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in the Caribbean

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**Educación Superior y Sociedad (ESS)**, is a bi-annual journal published by the International Institute for Higher Education in Latin America and the Caribbean (IESALC) of Unesco, located in Caracas, Venezuela.

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**Educación Superior y Sociedad (ESS)**, est une publication semestrielle, publiée par l'Institut international pour l'enseignement supérieur en Amérique latine et dans les Caraïbes (IESALC) de l'Unesco, basée à Caracas, Venezuela.

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**Educación Superior y Sociedad (ESS)**, Collection 25e anniversaire, elle-même a mis en place en tant qu'organe de scientifique exceptionnel qui répond au confiée depuis Janvier 1990 et est compatible avec les objectifs de la mission de faire la connaissance d'une valeur sociale, un dialogue de la mission de connaissances à partir contextualité locale, en passant la transformation à un nouveau consensus sur le développement humain durable dans la région.

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**Annette Insanally**

Caribbean universities, largely operating in small island states (small-scale economies, populations, and political structures) represent catalysts for national and regional development. In this context, some have been more successful than others in responding to social demands, characterized by their degree of success in developing a critical mass of expertise, maintaining professional and intellectual legitimacy, their efficient use of resources while maintaining qualitative objectives and establishing external links. At the operational level, creating evaluation mechanisms, networks, regional centers, the use of new information technologies and delivery systems, advances in science and technology. (See OECD Publishing, **Beyond GDP: Measuring What Counts for Economic and Social Performance - Country-experiences with using well-being indicators to steer policies**, November 27, 2018).

An important consideration for Caribbean higher education institutions (HEIs) is how to ensure that they are not left behind in the global thrust for resilience and survival amidst a multiplicity of man-made and natural disasters. In this context, the institutions' focus on continuous quality improvement can be a worthy mechanism if a multi-pronged, institution-wide approach is taken for a rational response to the inherent challenges.

Increasingly, Caribbean institutions are recognizing that a value-added mechanism could be transformational partnerships to cultivate global dialogue and expand the capacity of each institution for educating students, conducting research and serving communities. This calls for complementary regional action, whereby the combined strengths of the network of institutions can be harnessed and weaknesses mitigated, strategic action and best practice can be shared and emulated and challenges and failures analyzed. Of merit would be the production of a regional database informing on successful activities and new ideas of higher education practitioners working on solving global problems through innovative international collaboration. This would set the agenda and establish partnerships for future initiatives in key development areas: Priorities for LAC countries; Strategy and Policy; Research Collaboration; Student Mobility (including short-term, project-based and practical professional experiences); Faculty Mobility and Collaboration; Collaboration with the Productive Sector to Address Global Challenges; Innovative Use of Technology for

International Collaboration; Resource Mobilization and Partnership Building for Sustainable Development; Transformative agendas; Curriculum revitalization and cross-cutting themes; Teaching and Learning Effectiveness and implementation of Quality Policy.

An important point of departure is the fact that 2019 is a milestone year for the Sustainable Development Goals (Agenda 2030). It includes the first comprehensive review of progress on the entire 2030 Agenda since implementation began in 2016. This review will be held as the 74th Session of the UN General Assembly (UNGA) kicks off in September 2019. Twenty-one (21) of the SDGs' 169 targets will mature in 2020, and with 12 of them focused on biodiversity, they are essential for the success of the SDGs and the Paris Agreement on climate change. The Caribbean has a critical window of opportunity for clear and coherent action by Member States to address the future of these targets.

