



**EXECUTIVE SUMMARY
FINAL REPORT**

**TRAINING FOR CAREERS IN
SUSTAINABLE TOURISM**

April 15th, 2015

**STUDY ON
TECHNICAL AND
VOCATIONAL
EDUCATION
AND TRAINING
(TVET) IN
TOURISM IN
THE GREATER
CARIBBEAN**



With many thanks to the French Development Agency (AFD) for financing this study.

Region: Caribbean

Project Name: Training for Careers in Sustainable Tourism

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Title of Consulting Services: Study on Technical and Vocational Education and Training (TVET) for Tourism in the Greater Caribbean

Date: October 2014 to April 2015

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) 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.



TECHNICAL TEAM

In October 2014, CERTIFICA was commissioned by the Association of Caribbean States (ACS) to undertake a Study on Technical and Vocational Education and Training (TVET) in tourism within the Greater Caribbean, with the support of the French Development Agency (AFD, for its French acronym).

CERTIFICA designated a team of four specialist professionals and three support professionals that for six months were dedicated, among other activities for this project, to collect the education and training offer for tourism within the region, in order to develop the Tourism and Hospitality Technical and Vocational Education and Training Catalogue of the Greater Caribbean.

Carmen Rosa Pérez Aguilera, General Coordinator and Sustainable Tourism Expert	Responsible for directing, organizing, coordinating and controlling all project/consultancy activities; as well as the analysis and collection of information for the project and the definition of the quality standard for this consultancy.
Denia Eunice Del Valle Barrera, Tourism and Human Resources Expert (Technical Coordinator)	Responsible to oversight the technical activities of the project/consultancy. Lead the research on national, regional and international initiatives of technical and vocational education and training programs, offer, demand and related institutions; develop the Tourism and Hospitality TVET Catalogue and outline existing gaps, needs, challenges and priorities in relation to TVET in the tourism industry.
Gladys María Graciela Padilla, Competency-based Models Expert	Responsible to provide recommendations to address the gaps, needs, challenges and priorities identified, as well as on how to strengthen regional training institutions and build the Regional Framework for a multi-stakeholder public-private-partnership approach to implement a comprehensive technical and vocational training and capacity building program based on the International Labour Organization (ILO) competency based education and training (CBET) model.
Raúl Palma Hernández, Tertiary Education Expert	Responsible to conduct the activities related to training and career development offer as well as developing skills; identify national, regional and international stakeholders relevant to the establishment and or implementation of tourism and hospitality training programs.

María Damaris Chaves Garita, French-Speaking Countries Researcher	Responsible to lead the data and information collection related to TVET in the Overseas Territories, release interviews with local stakeholders and build the Case Study of Guadeloupe for the Associated Members Sub-region.
Stephanie Simion, French-Speaking Countries co-researcher and French Translator	Support in the data collection and information for the Overseas Territories and follow up to key stakeholders, and translate from Spanish to French, the first part of the Final Report of the Project, the TVET Regional Framework Proposal for the Greater Caribbean and compile the tourism education and training offer of the French speaking countries.
Claire Dallies, Ecotourism Expert and Juan Arturo Sánchez, both French Translators	Translate from English to French the second part of the Final Report, the TVET Glossary and the introduction of this catalogue.
Claudia María Calderón, Technical Assistant	Provide assistance in organizing data, follow-up on questionnaires and set-up interviews; as well as in collect information.

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I. Introduction

This report focuses on the activities carried-out by CERTIFICA during the six months of execution of the Study on Technical and Vocational Education and Training (TVET) in Tourism in the Greater Caribbean as part of the “Training for Careers in Sustainable Tourism” project, regarding the research and identification of the technical and professional institutions offering courses, training and educational programs for tourism.

The report outlines activities were conducted from December 2014 to April 2015 and, summarizes the main findings. The achievement of the projects objectives is assessed against the approved Work Plan. This report is a synthesis of the outcomes/documents produced during the consultancy:

1. Tourism and hospitality TVET catalogue: A compendium of the formal, non-formal and informal training offer in the Greater Caribbean.
2. Eight TVET Cases of Study
 - i. CARICOM: Bahamas, Barbados, and Jamaica.
 - ii. Central America: Costa Rica and Guatemala.
 - iii. G3: Mexico.
 - iv. Non-grouped: Dominican Republic.
 - v. Associated Members: Guadeloupe.
3. Regional Framework Proposal: “Competency-Based Education and Training for Tourism in the Greater Caribbean System”
4. TVET Glossary

A. Project Background

Tourism is a major competitive industry at the Greater Caribbean region (the largest growth industry in the region), recognized for generating foreign exchange, being a major activator of micro, small and medium size businesses, and a great employment generator. On a global level, tourism is the world’s fastest growing sector and the UN-WTO statistics and predictions prove to continue on this path; together with telecommunication and information technology, international experts predicted that tourism could become one of the three key industries leading the service economies.

