Case Studies of Public-Private Partnerships for Education and Workforce Development

The Case of Barbados:
Barbados Institute of Management and Productivity

Prepared for the Organization of American States (OAS)

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May 2008
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Executive Summary
Executive Summary

There are several cases of public-private collaborations that harness regional development within the context of the Caribbean. The region as it is currently prepares for the onslaught if the merging of markets and economies through the happening of the Caribbean Single Market and Economy (CSME). This merger has definite implications on the Caribbean’s labour force relative to the demand for skills that will be result of the aftermath of the CSME. In response to this, Caribbean leaders have instituted a section on human resource development in their National Strategic Plan to achieve developed-country status within the next few years. By doing this, what the region’s governments have collectively realized is that the developmental goals are not possible without the input of the private sector and other interest groups. In the same breath, the private sector has come to grips with the reality that the quality of the workforce directly impacts the quality of their business and consequently has bought into the phenomenon of public private partnerships on education and workforce development.

The Caribbean as a region is plagued with many gaps that exist in its workforce and education systems. The countries under review (Jamaica, Barbados and Trinidad & Tobago) all have gaps that cross boundaries and others are unique to a particular country in some instances. What ever these differences are, the response to this is forgery of public private partnerships whether initiated by the public sector or the private sector. From the report, some of the gaps that exist in the Caribbean are: low certification levels, low literacy rates among adults within the workforce, low digital literacy rates, irrelevant curriculum in tertiary institutions (the supply of workers cannot suit the demand), knowledge-base rather than competency-based workers, poor management tradition among others. Within the context of these gaps, what is amazing is the process that led to the identification of need and the steps taken to design the response. What is synonymous in all the cases is the level of research that is undertaken to inform the scheme design and all the cases of similar structures of operation.

In essence, the machinery that is used to inform the mechanisms to close these gaps has within its bounds the process that adopts the following structure:

Research → Partnership Forgery → MOU Signing or Project Document Development → Scheme Design → Monitoring Partnership Mechanism → Reporting Function → Evaluation Function

Based on this structure, there are institutional and external bodies that inform the process. The institutional bodies take the form of advisory councils and project officers who are assigned the task of providing technical advice and the monitoring function. The external bodies are usually industry partners who are key personnel that provide assistance through funding (cash or kind), providing manpower (staffing the projects), technical advice and acting as an auditing body. The defined roles and responsibilities of these stakeholders (internal and external) are usually documented and outlined in Memorandum of Understandings, grant agreements or any other documents that are signed by both parties. After the scheme has been designed, the implementation of the project and monitoring are
vital components of the project. These processes are usually done by the initiating organizations that have the responsibilities of ensuring that the projects are achieving the set objectives.

Evaluations are done when the projects are culminated in an effort to measure the level of impact on the focal group and in some instances on employers in the situation of enterprise-based training. These evaluations are done and facilitated mostly through independent consultants, who provide the services of tracer studies, course and programme evaluations.
Review of the Literature
Review of the Literature

Education and Workforce Development in the Caribbean – an Overview

“Nations moving from good to great require not only a healthy environment for employment but a skilled workforce. The mix is delicate. Making the process work can promote a growing economy. Getting it wrong can result in not only a lack of employment opportunities but a probable national exodus of its talented workforce” (Gemerdinger, GW, 2006).

This author aptly emphasizes the significance of a developed workforce. In the case of the Caribbean, the region has been bombarded with problems emanating from hits to its workforce that in return has portrayed damaging repercussions on its economy.

“Skills training programs can be found in all the countries [see McArdle, 2006a, b]. These programs are both institutional and enterprise-based. At the tertiary level, enrolment is much lower than in other regions. It is estimated that the regional average is about 9 percent compared with a global average of 18 percent. The Caribbean region has however sought to expand enrolment and output of the tertiary level educational institutions by setting a goal of 15 percent of the age cohort. Although the education and training component of human resource development has expanded in recent years, there are still major deficiencies in the system which have stymied the development process. Knowledge creation and skill development are vital to enhancing the productivity of workers and hence the overall socio-economic welfare of the region. Enhanced productivity is also critical in boosting the international competitiveness of goods and services, especially for countries with a fixed exchange rate regime. Surveys of enterprises in the Caribbean region point to a shortage of skilled workers in critical areas of development [see CARICOM Secretariat, 2006, chapter XII]. Skill gaps exist in such areas as tourism, information technology, senior management, health and the energy sectors. Assessments of the training system in the region point to problems associated with the unavailability of adequate training, deficiencies in the quality of training, a poor linkage between training and skill needs, lack of information on skills needs in the labour market, lack of adequately trained teachers and the lack of coordination among different training programs.