In January 2019, The University of the West Indies (The UWI) was selected by the International Association of Universities (IAU) as its global leader in the mobilization of research and advocacy for the achievement of a climate-smart world. The UWI has already selected a global cluster of universities from Europe, Africa, Asia, the Americas and Oceania to assist in the task of achieving SDG 13 having recognised decades ago that climate change, rising sea levels and ocean temperatures, were an existential threat to the Caribbean, small island states, and the world, and to this end provided a body of scientific knowledge to prove and promote the case. The UWI's commitment to supporting the Caribbean region in the development of a culture of resilience and resilience planning as part of its Triple A Strategic Plan 2017-2022 is evidenced through a number of initiatives with global impact. In August 2018, The UWI was selected by the Inter-American Development Bank (IDB), the World Bank, and Virgin United to host the launch of the Caribbean Climate-Smart Accelerator, a ground-breaking initiative to support the Caribbean becoming the world's first 'climate-smart zone.' (Sir Hilary Beckles, [www.uwi.edu](http://www.uwi.edu))

Caribbean HEIs would do well to participate in Forums which provide a unique interface for them to share their experiences and strategies for advancing the sustainable development agenda. The Higher Education Sustainability Initiative (HESI), a partnership between UN-DESA, UNESCO, UNEP, UN Global Compact's Principles for Responsible Management Education (PRME) initiative, UNU and UN-Habitat, is one of the key implementation partners of the Global Action Program on Education for Sustainable Development (GAP)<sup>1</sup> and is a forum for dialogue and for sharing how universities are integrating the SDGs into sustainability strategies in the form of research, teaching, pedagogy, and campus

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**1** GAP, which was launched in 2014 in the follow-up of the Decade of Education for Sustainable Development (ESD) (2005-2014), seeks to generate and scale-up Education for Sustainable Development and accelerate progress towards sustainable development. All higher education institutions may join the network freely.

practices. Students could join, and be actively engaged in national and international student organizations, to ensure their voice is heard and receive the necessary support.

UNESCO-ISEALC has an integral role to play in this and is galvanizing the endorsement by regional HEIs of a consistent and coherent plan of action (CRES 2018 Plan of Action) and so guarantee their commitment to joint action for the sake of the region's sustainable development and to ensure that the region is not left out of global efforts and achievements. It is envisaged that regional networks will contribute to the creation of a Regional Common Knowledge Space intended to harness the productive good of regional HEIs and be conducive to the creation of harmonized accreditation systems, increased facilitation of joint programmes and increased accessibility to the regional HEI product. An important partner would be the Caribbean Nucleus of the Regional Center for Cooperation in Higher Education (CRECES) with which the Universities Caribbean Association has a Cooperation Agreement.

Current strategies and practices at Caribbean HEIs are trending towards a value-creating use of knowledge resources for innovation and entrepreneurship. This stems from an increasing awareness that to effectively support entrepreneurship and innovation, HEIs themselves need to be entrepreneurial and innovative in how they organise education, research and engagement with business and the wider world. Several HEIs have taken a proactive approach and piloted new ways of integrating new teaching methods into their curricula, developing activities to stimulate the entrepreneurial mindset, supporting start-ups, strengthening collaboration with business and the wider world, and taking a more international approach to their activities.

The Youth Progress Index is one of the first ever concepts for measuring the quality of life of young people independently of economic indicators. This framework can be a significant contribution to the policy debate, including for advocacy, as well as scholarly research, on measuring performance of societies related to youth matters, and defining progress beyond economic achievements. Young people from around the globe must be encouraged to take advantage of opportunities to discuss, understand, share, find solutions to and develop strategies on Caribbean and global issues pertaining to ocean conservation and preservation, marine pollution, climate change-related impacts on the oceans, sustainable blue economy, coral reefs and fisheries, among others. Young people are directly affected by these problems, and actively engaging youth on sustaining and improving the health of our oceans is imperative if we want to successfully implement the SDGs, especially Goal 14 (life under water). (POLICY TOOLKIT Youth Entrepreneurship for the Green and Blue Economies, published by The Commonwealth Secretariat, 2018). Linguistic differences must not constitute a barrier to integrated action for development.