The tourism is a service industry and is naturally linked to the human factor, in both ways, as providers as well as consumers. People are the immediate consumers of the tourism product and the extent of their experience affects the human interaction at the destination, accommodation or service facility. The global tourism significant growth, that has been outstanding after three decades of increment in tourist arrivals and foreign exchange earnings, the prospects for continuing growth and the fact that it is essential to the economies of the Caribbean islands and in-land countries, has given rise to the issue of the development of human resources in various areas in order to achieve a successful and competitive economic sector.

The development of human resources correlates to tourism related jobs and careers; industry restructuring, organizational reengineering and quality concepts (in terms of service provided to the guest and quality of work for the employee) are, rapidly changing the workplace “map”. Information technologies are also transforming the travel and tourism industry requiring more highly skilled workers.

Increasingly, all tourism operators are providing cross training for their employees, to empower them with multiple-skills. The lack of skilled workers in the industry at all levels has been cited by Regional Agencies, including the Caribbean Tourism Organization (CTO) and the Central American Tourism Integration Secretariat (SITCA), as a weakness and one of the factors contributing to the increasing loss in revenue and tourist arrivals to the Region’s destinations. Therefore, positive impacts on employment and more generally on the competitiveness of the ‘Caribbean Brand’ will depend on the skill level, competency, and professionalism of the workforce.

B. Definition of Technical and Vocational Education and Training (TVET)

There is no universally accepted definition of technical and vocational education and training (TVET). As a field, it is continually changing, usually in response to the demands made upon it (McLean & Wilson, 2009). According to UNESCO, Technical and Vocational Education and Training (TVET) is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life.¹ In other words, TVET is concerned with the acquisition of knowledge, skills and attitude for the world of work.

In this broad definition, TVET refers to a range of learning experiences, which are relevant to the world of work. The learning experiences may occur in a variety of learning contexts, including educational institutions and work places. There are vast differences between the different systems of TVET and their social contexts. In addition, the increasingly complex demands of globalization and the social and economic changes have significant implications for TVET.²

TVET also refers to deliberate interventions to bring about learning which would make people more productive (or simply adequately productive) in designated areas of economic activity (e.g., economic sectors, occupations, specific work tasks). This is the distinctive purpose of TVET.

TVET refers to education and training that prepares people for an employment and makes them more productive in various economic fields². TVET enhance human potential and diversifies people's choices in order to promote self-employment and entrepreneurship development.

The most challenging task of TVET is to produce the right type of skilled workforce who is able to match the need of the market demand in a timely manner. Yet, the main objective of TVET is to train youths and adults alike, readying them for labour market. TVET is a complex and multi-dimensional field. It includes both secondary and tertiary level education, as well as technical and vocational training institutions that are the locus of middle-level technical worker training.

C. TVET Interventions

Employability refers to a person's capability of gaining initial employment, maintaining employment (including the ability to make transitions between jobs and roles within the same organization to meet new job requirements) and/or obtaining new employment if required.³ It is therefore a concept that can be applied to both employed people seeking alternative jobs or promotion and unemployed people seeking work. The following logic model⁴ provides a very simple representation of the relationships among (a) the resources that are invested (b) the activities that take place and (c) the benefits or changes that result as a sequence of events.

All interventions will have positive and negative impacts, both of which were taken into account for the regional framework proposal. A key question concerning labour market interventions, including those offering TVET opportunities is whether job creation is additional or not. It is important to take into consideration that even if found to be effective, the TVET intervention may not generate any additional employment; it may only be affecting who gets employed, not the level of employment. It is recognized that determining the "additionality"⁵ of any employment effects is methodologically very challenging.

