



BARBADOS CASE STUDY

April
2015

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING
(TVET)



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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.



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EDITORIAL NOTE

Documents that are part of this study on "Technical and Vocational Education and Training (TVET) in 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.

PRESENTATION

The following Technical and Vocational Education and Training (TVET) Barbados Case Study was developed to provide information regarding the status of the technical, vocational and training programs related to the tourism industry of the country. It starts with an overview of the economy and the tourism industry to put into context the importance of tourism in the country.

It is not the purpose of this document to rewrite all the information that is available from several authors and/or publications, but instead to complement, amplify and supplement this report. Every effort has been made to make this Case Study as accurate as possible. However, there might be some slight differences due to the fact that there are not accurate or actual statistics on all topics. Although, several international and national organizations have carried out researches that include not only statistic but some projections on the topics and some of that information is included in this document.

Therefore, this Case Study should be used only as a general information and general reference and not as the ultimate source on TVET in general and TVET for the tourism sector.

This TVET Case Study on Barbados was developed by CERTIFICACIONES DE CENTROAMÉRICA, S.A. (CERTIFICA) under the consultancy “Training for Careers in Sustainable Tourism” of the Association of Caribbean States (ACS) with the support of the French Development Agency (AFD). The CERTIFICA team member that contributed to this Case Study was Carmen Rosa Pérez with support of Denia Del Valle.

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I. OVERVIEW OF THE TOURISM AND HOSPITALITY INDUSTRY

A. OVERALL COUNTRY PROFILE¹

Since gaining independence from Britain in November 1966, Barbados' socioeconomic fortunes have seen a steady transformation from an agriculture- based economy, centred primarily around sugar production which provided the main source of employment, to an economy based on tourism and the services sectors.

Figures for 2012 showed that the size of the population stood at around 283, 000 persons with an average annual growth of 0.5%, population aged 14 years and younger represents 19% of the total, life expectancy of 75 years and a population density of 633 persons per square kilometre. The labour force stood at about 146,000 persons, with the unemployment rate representing some 9.8 per cent of the labour force.

The GDP per capita -PPP\$- as of 2012 was 26,488. In the 1990s, tourism and manufacturing surpassed the sugar industry in economic importance.

Problems associated with sugar on the world market, such as low prices versus high production costs, have resulted in tourism overtaking the sugar industry as the main contributor to the country's Gross Domestic Product (GDP), representing some 12.4 per cent in 2004. And, with over one million long-stay and cruise ship visitors to the island, tourism is the main foreign exchange generator and employer, accounting for some 12, 200 workers or 8.3 per cent of employment.

Compulsory education lasts 11 years (from age 5 to 15), and covers 11 grades from grade 1 to grade 11. The country's principal language is English and education is compulsory from ages 5–16, with an acclaimed 98% literacy rate.

For primary and secondary education, the gross enrolment ratio for females is higher than for males; however the gross enrolment ratio of female for tertiary education is much higher; even more than double. For example, the gross enrolment ratio (%) in tertiary education for 2011 was 60%, (female enrolment was 88.1% while male was only 35.9%). The gross education ratio (ISCED 6 and 7; first degrees %) for 2010 was 25.9% (female 40.9% and male 12.3%) and for 2011 was higher 27.5 (40.6% female and 15.4% male).

The Government expenditure on education as a percentage of GDP in 2010 was 5.9% and as % of total government expenditure was 14.9% for the same year. Therefore, the government

¹ Property Consultancy Services Inc. December 2009. "A study on the Competitive Tourism Environment which Barbados Faces: Its Challenges and Solutions." Prepared for the Barbados Hotel and Tourism Association.

Worrell, D., Belgrave, A., Grosvenor T. and Lescott, A. 2011. "An Analysis of the Tourism Sector in Barbados". The central Bank of Barbados (data and statistics).

expenditure per student (in PPP\$) for secondary education was 6,328.5 and for tertiary education was 10,227.3 (2010).

B. TOURISM PROFILE²

The growth of tourism in Barbados, from a relatively minor activity in a sugar-dominated economy (the situation in the 1950s) to become the dominant source of foreign exchange, value added and employment in the new century. Over that period the composition of the foreign exchange sectors changed radically: in the 1960s and 70s manufacturing grew alongside tourism, as sugar declined, and by the late 1970s these three sectors had about equal shares in economic activity. The composition of the foreign exchange earning sectors changed drastically once again in the 1980s, as the export manufacturing sector collapsed, and sugar continued to decline. At the turn of the century, tourism accounted for two-thirds of foreign exchange earnings, with the international business and finance sector (IBFS), which was born in late 1970s, in second position.

From around the 1640's, sugar had been the engine of growth of the Barbadian economy, and represented the most dominant source of foreign exchange earnings. The performance of the sugar industry was directly linked to a preferential trading agreement with the United Kingdom (UK), and sugar continued to be the main driver of the economy until the 1950's, when Government sought to diversify the economy through promoting the manufacturing and tourism sectors by encouraging direct investment.

The Barbados Development Board was established in 1957 to encourage industrial development and the expansion of hotels, while a Tourist Board was set up in 1958 to develop the tourist industry. By the 1960's, the focus was on non-sugar exports, namely light manufactured goods and tourism. While Government was involved in shaping the environment for expansion and growth of the tourism sector, the industry's expansion was mainly fostered by significant levels of private investment in hotels.

Barbados's ability to attract large numbers of tourists was enhanced by the construction of the Grantley Adams International Airport in 1976 and the duty free cruise terminal in 1994. In between multi property chains such as St. James Beach Hotels, Almond Resorts, and Pemberton Resorts enhanced Barbados' reputation. The transformation of the Sandy Lane Hotel in 1997, together with the development of new golf courses and successful resort communities such as Royal Westmoreland and Port St. Charles in the mid 1990's and the introduction of a scheduled Concorde service from London to Barbados put Barbados on the map as a high quality luxury destination.

Over the period 1956 to 2009, total annual long-stay arrivals grew from 17,900 visitors to 518,564 visitors. The highest point was reached in 1974 with 230,600 tourists representing an annual

² Worrell, D., Belgrave, A., Grosvenor, T. and Lescott, A. (2009). An Analysis of the Tourism Sector in Barbados. The Central Bank of Barbados. Economic Review Volume XXXVII, Number 1

average increase of approximately 16%. However, since then the industry has been characterised by less robust growth, averaging 2.7 percent between 1974 and 2009.

However, there is evidence of moderate declines in the early 80's, early 90's, 2001 and 2009 (See Figure 2). The pattern of growth in tourism in Barbados reflects the impact of global events on international tourism, and Barbados' performance therefore mirrors movements in world tourism.

The Caribbean, as a region, has long been one of the most popular world destinations of the world market. Arrivals to the region averaged 6 million in 1980, and Figure 3 shows that Caribbean visitor arrivals have grown at an average of 3.3% annually between 1988 (9.9 million arrivals) and 2009 (19.3 million arrivals). Caribbean arrivals fell during the world economic downturns of the early 1990s and late 2000s, and after September 11, 2001.

FIGURE 3. INTERNATIONAL VISITORS TO THE CARIBBEAN

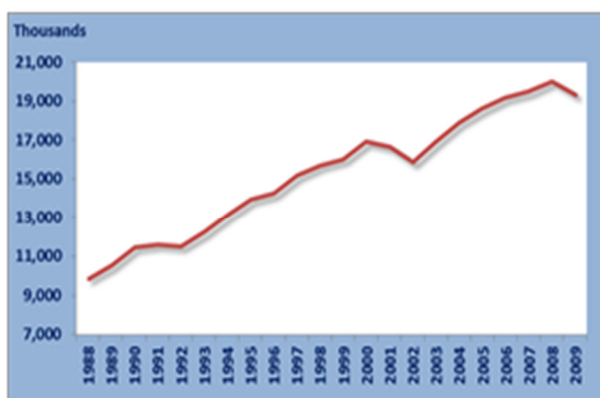
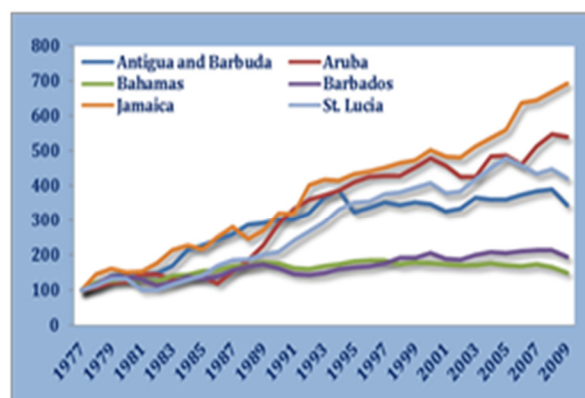


FIGURE 4. TOURIST ARRIVALS (INDEXED) OF SELECTED CARIBBEAN COUNTRIES.