The education system also suffers from such deficiencies as inadequate access especially at the secondary level, low school achievements especially among males, some degree of social and gender equity and poor transitional arrangements from the ‘world of school’ to the ‘world of work’.

The inability to resolve these educational and training problems can constrain economic growth and adversely affect productivity and competitiveness. There is a need to reorient/restructure the education and training system to reduce wastage, enhance the quality of graduates and provide a better fit with the ‘world of work’. Such a transformation requires the cooperation of agents in the public and private sectors and civil society”. (Downes, A, 2006)
As the Caribbean forms a part of the world, the following world statistics pervades relative to the challenges within the workforce:

- Half of the world’s unemployed are youths between 15-24 years
- In the past 10 years official unemployment globally has grown by 25%
- Increases in brain-drain, which is creating national and regional tensions
- There is the conventional view by many youth and their parents that technical and vocational education systems that prepare a nation’s workforce are sub-standard and second-class employment.
- Employers are finding their aging workforce harder to replace and a limited pool of qualified workers to draw from

In order to combat the aforementioned challenges; the nations in the Caribbean have adopted an integrated approach towards workforce development through the objectives of the Caribbean Single Market Economy. This synergy must be viewed astride the issue of workforce development. What exactly does workforce development refer to or how can the region achieve this. According to Harrison and Weiss (1998), workforce development consists of a constellation of activities from orientation to the work world, recruiting, placement, mentoring, to follow-up counselling and crisis intervention. Similarly, the National Governor’s Association defines workforce development as the education, employment, and job-training efforts designed to help employers to get a skilled workforce and individuals to succeed in the workplace.

The contribution of workforce development to solving the associated workforce-related problems in the Caribbean does represent the end-all. It is important to highlight that there is a resounding challenge that affects initiatives surrounding workforce development. George Gamerdinger (2006) presents five planning options in the development process for consideration when enhancing human performance through national workforce development and these are:

- Establishing a national apex agency to facilitate and monitor occupational programmes at the private as well as public sector level
- Customizing internationally recognized workforce standards to create national vocational qualifications and occupational standards of competence
- Making education systems more relevant to all citizens
- Promoting societal valuing of workforce learning and performance
- Implementing continual recommendations for broadening workforce development by NTAs’.

The highlight of Gamerdinger’s (2006) five planning options is the mentioning of engaging the private sector. This in itself opens the portal to the crux of the discussion as it relates to public-private partnerships. Public-Private Partnerships (PPPs/ P3s) can be regarded as a “set of institutional relationships between the government and various actors in the private sector and civil society” (Mitchell-Weaver and Manning, 1991-2, p. 48). The literature under scrutiny revealed that public-private partnerships are indelible ventures in education and workforce development. According to Ingram et al “improving education requires the collaboration of a range of actors – government, business, civil society, independent experts, communities and families. A sound education system benefits business by providing a well-educated workforce, political stability and economic growth. Businesses can benefit by partnering with government to influence the use of public resources, education expertise, and
legitimacy; gain access to national and community leaders; enhance corporate visibility; and deliver on social responsibility commitments”. In considering the administration of public-private partnerships there are certain key aspects that have to be explored and these are:

1. Ways to promote public-private partnerships in workforce development through the attracting private sector investment
2. The institutionalization of public-private partnerships
3. Evaluating the success of the partnerships

Ways to promote public-private partnerships through the attracting of private sector investment

In the establishment of PPPs / P3s, the private sector has to be engaged in a meaningful way. Private sector engagement involves (a) the creation of collaborative funding mechanisms supported by both the private and public sector, (b) positive regulatory environments (that provide – 1. accreditation and quality standards, 2. commercial independence to set market-based fees, 3. ability to differentiate based on market demand, 4. ability to create reserves for re-investment, 5. tax relief for specified investments, 6. no restrictions on equity and ownership); (c) identification of competency models for those sectors in the highest demand, (d) collection and analysis of updated labour market information.

The Institutionalization of public-private partnerships

Emma Thomas emphasized the importance of the institutionalization of PPP and the benefits thereof. According to Thomas, the institutionalization of PPP refers to “the establishment of a standardized model of PPP, promoted by central or local government, and adopted across a range of government functions at different levels and departments. Responsibility for promotion and development of the standardized model rests with a specifically designated unit or task force”. The immediate benefit of this process is the fact that it conveys a message among investors that there is a high degree of seriousness within the government body relative to the pursuit of a particular PPP venture. For example, strategically situating the Unit within the Ministry of Finance sends signals that PPP forms part of the government’s core financing and investment measures and that financial decision makers in government are closely involved with the work of the Unit. Thomas continues to argue that institutionalization of PPP should involve a centralized monitoring function, which ensures PPPs continue to represent good value for money and ensures both the private and public sectors are meeting contractual obligations.