Science and technology is generally considered key to the future of all developing countries and an important solution to inequality in our societies. Caribbean HEIs must participate in inter-related local and global action to encourage our children to think as innovators; increase the number of science academies in our communities; increase access to education using internet technology to greater numbers of our population and mobilize policy support for development and capacity.

The articles in this edition address these issues of human capital management and development and provide us with important information for a better understanding of the challenges facing our higher education sector.

# 1

Topic 1:

## **Higher education, innovation and economy**

- **The Caribbean University- Innovation and Economic Development**  
Dr Bhoendradatt Tewarie  
Member of Parliament, Government of Trinidad & Tobago
- **Tertiary Education–Private Sector Engagement: A Strategic approach to catalysing innovation, economic revitalisation, and inclusive development in CARICOM countries**  
Dr Glenford Howe, Dr Halima-Sa'adia Kassim,  
Dr David Rampersad  
The University of the West Indies, St Augustine Campus, Trinidad & Tobago

# The Caribbean University- Innovation and Economic Development

Dr Bhoendradatt Tewarie

## :: ABSTRACT

Caribbean society needs an innovation-led Caribbean University system to achieve economic progress and sustainable development. The Caribbean University needs to have a sustainable economy and society surround it so that the business of the University can become viable and the fulfillment of its mandate more meaningful and satisfying. Forging a partnership among Caribbean Universi-

ties together with a corresponding partnership with the Government and Business might be the beginning of an innovative intervention to support an innovation driven sustainable development initiative for the Caribbean region.

**Keywords:** Caribbean universities, sustainable development



# L'Université Caraïbeen - Innovation et Développement Économique

Dr Bhoendradatt Tewarie

## :: RÉSUMÉ

La société des Caraïbes a besoin d'un système d'universités caraïbeens axé sur l'innovation pour réaliser des progrès économiques et un développement durable. L'Université Caraïbeen doit avoir une économie et société a l'entour d'elle pour que ses activités puissent devenir viables et que la réalisation de son mandat soit plus significative et plus satisfaisante. L'établissement d'un partenariat entre les

universités caraïbeens avec accompagnement par un partenariat entre le gouvernement et le monde des affaires pourraient être le début d'une intervention innovante visant à soutenir une initiative de développement durable axée sur l'innovation pour la région des Caraïbes.

**Mots-clés:** Universités des Caraïbes, développement durable

# La Universidad del Caribe- Innovación y Desarrollo Económico

Dr Bhoendradatt Tewarie

## :: RESUMEN

La sociedad caribeña necesita un sistema de universidades caribeñas liderado por la innovación para lograr el progreso económico y el desarrollo sostenible. La Universidad del Caribe debe estar rodeada de una economía y una sociedad sostenibles para que los negocios de la universidad puedan ser viables y el cumplimiento de su mandato sea más significativo y satisfactorio. Forjar una asociación entre univer-

sidades del Caribe junto con una asociación correspondiente con el gobierno y las empresas podría ser el comienzo de una intervención innovadora para apoyar una iniciativa de desarrollo sostenible impulsada por la innovación para la región del Caribe.

**Palabras clave:** universidades caribeñas, desarrollo sostenible

# A Universidade do Caribe – Inovação e Desenvolvimento Econômico

Dr Bhoendradatt Tewarie

## :: RESUMO

A sociedade caribenha precisa dum sistema de universidades caribenhas encabeçado pela inovação para atingir o progresso econômico e o desenvolvimento sustentável. A Universidade do Caribe deve estar cercada por uma economia e uma sociedade sustentáveis para que os negócios da Universidade possam ser viáveis e para que o cumprimento do seu mandato seja significativo e satisfató-

rio. Criar uma parceria entre universidades do Caribe, uma associação do governo e as empresas poderia ser o início duma intervenção inovadora para apoiar uma iniciativa de desenvolvimento sustentável promovida pela inovação para a região do Caribe.

**Palavras-chave:** Universidades do Caribe, desenvolvimento sustentável

## :: Some Basic Questions

### How do humans live?

They breathe oxygen, they drink water, they eat food and they seek shelter from the elements.