Over the past two years the Caribbean region's tourist arrivals declined with the onset of the global financial crisis which began in 2007 (See Figure 4). In 2009, there were declines in arrivals for all countries except Jamaica, with Bahamas experiencing the largest decline, followed by Barbados. However, in 2010 arrivals in Barbados had begun to recover.

FIGURE 5. SHARE OF TOURIST ARRIVALS BY MARKET

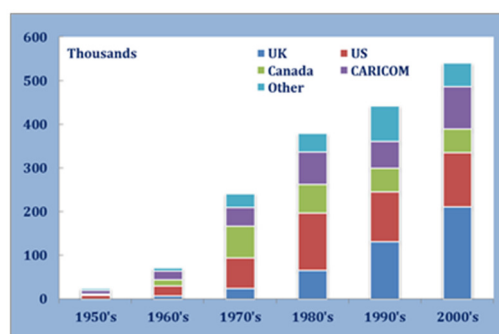
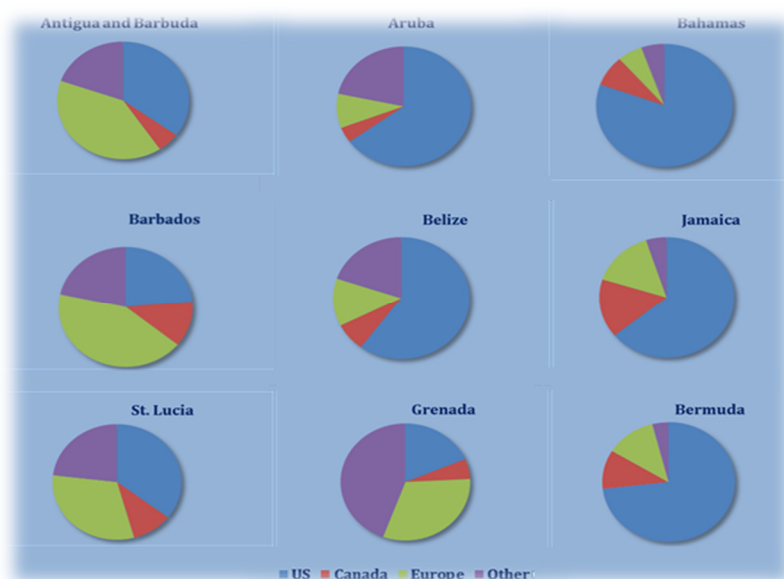


Figure 5 shows that Barbados has diversified its tourism product by market, along with St. Lucia and Antigua and Barbuda, in contrast to countries such as The Bahamas, Jamaica and Bermuda, where the vast majority of arrivals originate in a single source market, that is, the US. (These data are for 2009.) Antigua and Barbuda shares with Barbados the fact that the largest share of their arrivals comes from Europe. Additionally, Barbados has a larger percentage of Canadian arrivals than other countries in this sample. See Figure 6.

FIGURE 6. SHARE OF TOURIST ARRIVALS BY MARKET (2009) FOR SELECTED CARIBBEAN COUNTRIES.



Visitors Exports³

Visitor exports are a key component of the direct contribution of Travel & Tourism. In 2013, Barbados generated BB\$ 2,059.8 million in visitor exports. In 2014, this is expected to grow by 2.4%, and the country is expected to attract 534,000 international tourist arrivals.

By 2024, international tourist arrivals are forecast to total 811,000, generating expenditure of BB\$ 2,888.9 million increase of 3.2% per annum.

Investment²

Travel and tourism are expected to have attracted capital investments of BB\$ 302.8 million in 2013; and that will rise by 1.0% in 2014, and increase by 4.5% per annum over the next ten years to BB\$ 472.8 million in 2024.

³ Travel and Tourism Economic Impact 2014: Barbados. World Travel and Tourism Council.

1. TRENDS IN NICHE MARKETS

As explained before, Barbados is highly reliant on the income revenue and foreign exchange generated by the tourism industry. As a Caribbean Country is well known for its white-sand beaches, Barbados boasts 60 beaches across 70 square miles and offers a variety of different beaches on the west, south, east and north coast. Some of the most important niche markets of the country are:

Trends in Cruise Arrivals

Although the growth of cruise tourism worldwide has been a marked feature of the last two to three decades, cruise tourism contributes very little to the economy of Barbados. A plot of the comparison of cruise arrivals and long stay arrivals in terms of days indicates that the contribution has been small, in terms of visitor nights, when compared to that of long-stay tourists. This indicates that cruise tourism's contribution to visitor expenditure is equally small, even though cruise arrivals are higher in number than long stay arrivals.

Since 1985 the number of cruise visitors has risen at an annual average rate of 7.4% to reach 635,746 at the end of 2009. Cruise ship calls have increased over the years and the Bridgetown port has been upgraded to allow for the docking of larger ships.

Sports and Adventure⁴

With its 3000 hours of sunshine per year, pleasant climate and refreshing winds, Barbados has ideal conditions for several sporting activities on the island. With an average water temperature of 26 degrees, Barbados is a great place for activities all year round.

- Activities ashore. With its year-round temperate climate and abundant tropical vistas, Barbados hosts many sport enthusiasts: golf, cricket, rugby, horseracing, polo, hacking, among others.
- Water activities. With 70 miles coastline, visibility of up to 80 feet and annual water temperatures between 21 to 27°C it is understandable that water sports dominate the Barbadian shores: diving/snorkelling, surfing, sailing, and fishing.
- Island adventure. For those who aspire for more than just a day spent upon flawless white beaches and beneath perfect blue skies, Barbados offers a number of exciting diversions ashore and offshore to satisfy the adventurous soul.

Shopping⁵

Since the arrival of the English in 1627, Barbados has enjoyed a history as a noted trading center in the Western Hemisphere. Today, Barbados continues in that tradition with its establishment as the

⁴ <http://www.visitbarbados.co/sportadventure.html>

⁵ <http://www.visitbarbados.co/shopping-4.html>

tax-free region of the Eastern Caribbean and one of the most coveted shopping and duty-free destinations in the entire region.

With long-standing links to the world's major business houses, retailers in Barbados deal in only the highest quality products across a range of categories that include leading designer fashions, fine jewellery, crystal, fragrances, electronics, leather goods and more. The main shopping area is Broad Street in Bridgetown. Presenting the passport your shopping in Broad Street is tax-free. Nevertheless, also Holetown with its small areas of boutiques, jewellery shops, and the nearby Chattle village with local craft shops and with the latest shopping center *Limegrove* offers shopping adventure.

Additionally, talented island artisans have emerged to produce and sell exquisite collectables and fine art. With local works available at galleries, specialty markets and craft fairs throughout the year. The Pelican Craft Centre in Bridgetown is a good address all over the year.

Spa and Wellness⁶

Whilst the caressing warmth of Barbadian sunshine, hypnotic resonance of ocean waves along the shore and the enchanting sweetness of a rum punch can do wonders for one's ability to unwind, sometimes, even in Barbados, it takes more to truly relax and rejuvenate. Fortunately, Barbados offers a wealth of amazing and desirable spa destinations to help to pamper every whim and revitalize the senses. Furthermore, many qualified massage therapists and experienced beauticians reside on the island and can come directly to the hotel, villa or even beachfront setting.