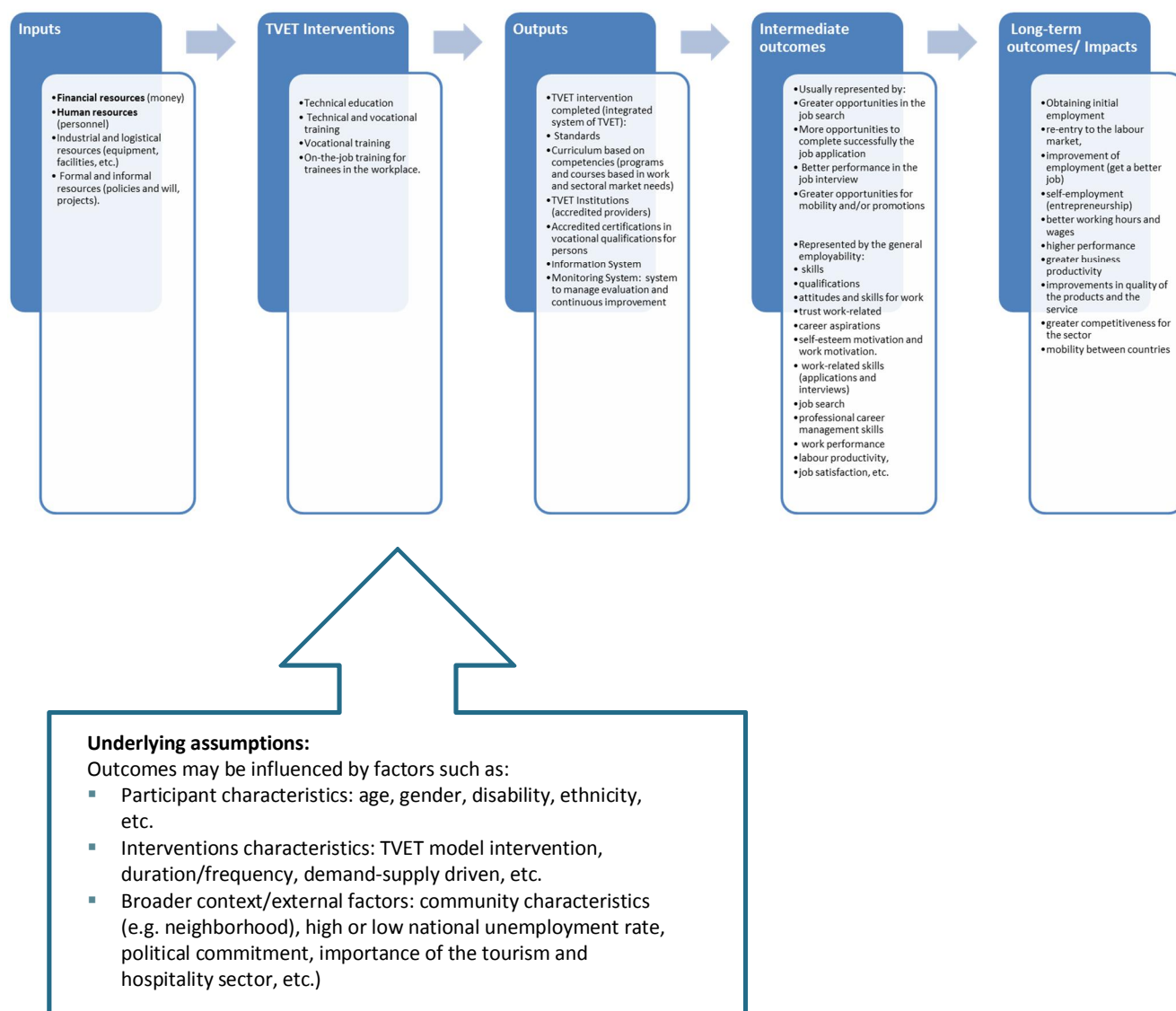
¹ UNESCO, Revised recommendation concerning technical and vocational education (2011)

² Curriculum Development in Vocational and Technical Education: Planning, Content, and Implementation. Curtis R. Finch, John R. Crunkilton (1999).

³ Employability: Developing a Framework for Policy. Hillage & Pollard, 1998

⁴ www.campbellcollaboration.org

⁵ Additionality: Extent to which a new input (action or item) adds to the existing inputs (instead of replacing any of them) and results in greater aggregate. Business Dictionary (<http://www.businessdictionary.com/definition/additionality.html>)



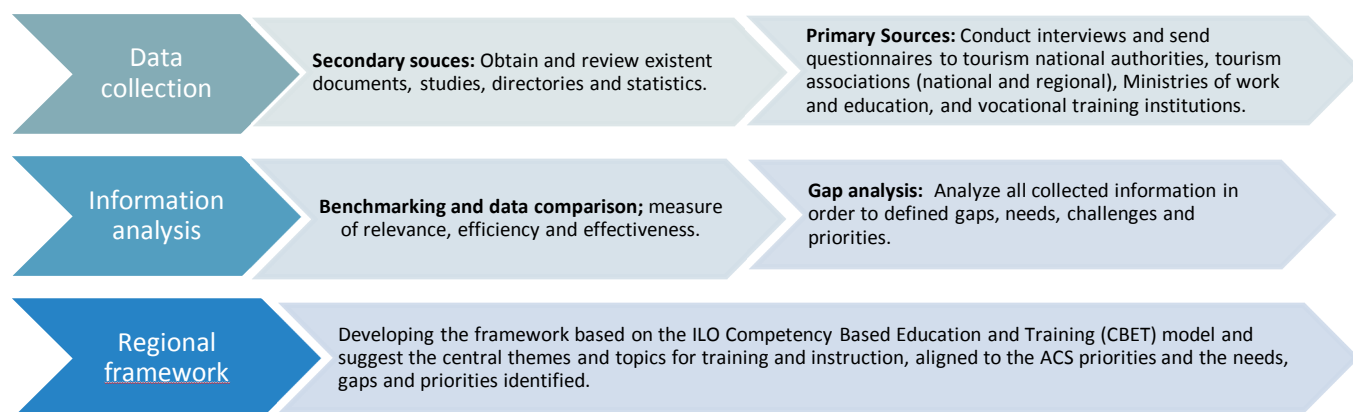
D. Levels of Qualifications and Related Competences