Beyond that, they learn things and they apply what they learn to cope with the challenges of everyday life, in the process making adaptations, as required, to survive and to thrive.

Then human beings make things, they do things, they make things happen and in the process, they produce, they create, they experience the world through their five senses and they think, they make assessments, they experiment, they make mistakes, they review and reflect, they take corrective action, they sometimes succeed. Societal Progress depends on the success of human beings.

Human beings imagine – that is to say use their imagination to pursue productive endeavour or work or creative aspirations but they also, as well, pursue recreation, leisure and pleasure.

To do these things human beings must exert effort and burn energy and when human effort alone is not enough they harness sources of energy to get things done.

It is from these simple human needs and motivations and the demands of the environment that the man-made world has been created, and continues to be created with its great complexity and its many complicated issues and problems. As societies evolve and the world advances, the challenges increase. Every new challenge or problem, demands a solution or resolution.

So one of the big challenges wherever we live today, is effective problem identification and solution finding.<sup>1</sup> And there is an expectation, in the societies in which we live, that problems will be identified well in advance by educational institutions, especially higher educational institutions and that solutions for

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**1** Defining what exists against what might be more desirable among a range of considered options and working through how to achieve the best option are critical factors in problem solving and solution finding.

See Watanabe, Ken, Problem solving 101: A Simple Book for Smart People London, Vermilion, 2009.

such problems will be provided by these institutions either on their own or in collaboration with others.<sup>2</sup>

Indeed, bringing clarity to problem identification and precision to solution finding with relevance and responsiveness remain two of the foremost challenges of higher educational institutions today.

## What Does Society Want?

From academics, society wants probing questions which get to the root of persistent problems which require creative solutions.

From research, society wants the answers to these probing questions by way of clear solutions and a road map for the application of such solutions.

In the solution of problems not identified before, not solved before or not solved well enough before, lies the opportunity for innovation.

The air we breathe, for instance, how do we keep it clean? Trinidad and Tobago produces a high level of carbon emissions for example. The burning of garbage in several countries contributes to air pollution.

The water that we drink and which is the liquid-base and necessary input of so many products in the market place – how do we keep water clean and unpolluted? How do we purify contaminated water for reuse; how do we make water plentiful in a world of water scarcity, where water wars are predicted between communities and nations?<sup>3</sup> In the Caribbean, Guyana and Dominica are rich in water while Antigua-Barbuda must import water to be sustained.

The United Nations has warned of a food-water-energy stress nexus;<sup>4</sup> that is to say, that as the world population grows, the need to grow and produce more

- 2 See Cherwitz, Rick. How can we reengineer universities to solve society's problems? The Dallas Morning News, February 28, 2018. "Society's complex problems cannot be solved by any one academic discipline or sector." Cherwitz calls for academic engagement "where collaboration and partnership with the University produce solutions to society's most vexing problems."
- 3 The United Nations World Water Development Report 4: Managing Water under Uncertainty and Risk, Volume 1, UNESCO Publishing, 2012. "By 2025, 1.8 billion people will be living in countries or regions with absolute water scarcity and two-thirds of the world population will be living under stress conditions"
- 4 The United Nations World Water Development Report, 2014. Water and Energy Volume 1.

food will intensify, the demand for energy will also increase and the water demands of more people, more food, more energy (for instance securing shale gas requires a lot of water) will be increasingly high.

The countries of the Caribbean are hardly self-sufficient in food. The issue of agricultural production, food self-sufficiency, self-sustainability in food and nutrition and food security have come up as issues in individual countries as well as a matter of concern at the level of the Caribbean Community (CARICOM). Yet progress in this area has not been steady.

With today's technology and proliferation of methodologies – from grow box to hydroponics to organic and protected agriculture, why is agricultural production and processing so deficient? We neither produce enough food to feed ourselves nor are we anywhere near production levels required to effectively support the Tourism industry, the number one export of most Caribbean countries.