Honeymoons and Destination Weddings

According to Knot Market Intelligence Bridal Series, there are 2.3 million weddings per year, 80% of which have a week honeymoon. Barbados' popularity is ever growing for couples seeking outstanding weddings of the highest calibre in a breath-taking tropical location. Barbados Tourism Marketing Inc. is a government organization that guides and assists visitors in discovering the abundance of culture, beauty and unique characteristics of the island of Barbados.

1. TRENDS IN EXPENDITURE⁷

Leisure and travel spending (inbound and domestic) generated 96.3% of direct travel and tourism GDP in 2013 (BB\$ 2,263.2 million), compared with 3.7% for business travel spending (BB\$ 86.2 million). Leisure travel spending is expected to grow by 2.3 in 2014 to BB\$2,315.6 million, and to rise by 3.1% per annum to BB\$ 3,138.8 million in 2024.

Business travel spending is expected to grow by 2.0% in 2014 to BB\$ 887.9 million and rise by 3.9% per annum to BB\$ 129.3 million in 2024.

⁶ <http://www.visitbarbados.co/spa--wellness-2.html>

⁷ Travel & Tourism Economic Impact 2014: Barbados, World Travel & Tourism Council. All values are in constant 2013 prices & exchange rates.

Domestic travel spending generated 12.3% of direct Travel & Tourism GDP in 2013 compared with 87.7% for visitor exports (i.e. foreign visitor spending or international tourism receipts). Domestic travel spending is expected to grow by 1.8% in 2014 to BBD294.8mn, and rise by 2.6% per annum to BB\$ 379.2 million in 2024.

Visitor exports are expected to grow by 2.4% in 2014 to BB\$ 2,108.7 million, and rise by 3.2% per annum to BB\$ 2,888.9 million in 2024. The total contribution of travel and tourism to GDP is three times greater than its direct contribution.

2. CONTRIBUTION TO THE ECONOMY

Barbados is the wealthiest and most developed country in the Eastern Caribbean and enjoys one of the highest per capita incomes within Latin America and the Caribbean. Historically, the Barbadian economy was dependent on sugarcane cultivation and related activities. However, in recent years the economy has diversified into light industry and tourism with about four-fifths of GDP and of exports being attributed to services.

Offshore finance and information services are important foreign exchange earners and thrive from having the same time zone as eastern US financial centres and a relatively highly educated workforce. Barbados' tourism, financial services, and construction industries have been hard hit since the onset of the global economic crisis in 2008. Barbados' public debt-to-GDP ratio rose from 56% in 2008 to 90.5% in 2013. Growth prospects are limited because of a weak tourism outlook and planned austerity measures.

2013 Annual Research: Key Facts ⁸

GDP: DIRECT CONTRIBUTION	The direct contribution of Travel & Tourism to GDP was BB\$ 1,020.0 million, (10.9% of total GDP)
GDP TOTAL CONTRIBUTION	The total contribution of Travel & Tourism to GDP was BB\$ 3,395.3mn (36.2% of GDP)
EMPLOYMENT: DIRECT CONTRIBUTION	In 2013 Travel & Tourism directly supported 14,500 jobs (11.1% of total employment).
EMPLOYMENT TOTAL CONTRIBUTION	The total contribution of Travel & Tourism to employment, including jobs indirectly supported by the industry, was 35.7% of total employment (46,500 jobs).
VISITORS EXPORTS	Visitors' exports generated BB\$ 2,059.8 mm (48.6% of total exports) in 2013.
INVESTMENT	Travel and Tourism investment in 2013 was BB\$ 302.8 mm, or 21.9% of total investment.

⁸ Travel & Tourism Economic Impact 2014: Barbados, World Travel & Tourism Council. All values are in constant 2013 prices & exchange rates.

Direct Contribution⁹

The direct contribution of Travel & Tourism to GDP reflects the 'internal' spending on Travel & Tourism (total spending within a particular country on Travel & Tourism by residents and non-residents for business and leisure purposes) as well as government 'individual' spending - spending by government on Travel & Tourism services directly linked to visitors, such as cultural (e.g. museums) or recreational (e.g. national parks).

The direct contribution of Travel & Tourism to GDP is calculated to be consistent with the output, as expressed in National Accounting, of tourism-characteristic sectors such as hotels, airlines, airports, travel agents and leisure and recreation services that deal directly with tourists. The direct contribution of Travel & Tourism to GDP is calculated from total internal spending by 'netting out' the purchases made by the different tourism sectors. This measure is consistent with the definition of Tourism GDP, specified in the 2008 Tourism Satellite Account: Recommended Methodological Framework (TSA: RMF 2008).

Total Contribution³

The total contribution of Travel & Tourism includes its 'wider impacts' (i.e. the indirect and induced impacts) on the economy. The 'indirect' contribution includes the GDP and jobs supported by:

- Travel & Tourism investment spending – an important aspect of both current and future activity that includes investment activity such as the purchase of new aircraft and construction of new hotels;
- Government 'collective' spending, which helps Travel & Tourism activity in many different ways as it is made on behalf of the 'community at large' – e.g. tourism marketing and promotion, aviation, administration, security services, resort area security services, resort area sanitation services, etc.;
- Domestic purchases of goods and services by the sectors dealing directly with tourists - including, for example, purchases of food and cleaning services by hotels, of fuel and catering services by airlines, and IT services by travel agents.

The 'induced' contribution measures the GDP and jobs supported by the spending of those who are directly or indirectly employed by the Travel & Tourism industry.¹⁰

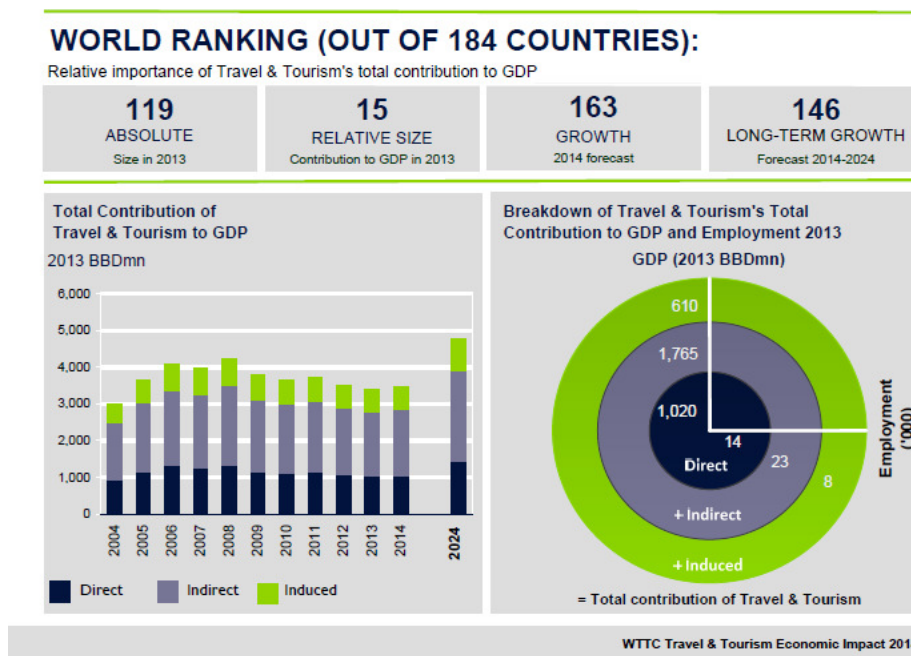
The direct contribution of Travel & Tourism to GDP in 2013 was BBD1, 020.0mn (10.9% of GDP). This is estimated to increase by 2.3% to BBD1, 043.9mn in 2014. This primarily reflects the economic activity generated by industries such as hotels, travel agents, airlines and other passenger transportation services (excluding commuter services). But it also includes, for example, the activities of the restaurant and leisure industries directly supported by tourists. The direct

⁹ Travel & Tourism Economic Impact 2014: Barbados. World Tourism and Travel Council

¹⁰ Due to changes in methodology between 2010 and 2011, it is not possible to compare figures published by the WTTC from 2011 onwards with the series published in previous years.

contribution of Travel & Tourism to GDP is expected to grow by 3.2% pa to BBD1, 423.8mn (11.3% of GDP) by 2024.