Evaluating the success of the partnerships

Ingram et al pinpointed that tracking performance is common practice in business and in development programs. Those responsible need to know if management is effective and if changes need to be made mid-course. There are two core assessments. One is the partnership itself – is it functioning as designed? The other is the results – are the anticipated results being achieved? The criteria for evaluating the partnership itself should be driven by principles guiding its design – joint ownership, transparency, joint responsibility, and open communication.
Conclusion

Within the ambit of education and workforce development, the Caribbean has experienced a challenge. However, there is an increase in the collaborative efforts of public-private partnerships to achieve the goals of sustainable development through education and workforce development. The birth of these PPPs represents a new frontier in development that has been adopted from advanced economies. The collaboration between the region’s government and the public sector produces benefits that are two-fold and in actuality, benefits both sectors tremendously. Not only does this lead to regional development, it adds to the issue of sustainability which is the key idea of development. It is true that there are challenges that PPPs face in relation to administration and the desired project outcomes; however these challenges exist because there is a lack of systemized data available on the operation of successful PPPs in the Caribbean. This study highlights the successful cases of P3s on education and workforce development by identifying the key players in the administration of the projects/ entities and framework that forms the very essence of the success.
Who are they?

There are several cases of joint public-private arrangements that harness regional sustainable development in the Caribbean. The best practice cases that have been pre-selected in the Caribbean are:

**Jamaica**

- Human Employment and Resource Training Trust (HEART Trust)/ National Training Agency (NTA)

**Trinidad and Tobago**

- National Training Agency - Trinidad and Tobago (NTA TT)

**Barbados**

- Barbados Institute of Management and Productivity (BIMAP)
The Case of Barbados

Barbados Institute of Management and Productivity (BIMAP)
A. Profile of the Partnership

1. Institutional Framework for Education and Workforce Development

Barbados, with a literacy rate of 99.7%, possesses one of the most comprehensive educational systems in the developing world. Education is compulsory to age sixteen and free at the primary, secondary and tertiary levels. Educational opportunities range from pre-school to university education, and include vocational and technical training, as well as special schools for Persons with Disabilities. The current unemployment rate in Barbados is 9.7%. The National Strategic Plan of Barbados 2005-2025 details the institutional framework for education and workforce development. Consequently, the objectives of the plan speak to human resource development and entrepreneurial skills development through the expansion of the quality of education and training. The objective and the strategies are as follow:

➢ “To promote the growth of technical and vocational education and training in order to enhance the competitive position of Barbados

It is critical that the human resources in the country be exposed to a variety of education and training opportunities, both in academic and in technical and vocational areas. Technical and vocational competencies are essential in order to: 1) ensure the diversity of the labour market and 2) ensure that workers can effectively compete in the new global economy.

Strategies

1. Seek greater participation from both public and private sectors in human resource development.
2. Institutionalize continuous assessment of the areas of competencies needed for training across all major economic sectors
3. Place certification programmes for vocational education and traditional / academic forms of education on par with each other, through the creation of occupational standards and appropriate national qualifications.
4. Encourage entrepreneurship amongst graduates of technical and vocational institutions

➢ To create a flexible educated and trainable labour force that would allow it to respond readily and appropriately to the dynamics of the global market, while having the capacity to be internationally competitive.

The quality of human resources holds the key to our national development. While much has been done to attain this, much more will have to be done in this area of education and training to reduce the deficit and to establish a workforce that is globally competitive.
To ensure universal access to early childhood education

Early learning experiences contribute to the sound educational development of children. Students who are provided with early opportunities to develop literacy, numeracy and social skills, achieve development norms sooner than their peers who have not had similar opportunities. Formal educational opportunities need to be provided for those children who might otherwise not be able to access early education. The expansion of nursery education is therefore essential to ensuring that all children are transferred to the next level with the prerequisite skills for literacy, numeracy and social development.

Strategies

1. Ensure that schools continue to admit three and four-year olds.
2. Continue to expand the Parent Volunteer Support Programme to cover all public primary schools.
3. Continue to train teachers of young children
4. Continue to monitor the programmes of private institutions offering Nursery education
5. Ensure that more materials are available to these programmes to ensure more effective teaching

To increase the number of secondary students leaving school with adequate certification

As the nation grows and develops it will become increasingly challenging for persons entering the workforce for the first time. The need for certification will become a greater priority in all areas and therefore action must be taken now to target the weaknesses that may presently exist in the education system. Our goal must be one to increase the number of certifies students leaving our secondary schools.

