

# Making ACP countries a better place for doing business

*Towards a private sector enabling environment*



## International Provision of Higher Education Services & Institutional Partnerships

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# POTENTIAL OF INTERNATIONAL HIGHER EDUCATION & PARTNERSHIPS



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- International educational exchanges enrich student and faculty experience and creates relationships for future business
- Higher education and research are commercially lucrative and can generate valuable innovation and intellectual property
- Strategic higher education direction, including vocational training, improve workforce capability, reduce skills mismatch and unemployment
- Investments in higher education have strong economic impact
  - St. Georges estimated to contribute 15-18% of GDP of Grenada
  - Canada estimates moving from 265,400 (2012) to 450,000 (2022) international students = 86,500 new net jobs for a total of 173,100 new jobs in Canada sustained by international education = increase in expenditure from \$8.4 Billion to over \$16.1 billion



# HIGHER EDUCATION CAPACITY IN CARIFORUM STATES

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- Over 130 colleges and universities across 15 CARIFORUM States
- Many HEIs internationally recognised & accredited or are in the process
- Over 50 distinct fields of study at undergrad, graduate & post graduate
- Continued professional education - associate, certificate and diploma levels
- International private tertiary institutions mainly in medical sciences
- “Offshore” medical schools are in - Antigua and Barbuda, The Bahamas, Barbados, Dominica, Dominican Republic, Grenada, Guyana, Jamaica, Saint Kitts Nevis, Saint Lucia, and Saint Vincent and the Grenadines
- Institutions in CARIFORUM managing different types of partnerships with international counterparts
- Growing online educational services offering, including MOOCs pilot



# CARIFORUM HIGHER EDUCATION PLANS AND POLICIES



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Country	Policy	Country	Policy
<b>Antigua &amp; Barbuda</b>	ICT in Education Policy 2013 Education Plan 2000	<b>Haiti</b>	Plan for Public Education 2010-2015
<b>The Bahamas</b>	MOE 10 year Education Plan (2009)	<b>Jamaica</b>	Jamaica's Vision 2030 Jamaica National Education Strategic Plan 2011-2020
<b>Barbados</b>	National Strategic Plan 2006-2025 Ministry of Education (MOE) Strategic Plan 2002-2012	<b>Saint Kitts Nevis</b>	Education for All in Saint Kitts and Nevis 2000
<b>Belize</b>	Ministry of Education Action Plan 2005-2010	<b>Saint Lucia</b>	Education Sector Development Plan 2000-2005
<b>Dominica</b>	Dominica's Education Development Plan 1999-2005 and Beyond	<b>Saint Vincent &amp; Grenadines</b>	Saint Vincent & the Grenadines Education Sector Strategic Plan 2002-2007
<b>Dominican Republic</b>	Ten-year Education Plan 2008-2018	<b>Suriname</b>	National ICT Policy in Education 2014
<b>Grenada</b>	MOE Strategic Plan for Educational Enhancement & Development 2006-2015	<b>Trinidad &amp; Tobago</b>	Vision 2020 Draft National Strategy for Export of Education Services MoE Corporate Plan 2008-2012
<b>Guyana</b>	MOE Education Sector Plan 2014-2018 Strategic plan for Tertiary Education		



# HIGHER EDUCATION CAPACITY IN CARIFORUM STATES



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Institution	Undergrad Degree	Masters Degree	Post Graduate	Continued Professional Education			Total
				Associate	Certificate	Diploma	
Arthur Lok Jack (TT)*	-	12	1	-	-	-	13
AHTI	-	-	-	5	2	-	7
COSTATT	36	-	-	34	12	-	82
College of Bahamas	63	-	-	10	2	1	76
Edna Manley College	12	3	-	6	3	-	24
Kenson School of ProdTech	-	-	-	-	19	10	29
Maritime Institute **	7	2	-	1	25	1	36
Northern Caribbean U.	39	9	-	25	-	-	73
Saint Georges U.	10	20	18				48
U. College of Carib (UCC)	8	5		4	6	1	24
Universidad Iberoamericana (UNIBE)	16	26	-	-	-	4	46
University of Guyana	40	9	5	11	3	13	81
University of Technology (UTECH)	34	24	6	1	6	7	78
University of Trinidad & Tobago (UTT)	14	10	2	-	10	15	51
UWI Cave Hill, Barbados	42	68	37	8	1	1	157
UWI Mona, Jamaica	117	159	102	22	6	1	407
UWI St. Augustine, Trinidad & Tobago	38	43	9	-	-	4	94
UWI Open Campus	16	9	2	4	7	2	40
<b>Total</b>	<b>492</b>	<b>399</b>	<b>182</b>	<b>131</b>	<b>102</b>	<b>60</b>	<b>1366</b>