The total contribution of travel and tourism (TT) in GDP, including wider effects from investment in the supply chain was BB\$ 3,395.3 million in 2013 (36.2% of GDP), and it was expected to grow by 1.9% to BB\$3,461 million (36.5% of GDP) in 2014. Additionally, It was estimated to increase by 3.3% to BB\$ 3,461.4 million (36.5% of GDP) in 2015. At the moment that this document was being elaborated, CERTIFICA did not have access to the final data on the Barbados economy results of 2014.



3. EMPLOYMENT IN TOURISM

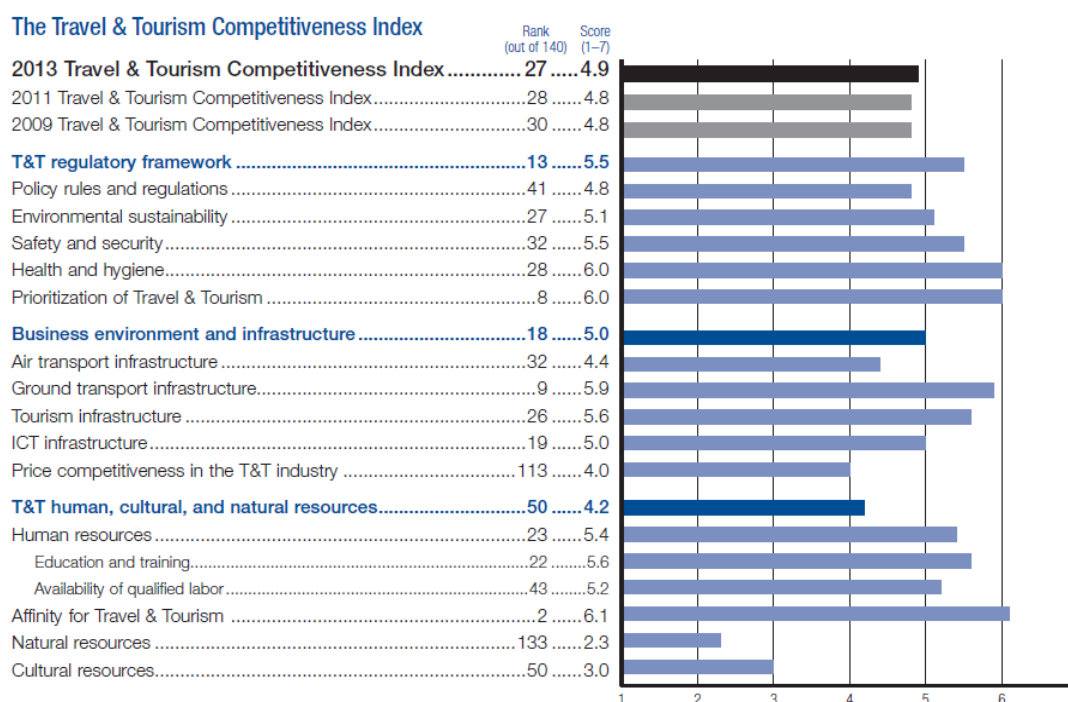
According to the WTTC travel and tourism generated 14,500 jobs directly in 2013, which represents 11.1% of total employment and this is projected to grow by 2.8% in 2014 to 15,000 in 11.3% of total employment. This includes employment by hotels, travel agents, airlines, and other passenger transportation services (excluding commuter services). It also includes, for example, the activities of the restaurant and leisure industries directly supported by tourism. By 2016 it is expected that the sector will account for about 16,000 direct jobs and increase 1.0% per annum over the next ten years.

The travel and tourism sector total contribution to employment (including wider effects from investment, the supply chain, and induced income impacts) was 46,500 jobs in 2013 (35.7%) of total employment. This is forecasted to increase by 2.3 in 2014 to 47,500 jobs (36.1% of total employment). By 2024 travel and tourism industry in Barbados, is expected to support 52,000 jobs (38.4% of total employment), an increase of 0.9% per annum over the period.

4. COMPETITIVENESS

Barbados ranks 3rd in the region (The Americas) and 27th overall (140 countries) in 2013, up one place since the last assessment. It comes in second overall for the country's affinity for travel and tourism, with a positive attitude towards tourists and toward the value of tourism in the country, although it does receive a middling score for the degree of customer orientation (64th). The importance of travel and tourism sector for Barbados is reflected in the high priority placed on Travel and Tourism (8th), with significant emphasis placed on the sector's development by the government and high spending on the sector, ensuring effective destination-marketing campaigns and collecting relevant sector data on a timely basis. However, although there has been some marginal improvements in some elements of this environmental sustainability, additional efforts to protect the natural environment would reinforce the country strong travel and tourism competitiveness.¹¹

As shown in the graphic below, extracted from The Travel and Tourism Competitiveness Report 2013 from the World Economic Forum, other key factors for Barbados to be considered a high competitive destination lays on the ground transportation infrastructure (8), the education and training (22), even the availability of qualified labour is 43rd. The lowest scores are the price competitiveness due to the high prices of fuel (77/140) and hotels rates (114/140).



¹¹ The Travel and Tourism Competitiveness Report 2013. World Economic Forum.

II. EDUCATION IN THE COUNTRY¹²

A. PRINCIPLES AND GENERAL OBJECTIVES OF EDUCATION

The philosophy that underpins the education system of Barbados is based on the fundamental principle that human resource development is the key to social, economic, and political growth. Consequently, education must seek to enable all children and young people:

- To be knowledgeable and creative;
- To possess positive attitudes and relevant skills;
- To be exemplars of good citizenship;
- To believe in the quality of humanity;
- To be self-confident in planning their future;
- To be thinkers, innovators, and problem-solvers;
- To inculcate the best social values and an appreciation of the dignity in all labour; and,
- To be committed to the preservation and enhancement of the environment (Ministry of Education, Youth Affairs and Culture).

B. LAWS AND OTHER BASIC REGULATIONS CONCERNING EDUCATION

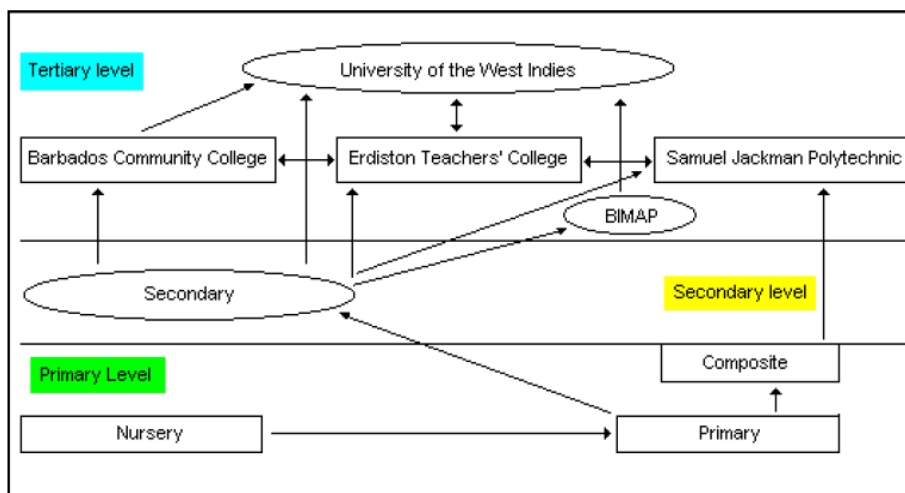
In January 1983, the new Education Act 1981-25 and Regulations 1982 were enacted, bringing fundamental changes to the organization and management of the education system, including compulsory primary and secondary education up to the age of 16.

Since then, a number of amendments were made in 1991 to deal with issues ranging from the duties of Board of Management to the duration of suspensions and the authority of Boards to expel students.

Education is compulsory from five to 16 years of age (primary and secondary education). Overall, equitable access to primary and secondary education for boys and girls is facilitated by the prevalence of co-education in the system there are presently only three single-sex public primary schools, one all-boys school and two all-girls schools, while at the secondary level there are two single-sex public schools. Education is free in public education institutions, although fees and other charges may be payable as the Minister may prescribe.