Strategies

1. Introduction of the Barbados Diploma of Secondary Education
2. Encourage the management of secondary schools to be more innovative and to develop in their schools an area of excellence
3. Implement a pilot Project to rationalize the technical and vocational resources at the secondary schools
4. Continue the flexible secondary education programme
5. Provide at the secondary level, education in alternative areas
6. Rationalize the student rolls at all secondary schools so that they do not exceed 1000 students

To expand the level and quality of education and training
The knowledge-based, skill-intensive economy is powered by ideas, innovation and technology. A sound basic education with emphasis on critical-thinking and problem solving skills and an entrepreneurial outlook and attitude are therefore essential for our continued social development.

**Strategies**

1. Continue the educational initiatives of the Education Sector Enhancement Programme (EDUTECH) and the Curriculum Reform Programme to ensure that everyone is educated to his or her full potential
2. Promote at all educational levels, the development of critical-thinking skills and an entrepreneurial outlook
3. Increase access to and enrolment in tertiary education using appropriate modalities such as distance and e-learning to facilitate the achievement of a graduate in every household
4. Enhance adult education, training and lifelong learning
5. Equip the population with skills to function in the global economy
6. Enhance the intellectual capacity of the public to research, analyse and understand global processes that may impact on the country
7. Provide universal access to nursery education
8. Promote the improvement and strengthening of technical and vocational education and training
9. Promote the judicious mix of private and public sector involvement in the provision of education and training opportunities
10. Encourage the use of public libraries and community technology centres as avenues to access distance education and web-based learning
11. Expand the capacity to undertake diagnostic testing for those who may have learning disabilities and who may be sight and/or hearing impaired”. (Source – National Strategic Plan of Barbados 2005-2025 (2007), Ministry of Economic Affairs and Development)

In light of the strategic plan of the Government of Barbados geared towards closing the gaps that exist in education and the workforce, there is the expressed endorsement of encouraging public-private partnerships in this area of development. This sentiment also forms a part of the National Strategic Goals of Barbados in its education and workforce development chapter. At this point, it is important to note and highlight the current gaps in education and the workforce of Barbados.

**Gaps in education and the workforce in Barbados**

- Low certification levels - gaps tend to be specific to companies where it concerns moving from knowledge to competencies and abilities at different levels. There is currently a move to establish National Vocational Qualifications in areas where there are no traditional qualifications.

- Weak entrepreneurial culture – There is a low level of entrepreneurship. The active workforce is generally disinclined to take business risks and to turn innovative ideas into enterprises. In addition, there is limited institutional capacity.
• Weak management tradition – Managerial practice and technology lag behind international standards in the private and public sector.

• Low levels of digital literacy – Barbados currently has 80,000 households and in excess of 150,000 cellular telephones and this is concentrated in the under 35 age group. This indicates that technology is widespread creating a thrust for persons to be on par with the movements in technology. The older population (45 years and above) tend not to be exposed to the advancements taking place on the technology landscape. There is also the occurrence of low digital literacy rates in the current workforce and also among graduates impeding them from moving to the next level of development. The government in collaboration currently targets this problem through 1) strategic plans for ICT sector development, 2) the establishment of community resource centres equipped with computers and free access to IT courses, 3) duty free incentive on computers and computer parts and 4) encouraging communication companies to install broadband and ADSL at affordable rates.

2. Geographic, sector and scale ranges

The BIMAP Institute of Management & Productivity (BIMAP) was opened on Tuesday, April 25, 1972. BIMAP completed its tenth year of operations in 1982. From a very modest beginning in 1972, BIMAP has been successful in expanding its programmes and services to organizations, public and private, in Barbados and also in the Lesser Developed Countries of the Caribbean. This progress has been made possible by the on-going support of members, the Government of Barbados, a well trained staff, the generous donations of international aid agencies and the prudent advice of the Board of Trustees and the Advisory Council.