A Qualifications Framework (QF) is an instrument for the development, classification and recognition of skills, knowledge and competencies along a continuum of agreed levels. It is a way of structuring existing and new qualifications, which are defined by learning outcomes. The QF indicates the comparability of different qualifications and how one can progress from one level to another.⁶ The number of levels in a national or regional framework varies from 8 to 10 levels, but they include from pre-school to top-graduate studies and are referred to the whole Educational System. For this consultancy CERTIFICA developed a 5-level framework that is only referred to TVET and higher education programs for the tourism and hospitality industry as follows:

⁶ An Introduction to National Qualifications Frameworks: Conceptual and Practical issues for Policy Makers. International Labour Organization (2007).

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

II. Methodology Applied in Data Collection



A. E-Surveys

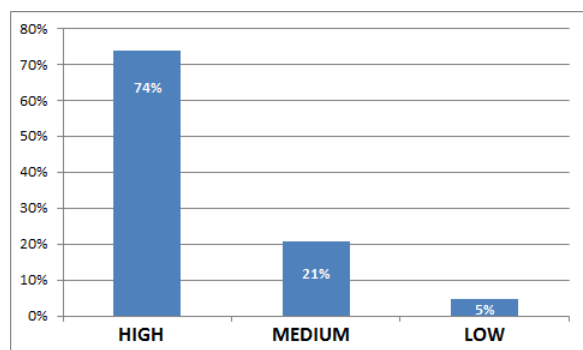
In order to provide recommendations to address the gaps, needs, challenges and priorities identified for the Tourism Industry and to complement the information collected during phase 1 of the consultancy, we performed two on-line surveys.

One of the e-surveys was for the training and education for tourism services providers, including secondary and post-secondary institutions, colleges, universities and technical and vocational training institutes. Responses from contacts of Barbados, Belize, Colombia, Costa Rica, Dominica, Guadeloupe, Guatemala, Haiti, Honduras, Martinique, Mexico, Panama, Trinidad & Tobago, and Venezuela were received.

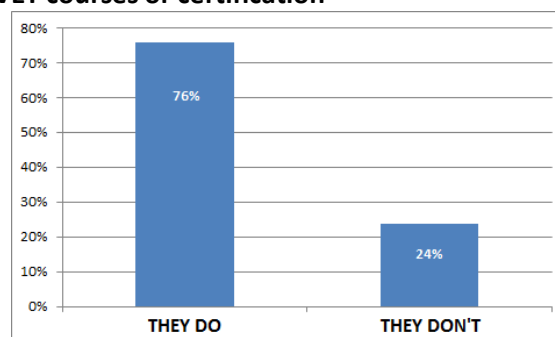
The other e- survey targeted the government representatives of the tourism education and labour sectors. In some countries it also included economic, development and environmental institutions that are also offering training and courses for tourism businesses. This questionnaire was answered by contacts from Belize, Colombia, Dominica, El Salvador, Guadeloupe, Guatemala, Haiti, Honduras, Mexico, Panama, Trinidad & Tobago, and St. Vincent & the Grenadines.

1. TVET providers survey

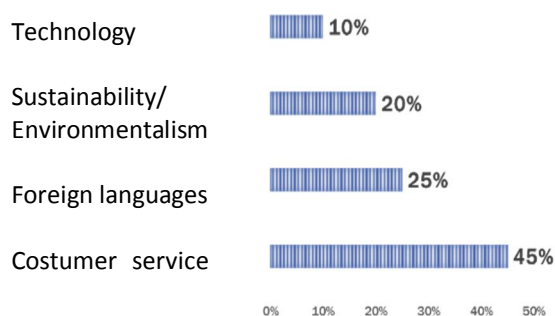
Importance of the tourism and hospitality industry



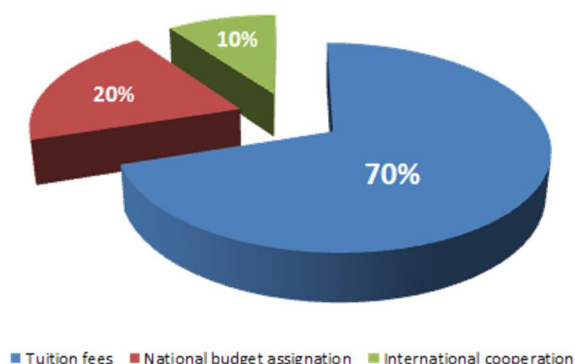
Interest perceived from tourism business to attend TVET courses or certification



Prioritized training offer topics for tourism and hospitality



Funding sources



Priorities

- Students to get the proper certification to start exercising their skills after graduation.
- Provide high-quality training programs attending the needs of the country and the industry.**
- Hired highly qualified lecturers and instructors.