¹² World Data on Education, Barbados 2010/2011. International Bureau of Education, UNESCO.

BARBADOS STRUCTURE OF THE EDUCATION SYSTEM



C. EDUCATIONAL LEVELS¹³

1. PRE-SCHOOL EDUCATION

Pre-school education is provided for children between the ages 3-5 in nursery schools and/or in nursery classes in some primary schools; they pursue an Early Childhood Education Program (ECE). The goal of pre-primary or preschool education is to provide for the total development of the child's personality by complementing and extending the pattern of informal education that is being provided in the domestic environment. At this level, the children between 3 and 5 years of age are at schools for 15 hours a week.

2. PRIMARY EDUCATION

Primary education centres to children in the age group 6-11. This level of education is compulsory, and lasts five to six years. Children between 5 and 7 years of age pursue an ECE program; those in the age group 8-11 follow the national primary school curriculum. The fundamental goal of primary education is to build a foundation in reading, writing, and problem-solving skills. At this level, the pupils between 6 and 11 years of age are at school for 36 hours a week, five days a week. Each day is divided into seven sessions of thirty-five to forty minutes. Students are evaluated using two-term tests and one annual/promotional examination. In addition, at the end of the primary level students take the Barbados Secondary School Entrance Examination (BSSEE) for transfer to the secondary level.

¹³ Compile by NESCO-IBE

3. SECONDARY EDUCATION

Secondary education is for students aged 11-16 years. This level of education is also compulsory and it lasts five to six years. Students pursue a wide a varied program culminating with the Caribbean Examination Council (CXC) examinations. The principal goal of secondary education is to ensure that all students acquire knowledge, skills, and attitudes which will lay the basic foundation for future jobs, and careers, as well as to ensure high levels of literacy, numeracy, and oratorical; by building on the primary foundation –reading, writing, and problem-solving skills– raising them even higher, and deep levels of understanding across a variety of subject areas.

4. HIGHER EDUCATION (TERTIARY EDUCATION)

On graduating from secondary education, students gain places at the four schools that offer advanced-level programs or at Barbados Community College (BCC). At the BCC, students have the possibility of pursuing the following programs and activities:

- Bachelor Degrees in Fine Arts and Graphic Design
- Associate Degrees in Arts, and Applies Sciences –these include areas such as Mass Communication, Social Work, General Nursing, Medical Laboratory Technology, Pharmacy, etc. –Occupational Education courses and activities; training provided by the Hospitality Institute; ad B.Ed. Tech.Voc.

The Erdiston College is an institution responsible for providing professional training to teachers and administrators in the area of education. It offers training at the level of Diploma in Education and the Certificate of Educational Management and Administration.

The Samuel Jackman Prescod Polytechnic is responsible for developing trade skills and occupational competencies up to the level of skilled artisans.

As a regional tertiary level institution, the University of the West Indies (UWI), which headquarters are located in Jamaica, is in the forefront of the higher education thrust of the government of Barbados. The government provides an annual subvention for the University and pays tuition fees for Barbadian citizen's pursuing undergraduate studies at all three campuses of the UWI. The government sponsors the tuition fees of MBBS (Bachelor of Medicine and Bachelor of Surgery) students at the Mona Campus of the UWI and at the St. Augustine Campus of the UWI on an annual basis.

At all levels, the school year consists of 39 weeks, divided into three terms: September to December, January to April and April to July.

III. TVET MISSION, LEGISLATION AND NATIONAL POLICY OR STRATEGY¹⁴

A. TVET MISSION

It is the overall objective of the National Policy to create a national system of training, which facilitates a sustainable, appropriately trained, productive and flexible labour force that responds readily to changes in trends in industry and to the forces of liberalization and globalization. In order to achieve this objective, objectives that are more precise must be pursued through the implementation of a set of comprehensive, coherent and flexible policies.

B. TVET STRATEGY

The TVET policies have the following objectives:

- To establish a coherent and flexible framework of competency-based qualifications in order to promote high standards of achievement throughout the TVET system;
- To increase the number of persons pursuing vocational education and training as a career;
- To achieve cost-effectiveness, efficiency and student satisfaction by reducing repetitions and duplication of training activities;
- To improve the quality of training;
- To align TVET decisions with opportunities generated by economic development;
- To create an enabling environment that is conducive to life-long learning;
- To create a system of planning and development for TVET;
- To make better use of available resources (coordination of TVET);
- To reduce skill mismatches within the TVET system; and
- To create a culture of entrepreneurship.

C. TVET LEGISLATION

The main legislative acts regulating the TVET system in Barbados include:

- TVET Council Act Cap 1993-11
- Education Acts 1850, 1890, 1981
- The Occupational Training Act Cap 1979-42
- Barbados Accreditation Council Act 2004-11

¹⁴ TVET Council (2003). Investing in our future. A National Policy Framework for TVET in Barbados. Barbados: TVET Council. UNEVOC Centre: Technical and Vocational Education and Training (TVET) Council.

D. TVET FORMAL, NON-FORMAL AND INFORMAL SYSTEMS

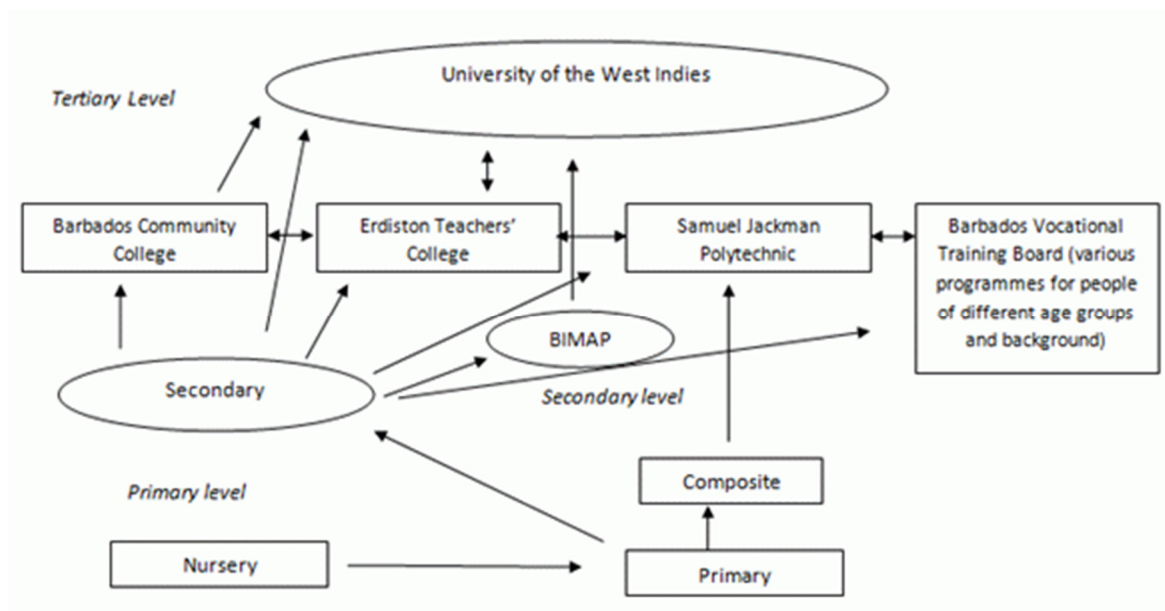


Table compiled by UNESCO-UNEVOC

E. FORMAL TVET SYSTEM

Barbados has a network of schools for all levels of ability, and achieves almost 100% attendance by young people of secondary age. There is a range of public and private technical and vocational education and training providers, and the University of the West Indies plays a significant role in the island's development.

At present technical and vocational education occurs at all levels in the educational system.

At the primary level TVET, subjects are used as one of the means of delivering the general aims of education and in facilitating the acquisition of core skill. The primary schools are not concerned with the delivery of occupational skills to any degree. The secondary educational level is to help students acquire knowledge and skills that will form the basic foundation for future jobs and careers.