What about housing? Recently the islands of Dominica, Barbuda, Virgin Islands, Puerto Rico and parts of other countries were devastated by hurricanes. Rebuilding is taking place as we speak. Natural disasters are plentiful in the Caribbean. The region is also earthquake prone. Should research and innovation from the regional university system not be providing sustainable solutions for housing, seizing opportunities presented by Dominica, Barbuda, Virgin Islands and Puerto Rico to develop an expertise for housing design and construction for tropical zones that are prone to natural disasters and earthquakes? Think of the opportunity for collaboration!

The basic things, therefore, that human beings do – breathe oxygen, drink water, eat food, seek shelter – require innovative solutions. These challenges provide opportunities for the Caribbean university.

Some of these solutions can be, island or country specific, or custom built for the region or have global applications. Or they can have specific value for island communities or countries in tropical zones.

But the opportunity does exist for research and innovation to support development needs of a fundamental kind in the region. For that to happen, collaborative arrangements need to be made with governments to influence the policy agenda and to agree on targeted solution finding and with private sector partners to make solutions real.

## :: Sustainable Development and Its Demands

The problem of air pollution is an environmental problem, so is the problem of water resources management. But with climate change and the alteration of weather patterns, the region may well experience increasing rainfall in coming years. This can cause flood as has been the case in Jamaica on occasion, in Puerto Rico not so long ago and most recently in Trinidad and Tobago. This may well require infrastructural solutions.

So an environmental challenge and a water resources management problem may well demand, at least in part, an infrastructure related solution. The use of Agricultural production and its links with the Tourism industry and the pursuit of the desirable goal of food security is an economic development issue. The issue of housing is a human and community development issue but, in addressing the issues of hurricanes and earthquakes in the design of housing solutions, one must of necessity, take into account disaster preparation and anticipatory management issues. Innovative Engineering solutions are, therefore, demanded.

If, for instance, water resources management and prevention and containment of flooding can be linked to irrigation solutions for farmers and a boost to sustainable agricultural production, we begin to discern how the quest for a solution to one problem can lead to the solution of another and how the challenges of development are interconnected. Heavy rainfall may cause floods but more rainfall can be leveraged to support agriculture. Need for additional water capture can lead to the creation of leisure and recreation spaces. And a strategic appreciation of the value of effective deployment of water resources may lead to policies for rainwater harvesting in the construction of new buildings.

In addition, in seeking sustainable solutions to economic challenges (like agriculture, food, security, tourism); in seeking sustainable solutions to human problems (like shelter/housing) we are required to address other challenges which impact on human wellbeing. In trying to address environmental issues such as air quality, water resources management, flooding, in a sustainable way, we inevitably have to appreciate the interconnectedness of things, take an integrated approach to solution finding as we identify multiple, interconnected problems which require an integrated planning approach to solution finding, and the execution of elements of a synergistic solution model. Such an approach takes us beyond economic development alone, beyond human development alone, beyond environmental conservation for sustainable development alone into a sustainable development framework of operations.

Sustainable development, now signed on to by every nation in the world and driven by 17 agreed sustainable development goals by the United Nations, acknowledges that development sits on three vital pillars – economic development, human development and environmental conservation and ecological sensitivity with regard to human decisions and actions and with regard to the use of natural resources and natural assets around us. The objective of the sustainable development approach driven by the UN in all subscribing countries, is to achieve development in each location with balance and for each nation to achieve prosperity with inclusiveness for its population and with greater equity in a shared prosperity model in which the gaps between extreme wealth on the one hand and extreme poverty on the other can be reduced.

The world has embraced the Sustainable Development approach which requires interdisciplinary solutions, integrated planning, and synergistic approaches to execution in a developmental model which seeks to meet “the needs of the present without compromising the ability of future generations to meet their own needs.”<sup>5</sup> This of course, is the classic definition of the Sustainable Development paradigm from the Brundtland Commission and Universities, including Caribbean Universities, must embrace and internalize sustainable development in a meaningful way to increase their value going forward.