Opportunities

- To develop a cadre of competent, specialized, and qualified personnel to meet the needs of the industry.
- Networking between the hospitality industry and training institutes, including secondary and post-secondary schools that offer tourism programs.
- To implement the competency-based profiles.**
- Diversification of tourism services and products.**

Needs

- Funds to build proper infrastructure and facilities
- Scholarships and international internships
- Develop programs for high levels of competency (4-5 levels)**
- Induce municipalities in the training and education sector programs.**
- Increase participation of private sector in developing policies, competency-based standards and training programs.**
- Develop e-learning platforms for tourism**
- To diversity methodologies of TVET.**

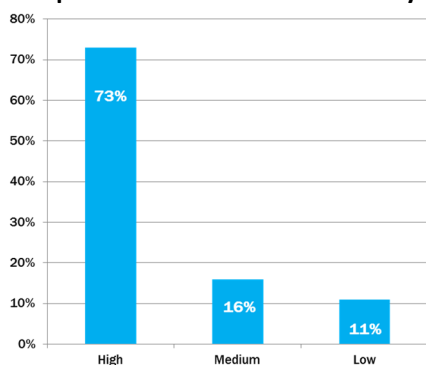
Challenges

- Find certified or highly qualified trainers and lecturers.
- CVT to become a requirement for employment.
- Career guidance in work competency and experience within the tourism sector.
- Diversification of tourism services and products.
- Lack of skilled/trained human resources.

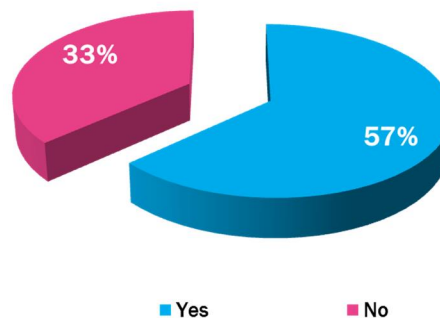
We can conclude then that tourism industry is important for the majority of the countries in the Greater Caribbean, and that tourism businesses are interested in attending the TVET courses and programs offered by various types of educational institutions and/or are interested in obtaining the certification of vocational qualification. The training offer still focused on traditional topics and tuition fees are the main funding source of TVET providers. Most of the priorities are not devoted to benefit from the opportunities, nor attending the needs, or deal with the challenges identified.

2. Government representative's survey

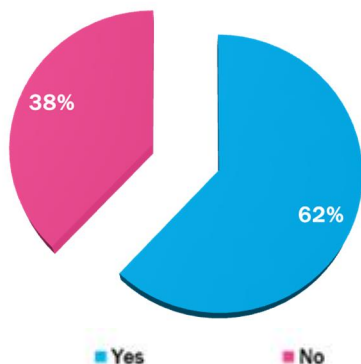
Importance of the tourism industry



Country has developed a TVET scheme / policy / strategy



TVET scheme is addressing tourism and hospitality industry



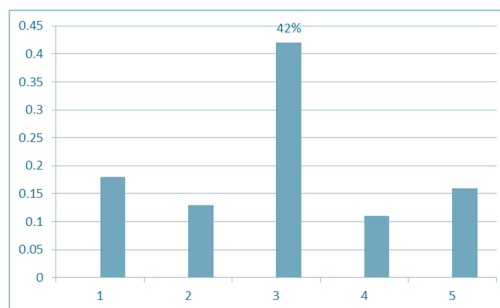
Topics that require additional and specific competency-based training (top five of 10).