F. NON-FORMAL AND INFORMAL TVET SYSTEMS

The Barbados Vocational Training Board (BVTB) organizes a broad range of Programs that are addressed to both employed and unemployed people seeking to improve their qualifications or gain new ones to increase their chances on the job market. The Programs of BVTB are:

Apprenticeship:

Students of 16 years and older who have completed 9 years of formal education can apply for an apprenticeship program. The program is a combination of practical on-the-job training and theoretical training on a day release basis at an approved academic institution. In order to participate in the Program a student should:

- Identify an employer who agrees to train him/her in a chosen trade, or request assistance from the Barbados Vocational Training Board (BVTB) in finding a suitable employer; and
- Have the employer contact the Board to arrange to have a contract drawn up. This contract outlines the responsibilities of the employer and the apprentice.

On successful completion of the Apprenticeship Program, the graduate is awarded a Certificate of Apprenticeship.

Evening Programs

The Program is open to employed and unemployed people and is designed to assist participants in self-development and to help them acquire additional skills. All Programs have duration of 12 weeks. A certificate is awarded upon successful completion of the course.

In Plant Training (in-the-job-training)

The Program is designed for those already in employment granting them an opportunity for skills upgrading and retraining. The courses offered are:

- Occupational health and safety;
- Training of trainers Program; and
- Customized training as requested.

Skills Training Program

The Program offers practical and theoretical training by qualified instructors; mathematical, communication and employability skills; entrepreneurial and small business management training and on-the-job training providing work experience. Upon completion, all participants are issued a certificate of competence.

The Community Development Department acting under the authority of the Ministry of Community Development and Culture is also a training provider. It offers training in two areas: information technology and a community arts career Program. The main objective of the Program is to allow persons to find employment in these areas and /or to enter the Barbados Community College Programs for further training. The Programs of the Community Development Department are addressed mainly to disadvantaged people, including young parents. Each training module has the duration of 3 months and it is especially structured for people with little or no knowledge of computers. There is a wide range of private institutions, including trade unions, which provide technical and vocational training, mainly in the areas of secretarial training, computer studies and industrial relations.

The Barbados Institute of Management and Productivity (BIMAP) provides training relevant to managers and supervisors. This organization is a joint venture between the Government and private organizations.

IV. GOVERNANCE AND FINANCING

A. GOVERNANCE

The TVET Council is the statutory organization set up to make Barbados more competitive through development of its workforce. It is mandated to plan, coordinate and establish standards and qualifications for the discipline of TVET¹⁵.

A critical dimension of its activities is the establishment of a National Vocational Qualifications (NVQs) framework. These NVQs are qualifications that reflect the skills, knowledge and understanding an individual possesses in relation to a specific area of work. The NVQ will signify that the person to whom it is awarded has met the established national occupational standards of competence. This agency prepares plans for TVET in accordance with national policies and economic needs. It also establishes the aforementioned national occupational standards of competence that are used to assist the development of TVET Programs and in the design of internationally recognized competency-based qualifications for TVET. This agency also determines the facilities and resources required to ensure satisfactory standards of TVET and the welfare of students, trainees, and staff of educational institutions. Through the management of the Employment Training Fund, this agency makes grants and loans for the support and provision of TVET.

Other stakeholders that are key to the development of technical and vocational education and training in Barbados are detailed in the following table.

CRITICAL AGENCIES	RELEVANT FUNCTIONS
Ministry of Education and Human Resource Development (MEHR)	The implementation of the Human Resource Development (HRD) Strategy would fall under the mandate of this Ministry. It is responsible for the formulation of education-related and development policies, and for the administration and regulation of associated Programs. Within the context of HRD, it will be responsible for the coordination of all HRD related activities by creating an environment of mutual collaboration and consultation with all other relevant agencies to facilitate the holistic approach that is taken in HRD. To this end, this Government agency would be one of the key agencies involved in achieving this intervention and would be responsible for developing proposals for staffing and seeking approval from the Ministry of Civil Service.

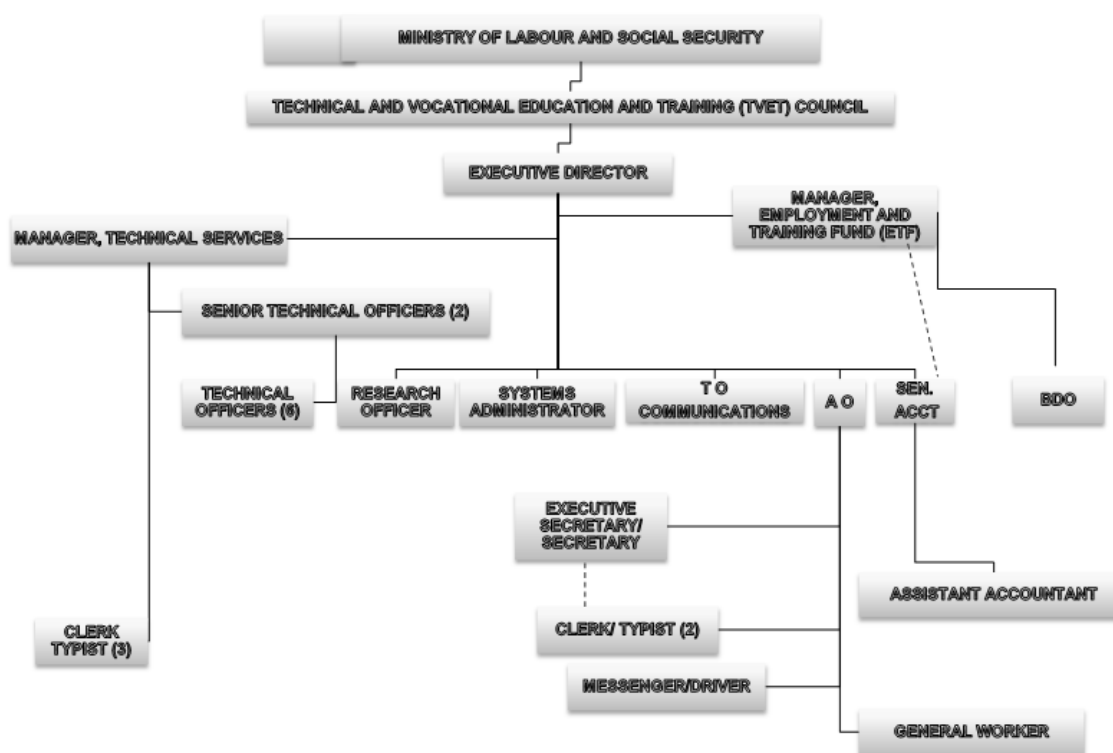
¹⁵ <http://www.tvetcouncil.com.bb/About/WhatistheTVETCouncil.aspx>

CRITICAL AGENCIES	RELEVANT FUNCTIONS
Ministry of Labour (MOL)	<p>This agency acts as a significant counterpart to the MEHR in its HRD efforts. It is mandated to assist the Government and its Social Partners in promoting opportunities for the provision of decent and productive work in a harmonious industrial relations environment where there is freedom of association, equity, security, and human dignity and to provide quality social and economic benefits for Barbadians. This ongoing process involves, inter alia, the following:</p> <ul style="list-style-type: none"> Developing a Barbadian workforce, including persons with disabilities, that is well informed, properly trained and conditioned for the local, regional and extra-regional labour and Encouraging labour force diversity through the expansion and promotion of technical and vocational education and training (TVET). <p>This Government agency is one of the key agencies that would require institutional strengthening. It would therefore be responsible for developing proposals for staffing and seeking approval from the Ministry of Civil Service.</p>
Barbados Accreditation Council	<p>This agency focuses on developing a coherent system of post-secondary or tertiary education and training which assures excellence and integrity to all its stakeholders. One of its main roles is the registration of institutions offering post-secondary or tertiary education and training, and the accreditation of Programs of studies and institutions in Barbados. This accreditation provides recognition of qualifications and transferability locally, regionally and internationally. This agency plays an important role in quality assurance through the accreditation and reaccreditation of Programs and educational institutions. It seeks to develop and sustain a quality culture in post-secondary or tertiary education and training.</p>
MCS: Training Administration Division (TAD)	<p>This agency provides educational quality for public officers, in order to enable the public sector to deliver effective and efficient service to the nation and to facilitate their professional development. It is also responsible for financing any external education and training, whether locally or overseas, to assist with the development of the public sector's human resources. This Division also manages the Training Loan Fund, which is accessible to all public officers who are pursuing professional development areas of study.</p>
MEHR - Tertiary Unit	<p>The Tertiary Unit of the Ministry is charged with coordinating activities pertaining to scholarships, awards, and grants that allow citizens to pursue tertiary level education locally, regionally and internationally. Government provided significant portions of its resources to this area to enable it to meet the human resource needs of the country. This has been achieved through the provision of scholarships, the payment of fees for citizens at the University of the West Indies, and the provision of educational opportunities at the Barbados Community College, the Samuel Jackman Prescod Polytechnic, and Erdiston Teachers Training College. Therefore, this unit also liaise with various educational institutions and Government ministries to identify priority areas.</p>