BIMAP's programmes and services are now well established in Barbados and other Caribbean islands. The design and implementation of programmes are oriented towards management improvement and development in the following sectors:

1. Financial Services
2. Professional Services
3. Business Development
4. Tourism and Hospitality
5. Information Communication Technology

While these achievements provide a sound foundation for further progress in the future, such progress must be made amid the rapidly changing environment of the 1980's. In 1995 the Institute was successful in maintaining the delivery of a high level of service to members and clients. This is reflected in the design and implementation of a wide range of training courses, seminars and management development programmes for a large number of participants and also in the provision of counseling, consulting and advisory services to small, medium and large enterprises. In 1997 a Strategic Alliance with the University of Surrey was formed that led to the offering of MBA and MSc Programmes in several management areas. BIMAP’s expansion was underway in 2000 with the establishment of training facilities and diversified training programme offerings. In 2006 BIMAP launched its on-going scholarship programme and expanded its seminar series.
The Mission Statement of the Barbados Institute of Management and Productivity aptly captures the essence of the organization in relation to the establishment of public-private partnerships for education and workforce development. The statement reads thus:

“To improve the efficiency and effectiveness of management, public and private, and to increase national productivity”.

The Barbados Institute of Management and Productivity is quite different from the other cases. Due to the fact that this organization has over 35 years of history, in order to display any meaningful information in regards to this case study, a reviewing of the company’s archives was necessary. There was a challenge faced in this regard in accessing the data. It is important at this point to highlight the progress of the organization throughout the 35 years in an effort to contextualize its significance and contributions to education and workforce development in Barbados as a private sector entity that managed to forge partnerships with the Government of Barbados and other private sector organizations.

BIMAP – The Historicity of Events

- 1972 – BIMAP was officially opened with the aim of “meet[ing] the challenge of management development in Barbados and bring[ing] together management training research and consulting in an effort to mobilize human resources at all levels.
- 1973 – a new training centre was opened
- 1974 to 1975 – BIMAP in collaboration with the Manitoba Institute of Management launched a Management Guidance Programme for small and medium enterprises in Barbados
- 1976 – Scholarship programme launched that facilitated students studying at UK institutions
- 1979 – A special Small Business Development Project was launched in the Leeward and Windward islands and Belize with funds provided by the Canadian International Development Agency (CIDA)
- 1980 – A regional small business project was launched in 10 islands of the Eastern Caribbean
- 1981 – the World Bank approved a grant to BIMAP of US$250,000 for the preparation of 10 training manuals
- 1982 – BIMAP in collaboration with the Manitoba Institute of Management provided assistance to 145 small enterprises in the Lesser Developed Countries of the Caribbean. This programme was financed by the Canadian International Development Agency (CIDA)
- 1983 – An agreement was signed with USAID for a private sector development programme in 10 Caribbean countries over a four-year period. The project was a bold initiative of BIMAP to improve management and increase productivity in Barbados and the Caribbean.
- 1984 – The introduction of the Diploma in Management Studies and other courses
- 1985 – three major consulting projects were launched. In Barbados the focus of the project was on improving the management systems at 8 manufacturing companies. In the Eastern Caribbean, a regional private sector performance improvement project
was implemented for 300 companies over a 4 year period. The project was financed by USAID. In Zimbabwe, a two-year management development and institutional strengthening project was launched at the Small Enterprise Development Corporation in collaboration with the Manitoba Institute of Management

- 1987 – BIMAP delivered programmes in Barbados, 10 Caribbean countries and one African country (Zimbabwe)
- 1990 – A survey of indigenous manufacturing companies in Barbados was undertaken for the Barbados Industrial Development Corporation.
- 1991 – The Barbados Chamber of Commerce assisted in kind donations to BIMAP which led to the enhancement of the organization’s library and self-teaching facilities
- 1997 – 2,733 participants were attracted to 134 courses in the Long-term, Short-term and Business Development Division. A special management development programme for teachers was included
- 1998 – the number of courses increased by 21%. The strategic alliance with the University of Surrey was formed for the delivery of the MBA and MSc Programmes in Management in Barbados
- 2000 – In this year the facilities of BIMAP expanded significantly as a response to the growing learning opportunities and the influx of trainees.
- 2001 – BIMAP was awarded a contract to train public servants in computer applications and general management. A Regional Entrepreneurial Development Programme in Computer Applications was conducted with a grant from the Commonwealth Secretariat for entrepreneurs in the Eastern Caribbean
- 2002 – A series of new courses was introduced
- 2003 – An online testing centre for Microsoft, CISCO, CompTIA and Novell examinations was established under an agreement with Pearson-vue, a global Testing and Education Organization in the USA
- 2004 – New training courses were introduced
- 2005 – 157 students were enrolled in the MSc and MBA programmes offered by the University of Surrey in collaboration with BIMAP
- 2006 – the Government of Barbados increased its grant to BIMAP
- 2007 – BIMAP introduced its Bachelors Degree in Business Administration

The historicity of events presented demonstrates the BIMAP’s strong consistency of private-public collaborations in the area of education and workforce development over the years. As to the processes involved in the forgery of the partnerships and the sustenance of these unions, it is captured in a simple structure that will be highlighted in the proceeding sections of this document.
3. Responsibilities of participating organization

The partners of BIMAP are representatives of both the private and public sectors and all have different degrees of responsibilities as it relates to the overall functioning of the organization.