Education and training tourism areas	Rank 1- 10
Foreign languages (French, German, Spanish, Portuguese, Cantonese, among others)	8.49
Sustainable Tourism (environmental management and preservation of natural resources best practices)	8.12
Multi-destination promotion	7.97
Promotion of cultural aspects such traditions, art, handicrafts and gastronomy manifestations, among others.	7.86
Marketing general knowledge.	7.69

Competencies that need to be strengthened (top 5 of 22)

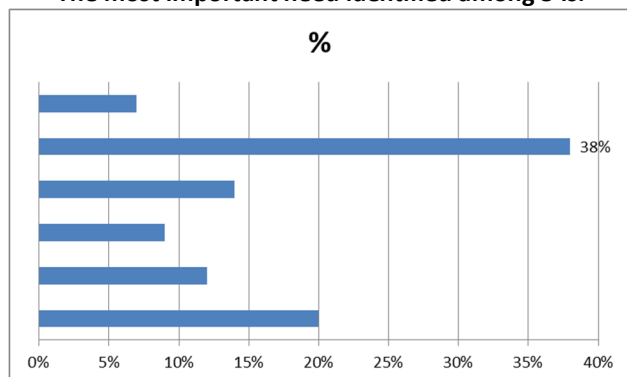
Competencies	Rank (1 – 5)
Work spirit and ethics	4.53
Language skills	4.50
IT competencies	4.29
Sustainable tourism knowledge and commitment	4.27
Leadership	4.23

The most important priority identified, among five, is:



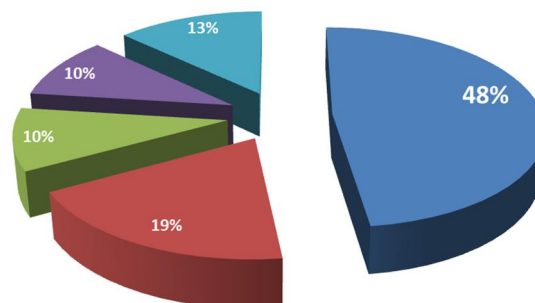
Develop policies that are internationally benchmarked and driven by labour market needs (42%)

The most important need identified among 5 is:



Making education and training more responsive to changing labour market demands and career opportunities (38%)

The most important challenge identified among 5 is:



Diversification of economic activities covered by the present TVET scheme in your country.

III. Regional Framework Proposal: “Competency-based System for the Technical Education and Training for Tourism in the Greater Caribbean”

A. TVET Framework Concept

A TVET Framework is an instrument for the development and classification of qualifications (sectoral, national or regional level) according to a set of criteria (descriptors) applicable to specified levels of learning outcomes.⁷ The key to successfully implement a TVET regional framework is to develop mutual understanding amongst member countries of what they want do, what they want to achieve, and how they want to approach the process of design, development, commissioning and even the future evaluation of the system. The TVET regional framework will act as an instrument to: promote and monitor the improvement of the training and education systems:

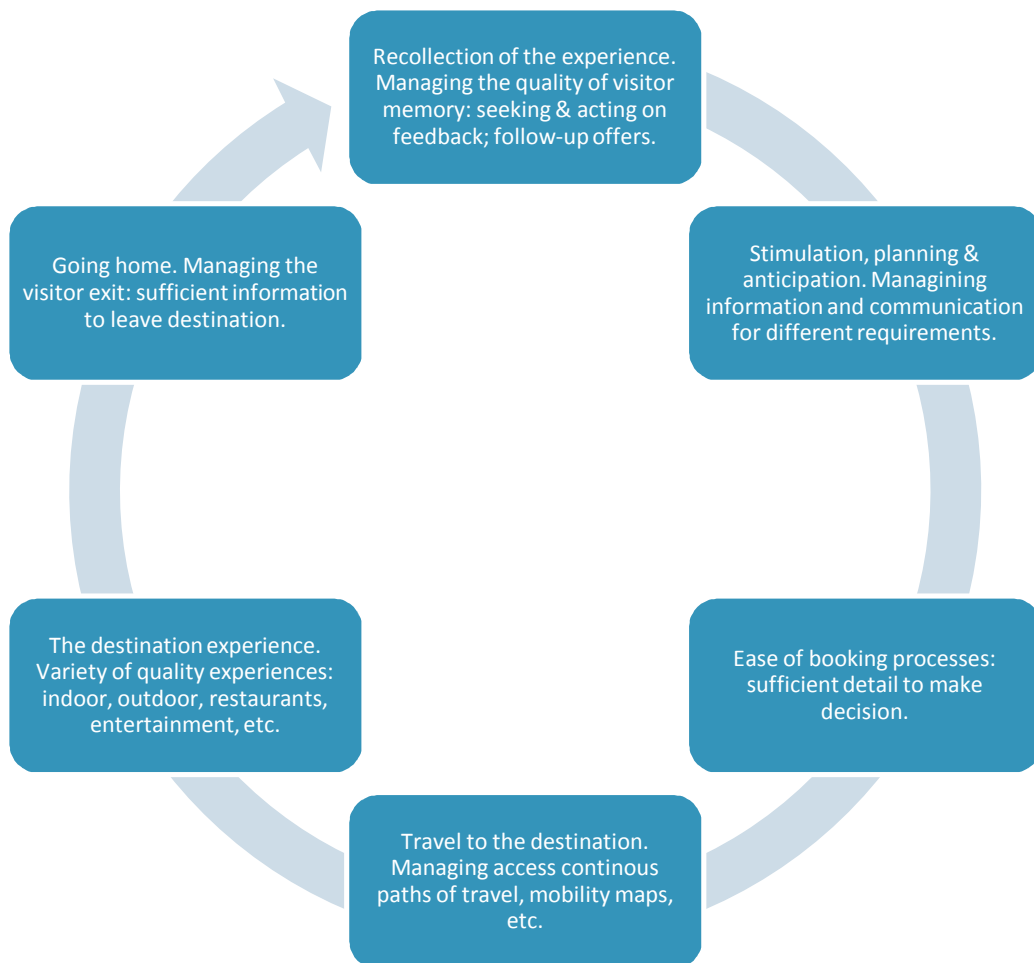
- As a reference to the tourism sector competencies;
- As a self-evaluation tool.