CRITICAL AGENCIES	RELEVANT FUNCTIONS
National Employment Bureau	As the national employment service, this department offers career guidance and counselling services assistance to job seekers and acts as an educational hub through its One Stop Resource Centre. It also seeks to develop linkages with schools, Government agencies, and non-governmental organizations to assist with the development of educational Programs to meet employment needs.

The following chart shows the TVET Council structure¹⁶:

TVET COUNCIL – ORGANISATIONAL STRUCTURE



B. FINANCE

Government is the main financing provider for TVET and general education, which is free from primary to the tertiary level. However at the post-secondary level students are required to pay certain fees that may include registration, student identification, material fees, medical insurance, etc. A training levy is also in place when employers and employees pay 0.5 percent each of the salaries and wages that are subject to national insurance. The TVET Council receives part of the levy to finance its operations of the Employment and Training Fund (ETF).

¹⁶ <http://www.tvetcouncil.com.bb/About/OrganizationalStructure.aspx>

The Fund is generally used for promoting and supporting training and the upgrading of skills for the labour force. According to the TVET Council Act (adopted in 1993) the aim of the ETF is:

- To provide financial assistance such as grants and loans for training and skills upgrading;
- To subsidize the costs incurred by employers in training and retraining of employees in accordance with criteria established by the Council; and
- To support training Programs in accordance with national priorities, including training for retrenched workers and self-employed persons.

Apart from the levy, the ETF is funded from moneys voted by Parliament for the purposes of the Fund or any other moneys, whether from gifts, grants or otherwise provided for its purposes. ETF provides up to 75% funding for eligible training Programs.

The ETF is a Government-administered facility that provides grants to upgrade the training of persons at all levels: workers, supervisors, managers and owners.

Individual businesses, business associations, consortiums, training institutions and non-profit organizations can apply to the fund. The ETF also serves unemployed persons and retrenched workers. However, individuals are not eligible to apply.

The ETF is funded out of the Training Levy that is paid by all employers and employees. The ETF funds can be accessed in two ways:

1. Training programs in accordance with national priorities (Macro Program): ETF provides grants to training institutions, employer groups and non-profit organizations for training projects that don't currently exist but are linked to economic and social development. This program includes training for self-employed, unemployed and retrenched persons.
2. Employer training subsidies program (Micro Program): ETF provides grants to employers to do customized, in-house training or institutional training to upgrade their workers' skills. Conditions apply.

Conditions of the Fund require:

- The proposed training program must prepare participants for occupations that need to be filled. Applicants must provide at least 25% of the total program cost.
- Training must be done in Barbados and be completed within 12-months.
- Applicants must have paid all monies due to the Training Levy of the National Insurance scheme

A diverse range of programs are supported by the ETF including:

- Skills training in the construction industry for artisans
- General management training for small farmers in agriculture
- Upgrading the mechanical maintenance skills of sugar factory workers
- Computer application courses for small business managers

- Information Technology courses for unemployed persons
- Customer relations training for workers in the retail, petroleum products, restaurant, hotel, beer and soft drink industries
- Supervisory training for foremen and small contractors in construction
- Solar photovoltaic systems maintenance
- Geographic/Land Information Systems management
- Training of workers for the hotel industry programs
 - Training for Public Service Vehicle operators

The ETF does not support professional training programs involving the upgrading of skills of personnel such as doctors, accountants, lawyers and architects. The ETF also does not support programs in higher education leading to advanced diplomas, degrees etc.

Priorities are determined by labour market demands so training is targeted at high-demand occupations and industries where there are skill shortages:

- Information Technology
- Computer Assisted Design and Manufacturing
- Solar Photovoltaic applications
- Quality Management
- Small Business Management
- Customer Service
- Food and Beverage Control
- Property Maintenance
- Boat Building
- Nursery Care Services
- Care of the Elderly
- Agriculture

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C. TVET TEACHERS AND TRAINERS

Teaching staff in Barbados is divided in different levels depending on the qualifications of teachers. The levels are as follows:

- Untrained teacher: minimum qualifications to teach at this level are four subjects from a combination of Basic Proficiency I and General proficiency I,II and III levels of CXC *;
- Qualified teacher: teaching at this level requires entry-level qualifications and a diploma or certificate of training recognized by the Ministry of Education (e.g.: Erdiston teacher Training Certificate);
- Graduate teacher: requirements for this teaching level is a degree from a university or any qualification approved by the Ministry as being equivalent to a degree; and
- Professor: a Professor teaching at a college level is required to have a degree and a teacher training certification, whereas a professor teaching in the university preferably should hold a Doctor of Philosophy degree in a relevant discipline.

V. QUALIFICATIONS AND QUALIFICATIONS FRAMEWORKS

A. SECONDARY VOCATIONAL EDUCATION

Secondary Level – Caribbean Examinations Council certificates and Caribbean Vocational Qualifications (CVQs)

B. POST-SECONDARY VOCATIONAL EDUCATION

- Post-Secondary Level – City and Guilds certificates, National/Caribbean Vocational Qualifications, (N/CVQs), Associate Degrees
- Higher Education Level – Bachelor Degrees

For Barbados¹⁷, an Occupational Standard is a national specification of competent performance in the work-place. It defines an element of competence, which people are expected to achieve in the real work environment. It is written in terms shared by all occupations in the sector. These elements represent best current practice and include detailed specifications against which performance can be measured.

Occupational Standards are detailed written descriptions of what an employee is expected to know and do in his/her work role. They are benchmarks against which the actual performance of people in occupational roles can be measured or assessed and form the basis of Caribbean/National Vocational Qualifications (C/NVQs).

¹⁷ <http://www.tvetcouncil.com.bb/OccupationalStandards/How-to-Use.aspx>. Retrieved on April 1, 2015

An Occupational Standard is expressed in a pre-established format that has: a title, performance criteria, and range indicators. The Standards, when used in NVQs/CVQs, are accompanied by: a specification of evidence that is required for assessment, and the rank of indicators are made more specific, becoming range statements.

Related Occupational Standards are grouped together to form a Unit - the smallest separate qualification. Units are assembled into NVQs/CVQs, and tailored to describe the competence required for a full occupation.

Core Skills are common to a wide range of tasks. The six core skills in Barbados are:

- Communication
- Application of numbers
- Information technology
- Working with others
- Improving one's own learning and performance
- Problem solving

These are transferable skills which play an important role in developing personal effectiveness in working life and in the application of particular vocational skills.

Core Skills Standards have been developed by the TVET Council.

N/CVQs cover five levels of competence, with Level 5 being the highest:

- Level 5 - Chartered, professional and senior management occupations
- Level 4 - Technical, specialist and middle management occupations
- Level 3 - Technical, skilled and supervisory occupations
- Level 2 - Skilled occupations
- Level 1 - Entry level occupations

Barbados has a Qualifications Database as of April 1, 2015 comprised of 61 standard qualifications. The database has NVQ and CVQ.

