

Compete Caribbean  
Regional Consultative Forum  
April 8<sup>th</sup> and 9<sup>th</sup>, 2013  
Cave Hill School of Business  
Barbados

Name of Group:

**Skills, Productivity & Innovation**

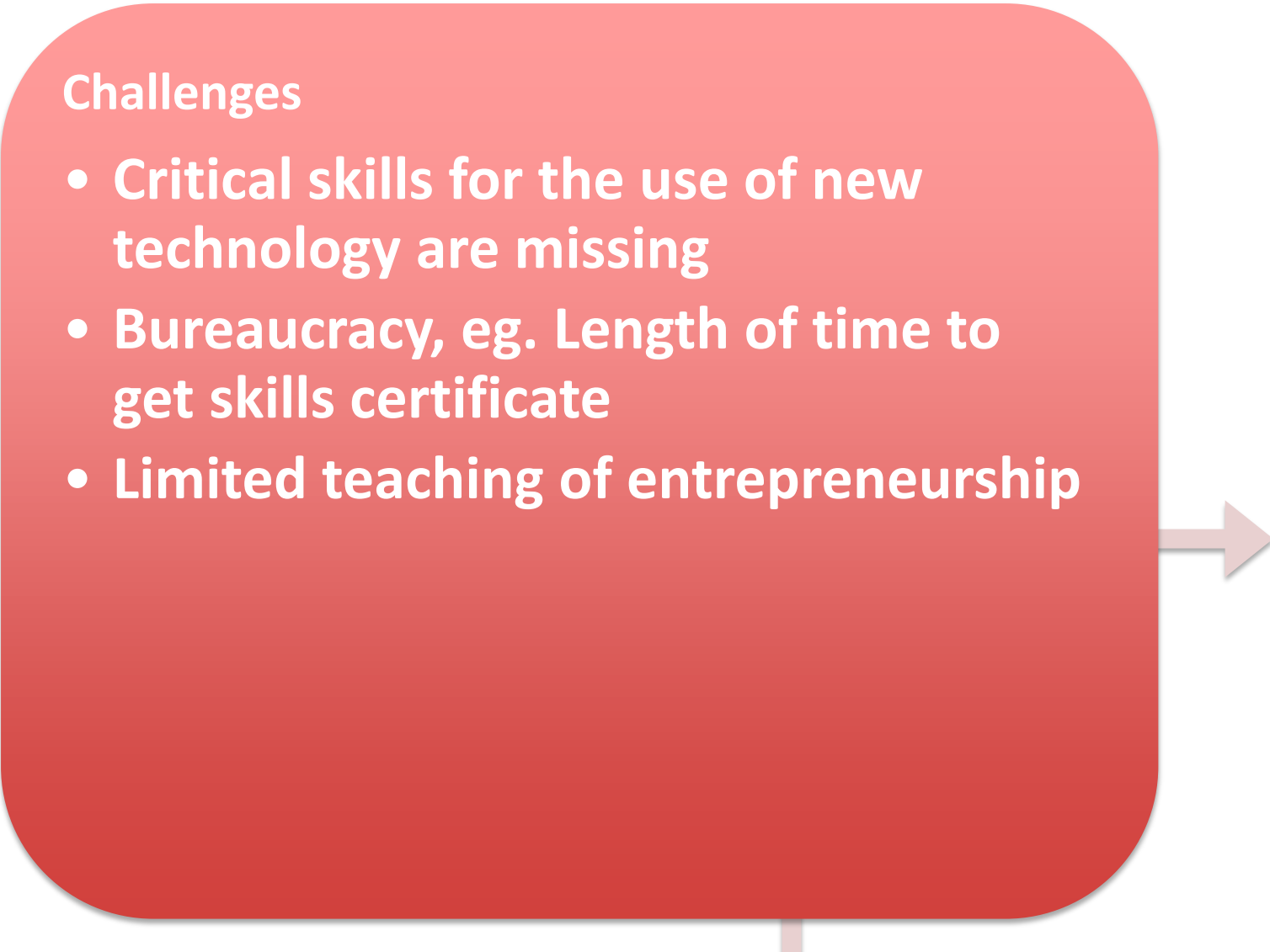
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# Worksheet 1: COWS Analysis