This means disrupting silo disciplines, embracing multi-disciplinarity and the collaboration that comes with it, strengthening critical thinking to reassess our experience of living, rethinking the problems that we face and the challenges which we need to overcome in order to come up with more creative and innovative solutions to the problems which confront us.

## :: Perpetual Innovation

Sustainable Development demands perpetual innovation because the world as a whole for the sake of the planet, and every country in which we live for the sake of quality of life, are seeking to achieve the goal of sustainable development for the first time; it has never been done before. It is an experiment in progress. An experiment by its very nature will have set backs, mistakes will be made, failures will occur, and innovative solutions to make corrections must emerge to advance progress.

The pursuit of sustainable development goals demands innovation, and achievement is dependent on innovation. Perpetual innovation, therefore, is the

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5 World Commission on Environment and Development (1987) Our Common Future. (Brundtland Report) p. 16. Retrieve at: <http://www.un-documents.net/our-common-future.pdf>



essential requirement to make sustainable development happen. Sustainable development anywhere, is not achievable without perpetual innovation, however, to establish and nurture a culture committed to perpetual innovation requires one to make a realistic assessment of things as they are, of the world as it is, so that we can make things better, do things differently, make innovative leaps. This means that we must critically assess situations and come up with creative solutions and innovative measures. So essential prerequisites for innovation, therefore, are critical thinking skills, creative thinking disposition, and imaginative solution finding capacity. In the Caribbean University, critical thinking skills, creative thinking skills and an appreciation of how innovation works need to be brought together to support multidisciplinary research and innovation and the application of innovative interventions to the solution of problems. This was the thinking frame behind my establishment of the Institute of Critical Thinking when I served at the University of the West Indies in 2005.

Remember, the objective is not innovation for the sake of innovation. The objective is sustainable solutions through relevant research and the application of knowledge. But sustainable solution finding will drive innovation because often, sustainable solutions are without precedent or depend on drawing on existing knowledge generated elsewhere to customize, culturize or reinvent appropriate solutions.

## :: Private Sector

The issues I have raised so far have to do with public policy and the public good; but how does the Caribbean University contribute to innovation in the private sector? Trade, investment, productivity, competitiveness and innovation are critical factors for industrial and business success. Industrial and business success are fundamental to economic growth and development progress in any country or region. Competitiveness, Michael Porter told us some time ago in **The Competitive Advantage of Nations**, takes place at the level of the firm. And we know now that the competitiveness of a firm depends on continuous improvement and innovative interventions and leaps.

Joseph Schumpeter identified in the nineteenth century, where and how innovation takes place in a firm. He cites changes in methods of production, methods of transportation, the design, invention or manufacture of a new product, change in industrial organization structure and systems and the opening up of new markets.<sup>6</sup>

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6 Schumpeter, Joseph. *Essays: On Entrepreneurs, Innovations, Business Cycles and the Evolution of Capitalism* Transaction Publishers, New Brunswick, New Jersey (1989).

Arthur Lewis, Nobel Prize winning Caribbean economist and former Vice Chancellor of the University of the West Indies and former President of the University of Puerto Rico also argued that “Everything begins with the market.”<sup>7</sup> In other words, work backwards from the market to design business success.

Today, when research, knowledge, science and technology drive all progress, we speak of knowledge transfer, technology transfer, absorptive capacity but also knowledge generation and application of know-how to the production process. We emphasize logistics. We examine the value chain; design for instance, is more important in the value chain than actual manufacture or production. Today information technology has made it possible to have flat organizations and work from anywhere systems and business to business arrangements across borders are vital elements in boosting market penetration and export growth. For small and medium enterprises, many of them family businesses which proliferate in the region, business to business arrangements are critical to success. For the larger firms, the conglomerates like Massy, ANSA McAl, Guardian Holdings, Sagicor, Grace Kennedy, Cave Shepherd, Sunshine Snacks whose footprints in the region are large, investments, acquisitions, clusters and partnerships might be the preferable route; but business to business relations are critical for the success of smaller firms.