*The Government of Barbados (Ministry of Finance and Economic Affairs)* – the major responsibility of this partner is to provide funding for the organization. The Government of Barbados provides an annual funding of US$600,000 which covers 30% of the operating budget. The Government also acts in the capacity of providing BIMAP with labour market information highlighting the gaps in the labour market. This eventually is used to inform course design and academic services offered by the organization. The partnership between the Barbados Institute of Management and Productivity and the Government of Barbados is critical as BIMAP is an institution that specializes in workforce development at the supervisory and managerial level and this is a tenet of Barbados’ National Development goals.

*TVET Council* – the role of the Council in being a partner to BIMAP is important in that it influences course design through the provision of labour market research and industry/sector study analyses. The Council also funds a portion of the courses offered by BIMAP that was designed to target employers. The Council encourages employers to send employees to be trained for specific courses and 75% of the costs are borne by the Council. In this regard, the Council dictates the type of courses that are to be offered to this particular group of persons.

*The Advisory Council* – This Council has representatives from the following organizations: the Barbados Workers Union Labour College, Airline Association, Barbados Chamber of Commerce, Institute of Chartered Accountants of Barbados, Barbados Cooperative Credit Union League, Human Resource Management Association of Barbados and the Life Underwriters Association of Barbados. The Advisory Council acts in the capacity of offering technical advice to BIMAP with the aim of allowing the Institution to remain relevant in Barbados. Based on the composition of the institute, it is seen where quite a bit of industry representation is evident. The technical advice that is offered influences the following areas of the organization:

1. Curriculum design
2. Course design
3. Training offerings
4. Administrative management
5. Local, international and regional partnerships

The Bachelor of Business Administration programme that was recently launched in 2008 by BIMAP and the partnership with the University of Surrey are two initiatives that are the direct outcome from decisions made by the Advisory Council.

4. Financing of the Partnership

BIMAP’s operating budget per year is US$2 million. The Government of Barbados funds 30% of the budget (US$600,000), 66% of the budget (US$1.32 million) comes from services
and 4% is garnered from membership subscription (US$80,000). The Institute is also supported from donations from international organizations to fund special projects and initiatives. The TVET Council also provides funding to the organization. Under the Employment Training Fund, the TVET Council contributes US$75,000 per year to the Barbados Institute of Management and Productivity.
B. Scheme Design

1. The Process of Need Identification

1. Training need analysis is compiled through consultations with member organization. Once the needs are identified, BIMAP submits proposals for programmes to meet these needs.
2. Consulting market surveys to ascertain basic skill requirements. BIMAP designs courses to meet these needs. This process is referred to as “open enrolment”. As a result of this process there are two types of training, 1) training aimed at companies and 2) training aimed at the wider society [open enrolment].
3. Meeting of the Advisory Council – The Advisory Council comprises a selection of member organizations that advises on training needs in the workforce. Representation comes from the following bodies/organizations: the Barbados Chamber of Commerce, the Barbados Employers Confederation, Barbados Labour College, Barbados Manufacturing Association, Institute of Chartered Accountants, Life Underwriters Association and other stakeholders from the public and private sectors.
4. TVET Barbados provides a list that documents the dominant labour market needs disaggregated by sector. This report is produced every three years.

2. Strategy/Planning of the Partnership and the Scheme

The Barbados Institute of Management and Productivity has complete autonomy in the design of training courses. However the process that leads up to the design phase includes the input of stakeholders representing the Government of Barbados and members of the private sector, the focal group and other interest groups.

The following process maps the intricacies involved in the development of projects/partnerships at the Barbados Institute of Management and Productivity.

Step 1

A meeting is convened with the Advisory Council to identify needs in the workforce or member companies submit their training needs to the organization

Step 2

Research is conducted to substantiate the decisions agreed on at the Advisory Council meeting

Step 3

Develop project document
Step 4

MOU is developed based on the responsibilities of each partner

Step 5

Complete design phase

Step 6

Implement the project

Step 7

Report on results based on assessments by independent consultants report in the form of tracer studies and evaluations.