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## Challenges

- Critical skills for the use of new technology are missing
  - Bureaucracy, eg. Length of time to get skills certificate
  - Limited teaching of entrepreneurship
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# Worksheet 1: COWS Analysis

## Opportunities


- Increase access to web-based technology which opens doors to new business
- More linkages to the Diaspora which have been successful at business.
- Better linkages/alliances across sectors



# Worksheet 1: COWS Analysis



## Weaknesses

- Absence of training (both in the school system and at the vocational levels) in relevant skills needed by businesses
  - Lack of communication across sectors and industries
  - Weak governance arrangements limits information sharing among decision makers and businesses
  - Inflexibility and poor attitudes towards productivity rooted in inappropriate schooling
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# Worksheet 1: COWS Analysis



## Strengths

- Existing programmes which address education and skills development (mostly funded by donors)
- A trainable, relatively literate workforce
- Accessible technology that can facilitate niche marketing
- System in place to facilitate free movement of labour across CARICOM

## Worksheet 2: Critical Success Factors & Implementation Framework

Critical Success Factors	Action Steps	Targets/Indicators	Key Stakeholders	Resources (financial, HR, ICTs)
<b>REDUCE CHALLENGES</b> <ul style="list-style-type: none"> <li>•Skills-labour market gap identified and analysed to predict future needs</li> <li>•Specialized skills training</li> <li>•People being trained to be innovative/to “create”</li> <li>•Business community sensitized on what skills are available through various kinds of training.</li> </ul>	<ul style="list-style-type: none"> <li>•Market analysis</li> <li>•Design and implement training programmes</li> <li>•Marketing</li> </ul>	<ul style="list-style-type: none"> <li>▪Skills-Labour Market gap analysis completed</li> <li>▪Specialized skills course designed &amp; implemented</li> <li>▪# of IPs created</li> <li>▪# attending sensitization sessions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Private Sector</li> <li>✓ Business Associations</li> <li>✓ Professionals</li> <li>✓ Academics</li> <li>✓ Relevant Public Sector Bodies</li> </ul>	<ul style="list-style-type: none"> <li>➤ Finance</li> <li>➤ Researchers</li> <li>➤ ICTs</li> <li>➤ Facilitators</li> <li>➤ Mentors</li> </ul>
<b>AMPLIFY OPPORTUNITIES</b> <ul style="list-style-type: none"> <li>•Champions/role models in different sectors &amp; Diaspora to inspire entrepreneurship</li> <li>•Mentorship programmes helping young entrepreneurs</li> <li>•Integrated, cross-sectoral , interdisciplinary education to promote creativity and innovation</li> <li>•Success stories shared, including from the Diaspora</li> </ul>	<ul style="list-style-type: none"> <li>•Case Studies</li> <li>•Identify Role Models, Mentors</li> <li>•Create multi-disciplinary working group</li> <li>•Disseminate success story videos using social media</li> </ul>	<ul style="list-style-type: none"> <li>▪Case Studies, Videos completed &amp; disseminated</li> <li>▪Mentorship plans executed</li> <li>▪Report from multi-disciplinary working group</li> </ul>	<ul style="list-style-type: none"> <li>✓ Private Sector</li> <li>✓ Mentees</li> <li>✓ Mentors</li> <li>✓ Professionals</li> <li>✓ Academics</li> <li>✓ Diaspora</li> </ul>	<ul style="list-style-type: none"> <li>➤ Finance</li> <li>➤ Educators</li> <li>➤ ICTs – Social media</li> <li>➤ Facilitators</li> <li>➤ Mentors</li> </ul>