All Caribbean countries are weak in competitiveness, weak in innovation, relatively low in productivity. Where does the Caribbean University fit? In 2010, I established the Caribbean Centre for Competitiveness at the University of the West Indies with support from the IDB to address this need. But this institution was not sustained.

The task of providing innovation support for businesses and stimulating innovation in business begins with the graduate produced by the Caribbean University, calls for expertise in productivity and competitiveness and requires knowledge collaboration between the private sector and the University.

Most graduates of Caribbean Universities are absorbed by the private and public sectors as employees at different levels.

What do employers want? They want problem solvers and solution finders who can work with others within an established structure and framework but who can also add value to a department, organization or institution.

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7 Lewis, Arthur W. (1954) “Economic Development with Unlimited Supplies of Labor” Volume 22 of Manchester School, University of Manchester, 1954.

Moreover employers want employees who can follow instructions and work with a plan, yes, but they also want men and women who can question things in a constructive manner with a view to making improvements. Employers also want employees who can take initiative, handle challenging situations on their own and who can display entrepreneurial energy and drive. Such people are often described as intrapreneurs.

But Caribbean society also needs entrepreneurs in manufacture, services and ICT based industries including new applications in a world in which, because of the internet, it is possible to create born global industries, from any geographical location regardless of country size as well as international collaborations and partnerships and even a multinational business involving two or three people at different points of the globe.

So how do we create graduates that are work ready and desired by industry, intrapreneurs that can lead change in firm innovation in businesses large, medium and small including family businesses which have great deal of difficulty transitioning to higher levels of competitiveness as well as new entrepreneurs for new business creation in a knowledge demanding, technology driven world of software applications, with the growing impact of artificial intelligence?

## :: Curriculum Redesign

One vital intervention required at the level of the Caribbean University is curriculum redesign and reformulation.

Brain power might be a genetic inheritance and learning generally adds capacity and expands the knowledge pool from which the individual can draw for applications; but curriculum is a mind altering device; curriculum can help shape the way that a generation thinks and the economic transformation required for sustainable development, the innovation required to drive the process, the attitudinal and dispositional shifts required of University graduates to manage this new paradigm, the self-starting, work ready intrapreneurs required to stimulate and own the process of innovation to transform firms, the entrepreneurs required to create the new businesses to connect with a knowledge based, technologically driven world, these things require not only a redesign of curriculum, but also, a rethinking of teaching methodologies to stimulate critical thinking, build creative capacity, teach problem identification, provoke solution leadership, cultivate a healthier respect for powers of the imagination. In addition partnerships must be built with business and other stakeholders to inform the process of curriculum reconstruction.

Notions such as productivity, efficiency, effectiveness, competitiveness, innovation and sustainable development must be introduced to the student and creatively engaged and beneficially understood. The attitudinal and dispositional shifts required to make change happen must be explored and internalized by a generation of graduates who must lead change and effect economic transformation for sustainability of the region.

The research culture and the science and technology knowledge exposure must buttress all of these things. Entrepreneurship must be taught, business ideas must be generated, intellectual property created, new businesses established and regional and international linkages forged, all for the purpose of supporting a thriving culture of entrepreneurship and innovation, which if properly done, can lead to sustainable development of the region.

So curriculum redesign, realignment and reformulation are required to support attitude shifts for intrapreneurship, entrepreneurship and innovation that can lead to sustainable development in industry and throughout the region. The Caribbean can hardly go much further with the current State driven models for economic development. Entrepreneurial energy is required to quicken the pace of development and progress.