3. Construction and implementation of the education and workforce development scheme

The formation and sustenance of public private collaborations forms the crux of BIMAP’s response to the needs in education and Barbados’ workforce. While there does not exist any formal policies, the history of the Institution was built on collaborations at the local, regional and international levels. The Barbados Institute of Management and Productivity forms partnerships with several stakeholders from the private and public sector who renders assistance in the form of funding (cash and kind) and technical advice as it relates to the strategic direction of the organization. At the local level, BIMAP’s primary partners are the Government of Barbados and its 150 member organizations with representations from all sectors in Barbados. At the regional level, BIMAP partners with the University of the West Indies and several training providers in the Eastern Caribbean Islands and at the international level BIMAP partners with the University of Surrey and many donor agencies that fund projects geared towards education and workforce development.

4. The Process to solve the need for education and workforce development

How does BIMAP close these gaps?

BIMAP has put in place a comprehensive workforce development system with the following features to solve the need for education and workforce development:

- Establishing partnerships with the public sector (Government of Barbados) to provide training in information technology in an effort to close the gap in digital literacy. The Government of Barbados provide funding to BIMAP to train over 700 civil servants per year in information and communication technology. This is shown in a number of contractual arrangements between the Government of Barbados and the Barbados Institute of Management and Productivity.
• The Barbados Institute of Management and Productivity was designed to tackle the problem of “the weak management tradition” as it exists in Barbados. The courses offered through this institution leans mostly towards the development of the supervisory and managerial group within the nation.
• Offering training programmes and courses that directly fill the need in the labour force as it relates to the demand of relevant skills through the forging of several partnerships with the private and public sector and other international organizations and agencies.
• Consulting with industry partners and the government with the aim of designing training courses and making recommendations that inform policy and interventions geared towards education and workforce development.
• Course accreditation.
C. Modus Operandi

1. Outline for running the programme, participants and responsibilities

The operation of BIMAP is under the management of the Executive Trustee/Executive Director. The Executive Trustee/Executive Director has direct reporting responsibilities to the Board of Directors, some of whose members are also members of the Advisory Council. The administration of projects and partnerships are facilitated by the various departments that are housed at the Institute. The Advisory Council is responsible for influencing and guiding the strategic position of the organization across all aspects of business. This covers: administrative management, partnership and linkage development, service delivery and product development.

2. Financing and funding of activities

As was established before, BIMAP’s operating budget per year is US$2 million. The Government of Barbados funds 30% of the budget (US$600,000), 66% of the budget (US$1.32 million) comes from services and 4% is garnered from membership subscription (US$80,000). The Institute is also supported from donations from international organizations to fund special projects and initiatives. The TVET Council provides funding to the organization. Under the Employment Training Fund, the TVET Council contributes US$75,000 per year to the Barbados Institute of Management and Productivity. In the capacity of service offerings, BIMAP also sells its services to employers and individuals who are registered in their programmes. Partners and other donors (local, regional and international) donate gifts to the Institution in cash and kind to fund/sponsor special initiatives.

3. Regulation/ follow-up and monitoring

The training initiatives instituted by BIMAP and their performances are monitored by a systemic process designed by the organization. The evaluation process is as follows:

- Training courses are evaluated in two ways, 1) ongoing evaluations carried out during the course and 2) post-course evaluations, one done immediately after the course has culminated and the other done 6 months after the completion date. This process includes speaking to the incumbents and the supervisors to ascertain if there were any identifiable changes in the skills level and attitude of the individual.

- Member feedback evaluations: this evaluation type takes into consideration the input of employers of whether or not their needs were met. The process involves site visits to the organizations and speaking with key informants. These are the persons in the organizations who have a comprehensive understanding of the training need and the competencies needed to fulfil the needs. These individuals are usually from the HR departments in organizations and also the trainee’s supervisor.
- Tracer studies are also implemented to find out the relevance of training programmes and the level of impact.

4. Sustainability of the partnerships and its benefits

The sustainability of partnerships is dependent on the pervading needs within the labour force and the needs of employers. The training and development in Barbados has reached a frontier where much focus is being placed on a. developing leadership skills among the supervisory and managerial cadre of professionals and b. developing and entrepreneurial culture. These objectives forms a part of the Nation’s Development goals. In this regard, BIMAP is the largest and most dominant institution that offers courses and other services that are on par with the government’s objectives. On this note, the Government of Barbados will continue its funding to the organization as part of its strategic move. BIMAP’s other partners will remain committed to the organization as long as it continues to offer products that are relevant to their needs.
D. Creation of Value/Worth

