavioural, functional, constructivist and complex). Suggesting the use of the complex model that uses a mixture of the three recognized by ILO.
5. Proposes the elaboration and participatory definition of the Competences Catalogue of the Tourism Sector of the Greater Caribbean, which serves as a basis for the design of training programs, as instrument of evaluation and certification of labour competencies (5 levels), defining whether it will focus to do so by occupation or job position.
6. Incorporating the sustainable TVET methodology as a transverse component of the system of management by competence for tourism of the Greater Caribbean is proposed.
7. It is proposed and recommended to use the Information and Communication Technologies (ICT) for the implementation of the Management System of the Labour Competences for the Tourism Sector of the Greater Caribbean; through the design of the Virtual Learning Platform (PAV) for the administration, information, standardization, training, evaluation and certification of labour competencies; directed toward control of the information, the quality in the design of programs and materials; as well as the achievement of the expected results. This platform will be fed by the ACS member countries, according to the potentialities and progress that each one has.
8. The elaboration of norms of labour competency, training plans, instruments for evaluation and certification of competences is proposed for the training of the different stakeholders of the system: teachers, facilitators, tutors, assessors and certifiers of competences, as well as committees for

standardization and technical groups of the ACS member countries, which would be conducted by the e-learning modality through the PAV designed and dedicated for the proposed system.

9. The creation of the area of Design of Training by Labour Competence of the Committee of Standardization, Training, Assessment and Certification of the Competences for the Tourism Sector of the Greater Caribbean is proposed and that its work is harmonized, in parallel or after, with the Standardization Boards of each country, forming a Labour Committee for these specific regulations of the tourism sector, according to how these standardization topics are managed in each country.
10. It is proposed, that when the SGCLTGC is completely designed, forming a virtual platform for "the work in the Greater Caribbean" to serve as a reference for owners, managers, and responsible for the management of human resources in companies and institutions, job-seekers, people in the search for programs, courses and accredited establishments to obtain the corresponding certifications. This platform will be able to get to know the competency standards and profiles of occupations, but also the standards and profiles of teachers, instructors and trainers in TVET. It could also refer to the registration of:
 - Programs, courses, and training and educational institutions duly accredited to provide the TVET,
 - Trainers, instructors and teachers duly certified in TVET.
 - Certificates issued at a regional level as a tool of inquiry and control thereof.

VIII. ABBREVIATIONS AND ACRONYMS

Association of Caribbean States	ACS
National Tourism Administration	NTA
Caribbean Association of National Training Agencies	CANTA
Inter-American Centre for Education and Training	CINTERFOR (for its initials in Spanish)
Labour Competences	LC
Technical and Vocational Education and Training	TVET
International Labour Organization	ILO
Virtual Learning Platform	PAV (for its initials in Spanish)
Management System by Labour Competence of the Tourism Sector of the Greater Caribbean	SGCLTGC (for its initials in Spanish)
Information and Communication Technologies	ICT
United Nations Educational, Scientific and Cultural Organization / International Centre for Technical and Vocational Education and Training	UNESCO-UNEVOC

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