# CARIFORUM INTERNATIONAL PROVISION OF HIGHER EDUCATION & PARTNERSHIPS



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PROVISION/PARTNERSHIP	Country of Partner Entity/Students
International Student Recruitment and Student/Staff Exchange	Edna Manley College – French Guiana Offshore Medical Schools – US; Saint Georges - Italy, Germany, Czech Republic, Hungary, Lithuania, Portugal
Jointly Offered Programmes/ Transnational Education and Franchises	UCC – Russia, UK, US                      UNIBE – Spain, US UWI –Africa, Asia, Pacific; Canada, EU (France, Martinique, UK) LA, US. UWI OC – Canada, Nigeria
Overseas Presence	Arthur Lok Jack - US
Branch Campuses, ‘Offshoring’	CARIFORUM: Partner - US, UK
Research and development	CKLN – Africa, Arab States, EU, LAC, US; EU-CARINET
Recognition/Accreditation	Commonwealth, OAS, In progress- EU EPA Signatories
Target markets	Africa; Central and South America (esp. Brazil); Diaspora (Canada, UK, US); Global –online &MOOCs



# CARIFORUM Higher Education Sector - SWOT Analysis

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STRENGTHS	WEAKNESSES
Wide range of programmes - subject & type	Lack of data on internationalization and on higher education's wider economic impact
International faculty	Region may not be least cost, highest value
Experience with international partnerships	Limited policies specific to the sector
International recognition of many programmes/course of study	Some policies and strategies that target higher education services may be outdated
EU skills mismatch & labour shortage creates demand for education & training	The Caribbean "brand" requires definition and a supportive strategy
Source market policies promote study abroad and international collaboration	Limited intra-regional cooperation among higher education institutions.
New Caribbean investments in research	Limited public financing for investments



# CARIFORUM Higher Education Sector - SWOT Analysis



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OPPORTUNITIES	THREATS
The Caribbean's international network is a potential source of investment	The Caribbean has relatively low investment attraction
Policies in key CARIFORUM partner markets promoting study abroad	Limited access to finance of Caribbean students limits study abroad
Changing attitudes towards studying at traditional schools	Restrictive visa regimes for international students are prohibitive
Technology increasingly enables remote provision of services which is good for international visibility and recognition	





# Potential for Further CARIFORUM-EU Collaboration on Higher Education & Research



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1. Expand institutional relationships beyond traditional partners like the UK, France and Spain
2. Increase B2B contact and test market opening and cooperation commitments under the CARIFORUM-EC EPA
3. More CARIFORUM-EU political engagement on the enabling environment for higher education, including recognition and visas, including through the EPA Trade and Development Committee
4. EU encouragement of its students to chose study in the Caribbean to meet Bologna 2020 targets
5. Increased promotion, accessibility and use of EU mobility schemes
6. Incentives for CF-EU collaboration and for public-private partnerships
7. Data collection systems for trends in CF-EU trade in education services and research



# Recommendations for Increasing CARIFORUM Exports of Higher Education Services



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1. Use international networks and diplomacy to spur investment in teaching and research institutions and investors, and to attract “job and prosperity creating” international students and faculty
2. Adopt aggressive strategy to attain international standards of institutions and programmes and develop regional standards
3. Emerging policy framework should be comprehensive, covering full range of research and teaching institutions and workforce development
4. Develop appropriate business models for the Caribbean, promote regional and national “brands”, and market research and expertise
5. Provide incentives for public-private partnerships, and promote research and innovation
6. Facilitate mobility through easier visa and other procedural requirements





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