1. Results of the Programme’s Processes

Results of the BIMAP-led Workforce Development Initiative

Over the past 35 years there have been many changes to BIMAP. From an initial enrolment of 306 students in 1972 to an excess of 2,800 students per year currently. Based on Barbados’ population of 300,000, BIMAP has trained a significant portion of the workforce. It was concluded by the Executive Director, Rudolph Gibbons that at least one BIMAP graduate is in each organization in Barbados. The annual report produced by BIMAP in 2006 showed that the training offered through its Long Term Training Division was phenomenal. This Division offers a range of courses in management and related areas at the Certificate, Diploma and Degree levels. A series of special seminars on soft skills were offered. During 2006, 655 courses for Certificate and Diploma programmes were conducted for 1,412 participants. Approximately 49% of these courses were in the core areas of Management, 18% were in Information technology and also 18% in Marketing, Production and Project Management. A review of the evaluations of the Certificate, Diploma and Degree programmes indicates that interest in these programmes was high.

Lessons learnt from the BIMAP’s experience

1. The establishment of collaborations is the key ingredient in the success of initiatives geared towards education and workforce development.
2. There must be involved a stringent system of evaluation in order to record success and to ensure high standards of quality assurance.
3. From the macro level, designing programmes that are relevant to the demands that exist in the labour force. In the situation of Barbados, the Government has identified a weak management culture as one of the major gaps in the workforce. BIMAP has responded to this need based on the calibre of courses offered as most of the services target the supervisory and managerial cadre of professionals.
4. In terms of revenue mobilization, it is of significant importance that services are offered to keep the organization afloat as government funding can be limited. Even though BIMAP managed to lobby for and received an increase in the government’s grant to the Institution, only 30% of their operational budget is funded by government.
5. Continuous research and engagement of stakeholders provide tangible returns in advice given on methods of allowing BIMAP to remain relevant in closing the gaps in Barbados’ workforce. Curriculum design is extremely important and it is the Advisory Council that suggest innovative ways of how BIMAP can continue to be relevant.
2. Partnerships Impact

- **Employment Training Fund - TVET Council Partnership** – BIMAP partners with the TVET Council under the Employment Training Fund to provide training to employees of employers who applies to the TVET Council. The TVET Council funds BIMAP with US$75,000 per annum to offer this service. The need is identified by the employer and then communicated to the TVET Council. An application is made to the Council for funding by the employer. The funds are then routed through BIMAP that is contracted to design and implement the training programme. In this instance, the TVET Council funds 75% of the cost and the employer pays the remaining 25%.

- **Communication and Information Technology Training Project** – This project was borne out of a collaboration between the Government of Barbados and BIMAP. The project is geared towards training civil servants in the area of communication and information technology. This partnership was established in 2001 and is going. The programme results in the training of 700 civil servants per year.

- **Graduate Degree Programme Partnership with the University of Surrey** – BIMAP in collaboration with the University of Surrey offers a MSc and a MBA. Within this collaboration, the University of Surrey provides the academic staff and BIMAP provides administrative support.

- **Other partnerships** – BIMAP partners with other entities such as the Barbados Chamber of Commerce and the Barbados Employers Confederation. In this type of partnership, BIMAP receives technical advice on issues affecting Barbados’ training landscape and the workforce in general. BIMAP also establishes partnerships with its 150 members where enterprise-based training is facilitated. Through this collaboration 2,500 persons are trained per year translating into over 80,000 being trained over the 35 year of BIMAP’s existence.
Annex 1. Key Stakeholders

Internal
- Rudolph Gibbons, Executive Trustee and Executive Director
- John Williams, Chairman
- Dale Callender, Programme Coordinator

Advisory Council
- Ulric Sealy, Barbados Workers Union Labour College
- Elvin Seally, Airline Association
- Ruall Harris, Former Executive Director of the Barbados Chamber of Commerce
- Nigel DaSilva, Barbados Chamber of Commerce
- John-Paul Kowlessar, Institute of Chartered Accountants of Barbados
- Dudley Rhynd, Barbados National Standards Institution
- Anthony Pilgrim, Barbados Cooperative and Credit Union League Ltd
- Grantley Haynes, Human Resources Management Association of Barbados
- Antoinette Thompson, Life Underwriters Association of Barbados

External
- Harry Husbands, Barbados Employers’ Confederation
- Executive Director, TVET Council
- Seibert Frederick, Government of Barbados (Ministry of Finance and Economic Affairs)
References


Downes A. (November 2006), Best Practices of Public Private Partnerships on Education and Skills Training in the Caribbean, Organization of American States