Based on the research, e-surveys and field visits and cases of study developed it is clear that training of studies and personnel should be designed according to a number of important parameters including:

- The context of training (for student education, job trainee, employee-in-service-training, manager of other professional).
- The trainee’s prior qualifications, knowledge and experience.
- The level of the training to be delivered – related to the particular role and job specifications (competency-based profiles).
- Tourists’ specific requirements, arising from customer service, health conditions and other factors. Visitors may require different services at different points. The figure below illustrates the six phases of the visitor journey⁸.

⁷ Transnational Frameworks. Andrea Bateman, Bateman & Giles

⁸ Adapted from best Practice in Accessible Tourism. Dickson, T. and Darcy, S (2012). Australia.



B. Greening TVET

The increase on importance of the sustainable development agenda, suggests that TVET must be driven to enhance of increase and development base low-carbon and climate change adaptation. Within the UN Decade of Education for Sustainable Development (ESD) Green TVET plays a significant role not only developing human and social capital, but also in promoting necessary skills, knowledge and expertise needed for more sustainable and greener economies.

Technological and societal development growing concerns about climate change, environmental degradation and scarcity of recourses 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.⁹ This requires promoting a methodological and systematic view of new Jobs and demands of qualifications, and support TVET institutions to develop their capacity, adapting to these trends. TVET plays a significant role in the development of human and social capital; but also in promoting the knowledge and experience required to build an economy and society environmentally responsible and respectful of multiculturalism. . In order to stay ahead, the TVET regional framework of the Greater Caribbean, needs to insert Green TVET as a cross-cutting topic to address the socio-cultural, environmental and economic aspects of sustainable development in a comprehensive way.

⁹ UNESCO-UNEVOC. Promoting learning for the world of work: http://www.unevoc.unesco.org/go.php?q=page_greening_tv&lang=en

C. Analysis of the generalized problems in education and training for the tourism sector of the Greater Caribbean Region

It is evident that the current systems of education -training for the development of skills, global levels (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 there is an analysis of the challenges, needs and priorities identified; as well as 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, these 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) Shortage 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. Proposal for the Greater Caribbean Regional Framework: “Competency-based Technical and Vocational Education and Training (TVET) for Sustainable Tourism System”

In the full proposal document, there is detailed 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 of tourism of the Greater Caribbean, which includes: organizational framework, proposed organizational chart, stakeholders roles, stages of labour competency-based management model, interrelation of components and systems to be implemented, implementation phases, and actions to perform and timetable.