# Worksheet 2: Critical Success Factors & Implementation Framework

Critical Success Factors	Action Steps	Targets/Indicators	Key Stakeholders	Resources (financial, HR, ICTs)
<b>MINIMIZE WEAKNESSES</b> <ul style="list-style-type: none"> <li>•Competency-based school system which develop skills and shapes attitudes/mind set that can yield high productivity</li> <li>•Work systems which promote flexibility across sectors and facilitate communication across industries</li> <li>•Training institutions market services better and reach out to business community</li> <li>•Increased capacity in national and regional Business Support Organisations/Business Associations</li> </ul>	<ul style="list-style-type: none"> <li>•Active involvement of private sector in training inst. &amp; schools</li> <li>•Strengthen private sector capacity for advocacy</li> <li>•Marketing of services &amp; info to private sector</li> </ul>	<ul style="list-style-type: none"> <li>▪#Training inst &amp; schools using competency-based training &amp; attitudes/mind set programmes</li> <li>▪# of Business Ass exposed to advocacy training</li> <li>▪# of businesses knowledgeable about services &amp; other relevant info</li> </ul>	<ul style="list-style-type: none"> <li>✓ Private Sector</li> <li>✓ Business Associations</li> <li>✓ Professionals</li> <li>✓ Business Support Organizations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Finance</li> <li>➤ Education Experts</li> <li>➤ ICTs</li> <li>➤ Facilitators</li> <li>➤ Marketing &amp; communication experts</li> </ul>
<b>MAXIMIZE STRENGTHS</b> <ul style="list-style-type: none"> <li>•Increased managerial capacity</li> <li>•Increased labour mobility</li> <li>•Variety of skills, knowledge and attitudes developed – e.g. in marketing/ tourism packaging, etc.</li> </ul>	<ul style="list-style-type: none"> <li>•Managerial capacity building</li> <li>•Remove constraints to mobility</li> <li>•Relevant training</li> </ul>	<ul style="list-style-type: none"> <li># of persons receiving relevant training</li> <li># length of time taken to get skills certificate</li> </ul>	<ul style="list-style-type: none"> <li>✓ Private Sector</li> <li>✓ Professionals</li> <li>✓ Relevant public sector bodies</li> </ul>	<ul style="list-style-type: none"> <li>➤ Finance</li> <li>➤ Management Experts</li> <li>➤ ICTs</li> </ul>

## Worksheet 3: Implementation Timeframe

Priority Projects	Short Term (1 – 2 yrs)	Medium Term (2 – 3 yrs)	Long Term (3 – 5 yrs)	Resources (financial, HR, ICTs)
<b>1. Strengthen Business Support Organisations to undertake incubators and business clinics (including the Coalition of Services Industries)</b>		✓		<ul style="list-style-type: none"> <li>➤ Finance</li> <li>➤ ICTs</li> <li>➤ Business Support Professionals</li> </ul>
<b>2. Strengthen national and regional Business Associations and CAIC, including strengthening capacity for advocacy</b>			✓	<ul style="list-style-type: none"> <li>➤ Finance</li> <li>➤ ICTs</li> <li>➤ Business Association expert</li> </ul>
<b>3. Hold sector-based Apps competitions to encourage innovation and address sector specific needs, especially among MSMEs</b>	✓			<ul style="list-style-type: none"> <li>➤ Finance</li> <li>➤ ICT infrastructure</li> </ul>
<b>4. Strengthen intermediary businesses to create inter-sectoral linkages (i.e. build the “middle man”). E.g. tourism-agriculture (IICA already involved in this), tourism-local manufacturers, tourism-craft.</b>			✓	<ul style="list-style-type: none"> <li>➤ Finance</li> <li>➤ Marketing and Communications experts</li> <li>➤ ICTs</li> </ul>

## Worksheet 3: Implementation Timeframe

Priority Projects	Short Term (1 – 2 yrs)	Medium Term (2 – 3 yrs)	Long Term (3 – 5 yrs)	Resources (financial, HR, ICTs)
5. Support BSO advocacy for curriculum change to drive skills development and innovation. Including skills for export marketing, e.g. language training			✓	➤ Finance ➤ Advocacy Experts
6. Cost-benefit analysis of producing skills for export (e.g. nurses, engineers, teachers) vs supplying local market	✓			➤ Finance ➤ Researchers
7. Survey of existing programmes with diaspora involvement in PSD.	✓			➤ Finance ➤ Researchers
8. Promotion of exporting professional skills on-line (e.g. accounting, law, editing, etc.).		✓		➤ Finance ➤ ICTs
9. Business mentorship project. E.g. CBD's CTCS program to help solve problems at the firm level.			✓	➤ Finance ➤ Pool of Mentors