Some of these standards (34%), related to the tourism industry or sector are:

1. Art and Craft Production Textile Fibre Level 1 (CVQ)
2. Bar Service Level 1 (NVQ)
3. Business Administration Level 1 (NVQ)
4. Customer Service Level 2 (NVQ)
5. Developing a New or Existing Business Enterprise Level 3 (NVQ). This qualification aims to reflect the essential knowledge, understanding and competence needed to set up and run a small business and allow candidates to progress personally and professionally.
6. Entertainment and Events Technology Level 1 (NVQ)
7. Food and Drink Service Level 1 (NVQ)

8. Food and Drink Service Level 2 (NVQ)
9. Food Preparation and Cookery Level 1 (NVQ)
10. Food Preparation and Cookery Level 2 (NVQ)
11. General Office Administration Level 1 (CVQ)
12. Housekeeping Level 1 (NVQ)
13. Housekeeping Level 2 (NVQ)
14. Management Level 2 (NVQ)
15. Management Level 3 (NVQ)
16. Marketing Level 3 (NVQ)
17. Massage Therapy Level 3 (CVQ)
18. Massage Therapy Level 4 (CVQ)
19. Painting and Decorating Level 2 (CVQ)
20. Reception Level 1 (NVQ)
21. Reception Level 2 (NVQ)

C. NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

Barbados has developed a Human Resource Development Strategy 2011-2016 that includes a National Qualifications Framework (NQF). Barbados is in the early stages of developing a NQF through the Barbados Accreditation Council (BAC), however has achieved very important actions and results.

According to the Barbados Human Resource Development Strategy 2011 – 2016, the National Qualifications Framework (NQF) will be the major mechanism to transform education and training in Barbados. Through well-planned educational initiatives such as the NQF, individuals will be given the opportunity to gain quality assured, nationally and regionally-recognized qualifications, and recognition and credit for the acquisition of knowledge and skills. By design, the NQF will¹⁸:

- Consolidate the delivery of education and training under a single framework;
- Make it easier for learners to enter the educational system and to move and progress horizontally and vertically within it;
- Improve the educational quality in Barbados;
- Expand access to learning and work opportunities for all; and
- Enable learners to develop to their full potential.

In the context of Barbados and the wider Caribbean, a National Qualifications Framework is defined as: “The single description, at the national level of the education and training system, which is internationally understood and through which all qualifications and other learning achievements in education and training may be described and relate to each other in a coherent way and which

¹⁸ Barbados Human Resource Development Strategy 2011 – 2016 p. 27

defines the relationship between educational qualifications”. (Adapted from European Framework for Qualifications of the European Higher Education Area, 2005, pps. 32-33).

The proposed Barbados National Qualifications Framework accordingly to the Barbados Human Resource Development Strategy 2011 – 2016 will comprise 8 qualification levels and 2 access levels, reflecting the current system of education and training in Barbados. The levels of the Framework are described by a set of BNQF Level descriptors designed to provide a general understanding of each BNQF level as shown at Table 1.

TABLE 1
PROPOSED BARBADOS NATIONAL QUALIFICATION FRAMEWORK

Levels	Sectors			Lifelong Learning
	General Education	Technical & Vocational	Tertiary Education	
8		C/NVQ 5	Doctoral Degree	PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)
7			Master's Degree	
6			Post Graduate Certificate & Diploma	
5		C/NVQ 4	Bachelor's Degree	
4	Associate Degree	C/NVQ 3	Advanced Diploma	
3	Certificate III		Diploma	
2	Certificate II	C/NVQ 2	Certificate	
1	Certificate I	C/NVQ 1	Certificate	
Access 2				
Access 1				

The BNQF level descriptors which have been proposed each have 3 characteristics (Knowledge and Understanding, Skills, Autonomy and Responsibility) and provide a reference point for determining the level of a qualification, learning program module or unit of learning or for the recognition of prior learning. They are not intended to give precise or comprehensive statements of required learning for individual qualifications.

The BNQF Level Descriptors allow broad comparisons to be made between qualifications and learning programs achieved in different contexts. They apply to learning based on “learning outcomes” that is subject to reliable and valid methods of quality-assured assessment. The eight (8) levels of the BNQF will be described through learning outcomes based on the following three (3) characteristics:

- Knowledge and Understanding;
- Skills;
- Autonomy and Responsibility and Life Skills

The three (3) strands in the Level Descriptor are showed in Table 2.

Characteristic	Description
Knowledge and Understanding (Mainly subject-based)	The knowledge and understanding which underpins the achievement of skills and competence varies according to the complexity and breadth of learning. BNQF Levels begin with a basic knowledge of facts and progress to a point where learners are required to reflect on that body of knowledge and reason why it is correct or incorrect, and then adapt or develop new knowledge accordingly
Skills (applied use of knowledge and understanding)	Competent practice and the development and use of skills come through the application of knowledge and understanding. This involves being able to contextualise knowledge to apply it in a variety of different situations and practices. BNQF levels progress from relating knowledge of a few simple everyday contexts to using a range of complex skills, techniques and practices. Learners demonstrate originality and creativity in the development and application of new knowledge and understanding.
Autonomy Responsibility and Life Skills	The nature of working relationships, levels of responsibility for self and others and managing change, the ways in which individuals work, and the impact if this on their job role and other individuals. BNQF Levels progress from working alone on simple and routine tasks under direct supervision, to becoming increasingly autonomous and accountable within a work role, becoming either more independent or more focused on management and leadership, becoming more self-critical and being able to reflect on ethical and professional issues. The Life Skills' are defined as psychosocial abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They are normally loosely grouped into three broad categories: cognitive skills for analysing and using information, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others.

There is also a proposed Credit Scheme per Qualification Level for the Barbados National Qualifications Framework, as follows:

LEVEL	TITLE	CREDIT RANGE
8	Doctoral	Not Credit Rated
7	Masters	35-45
6	Post Graduate Diploma Post Graduate Certificate	Minimum 30 16-29
5	Bachelors	90-120
4	Associate Degree	Minimum 60
3	Diploma Advance Certificate	Minimum 30 16-30
2	Certificate Level 2	16-30
1	Certificate Level 1	1-15

D. QUALITY ASSURANCE

The Barbados Accreditation Council (BAC) is a quality assurance body for tertiary education and training. It establishes guidelines procedures and standards for institutions seeking accredited status for particular Programs.

When the institution is granted with the accreditation by BAC, it is an expression of confidence in the institution's operation. The accreditation process is intended to strengthen and sustain the quality and integrity of educational provisions.

BAC provides benchmarks against which educational Programs can be measured against employment requirements.

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VI. CURRENT AND ONGOING REFORMS, PROJECTS, AND CHALLENGES

A. CURRENT REFORMS AND MAJOR PROJECTS

The Barbados Human Resource Development Strategy for 2011-2016 approved by the Ministry of Education and Human Resource Development and the Ministry of Labour in 2010 is the main framework document that defines the necessary critical strategic interventions and the outputs, outcomes and indicators for Human Resource Development for the period of 2011-2016. A multi-sector approach is used for the first time in Barbados where the development of human capital was previously driven by various agencies without an overreaching cross-sector development strategy. The multi-sector approach involves the execution of development initiatives by different Ministries and private and public entities that aim to improve the collective development of Barbados' human resources in key areas including Technical and Vocational Education. The main goals of the Strategy are:

- The creation of an enabling environment for human resource development through institutional strengthening and capacity building;
- Development of an internationally-recognized national qualifications framework;
- Development of a demand-driven professional development and training services;
- Rationalization of knowledge management systems and improved information access; and
- Enhancement of research to improve innovation, entrepreneurship, and development capacity.

B. CHALLENGES

Main challenges facing TVET in Barbados concern:

- Recognition of TVET qualifications by employers, when graduates holding TVET qualifications at levels of certificate and diplomas are not generally recognized or remunerated accordingly;
- The absence of a well-established National Qualifications System (NQF); and
- The fragmentation of the responsibility for the TVET system between different government ministries.

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VIII. ABBREVIATIONS AND ACRONYMS

TVET	Technical and Vocational Education and Training
BCC	Barbados Community College
BVTB	Barbados Vocational Training Board
CARICOM	Caribbean Community
CXC	Caribbean Examination Council
ETF	Employment and Training Fund
NVQ	National Vocational Qualifications
TVETC	TVET Council
YES	Youth Entrepreneurship Scheme