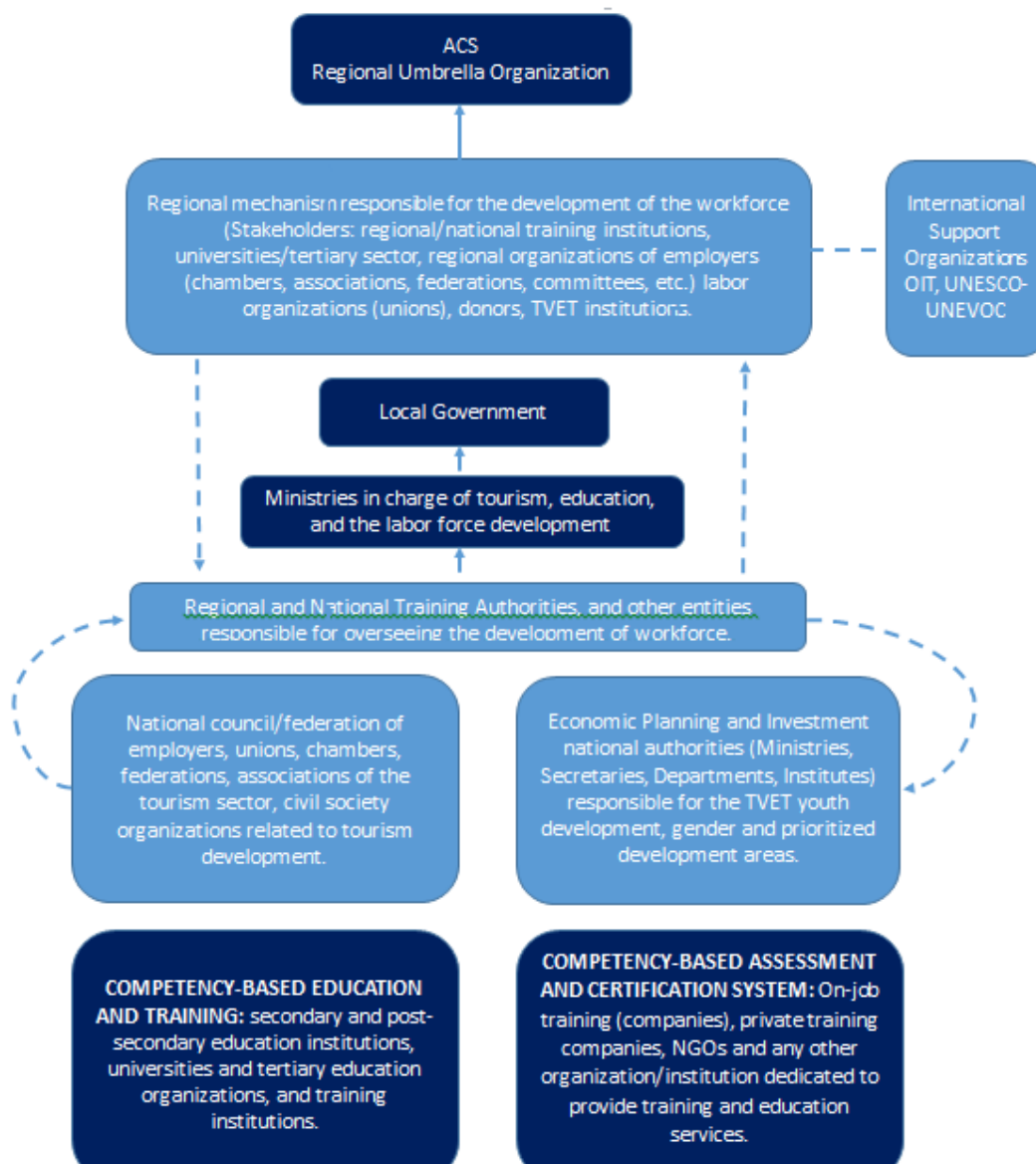
In this Executive Summary we include general information of the organizational framework, the organizational chat, the sub-systems of the model and their interrelation, as well as the implementation phases.

1. Organizational framework

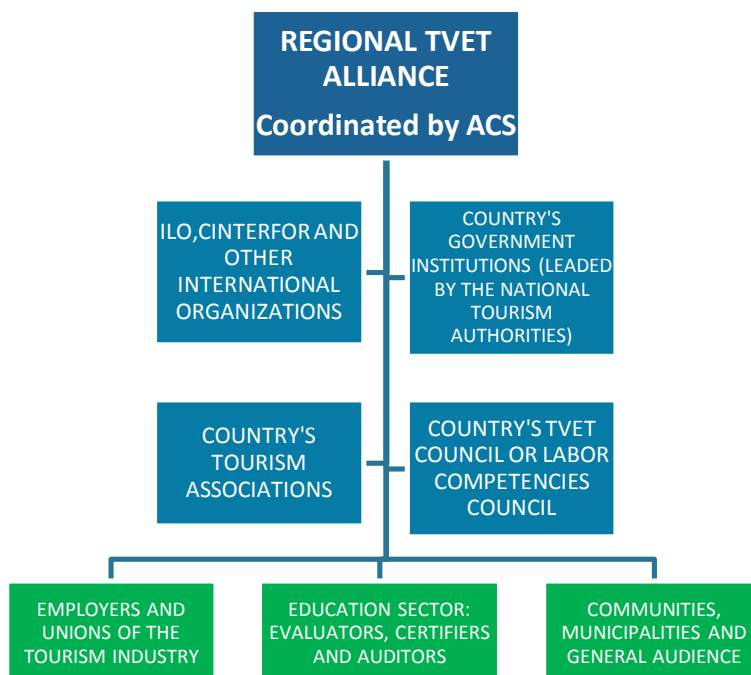
As part of the organizational framework, integrating a Board of Directors, Administration, TVET and Consultation for the deployment and implementation of the **Greater Caribbean Regional Framework: “Competency-Based TVET for Sustainable Tourism**, at the local level, involving different stakeholders: 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. Below is the scheme of the organizational framework that is proposed:



2. Organizational Chart



3. Stages, Systems and their interrelation



IV. Key Remarks

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.