## **:: Institutional Infrastructure**

The Caribbean University must create a forum or institution adequately resourced, which allows industry to benefit from research outcomes that can be of value but it also needs to be informed by industry of what is critical to its progress. In this way, industry feedback can influence a research agenda for solutions and University research solutions can find application in industry to stimulate innovation. It is important that such a forum or institution be mutually agreed, mutually supported and sustained as a long term partnership. Moreover, a structure for the exchange of comparative information among Caribbean based and/or focused Universities needs to be established. It is desirable that this be one integrated, adequately resourced institution to support innovation collaboration for results.

In this way, meaningful research, yielding valuable solutions and stimulating vital innovations and spreading an innovation culture in industry, can be financially supported to create value that can generate wealth, making for a virtuous circle in support of perpetual innovation.

## :: Higher Education Essential for Economic Development

The relationship between higher education and economic development is well documented.

Linsu Kim in his book **Imitation to Innovation**<sup>8</sup> points out that it is impossible to build a national innovation system on primary and secondary education alone. Comparing a range of countries of roughly equivalent levels of achievement in the 1950's, he demonstrates rather graphically, how growth in higher education participation dovetailed with research capacity to facilitate knowledge transfer, to build competitive power and to quicken the pace of development in Korea over a 30 year period. Tertiary education expansion, emphasized Science and Technology, building a focused research capability, distinguished between tacit and explicit learning and leveraged each for higher impact and designed learning systems to support innovation. And this worked.

Frank Hezemans, researcher on the economics of education, has argued that whatever the benefits of a sound primary and secondary education, as an economy matures, it is critical to have a certified reservoir of tertiary education skills.

The World Bank is clear on the role of the University in the development process:

*"higher education plays a key role in training qualified individuals who will be capable of implementing new technologies and using innovative methods to establish more efficient enterprises and institutions and thus allocate resources more effectively. Through research and increased knowledge, higher education can also help to address the challenges arising from population growth, limited arable land, endemic diseases, urbanization, energy costs and climate change."*<sup>9</sup>

Economist Paul Romer just won the 2018 Nobel Prize for Economics. He comes from a formidable line of new endogenous theory economists. Endogenous growth theory specifies that technical progress results from three factors namely – investment, the size of capital stock and the stock of human capital. Romer has argued that new knowledge is the ultimate determinant of long term economic growth. He has also argued that the strength of the patent system

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<sup>8</sup> Kim, Linsu. *Imitation to Innovation: The Dynamics of Korea's Technological Learning*, Harvard Business School Press, 1997.

<sup>9</sup> World Bank, *Financing Higher Education in Africa* World Bank Publications, 2010.

depends on investment in research and technology. For Romer, the technological advance of a firm or of a country, depends on the creation of new ideas. Romer further argues that ideas are more important than natural resources. Using his knowledge of the process of reverse engineering in Japan as a point of departure, Romer postulates that new knowledge enters the production function either via the intermediate goods stage or the final goods stage. Along with other endogenous growth theorists he argues that when improvement in productivity takes place it can generally be linked to a greater level of investment in human capital and a faster rate of innovation because of it.<sup>10</sup>

Romer and other proponents of the new endogenous growth theory argue that both government and private sector institutions should strive to provide incentives to individual creativity as well as firm creativity. Clearly the name of the game is innovation. For the endogenous growth school of thought, knowledge based industries such as communications, software, high tech industries, artificial intelligence are particularly important because this is where brainpower, creativity and the imagination can come together meaningfully.

Sustainable development and the innovation on which it depends, has both tangible and intangible elements and one must appreciate that synergy of these elements is a critical factor in making development happen.

There is, therefore, an important relationship between natural resources, investment, entrepreneurship and the creation of business and their contribution to capital formation on the one hand and human capital development and formation and the brain power and imagination which makes competitiveness and innovation possible on the other. Of significant value is the technology which makes it possible for intangible assets to get the most leverage out of tangible assets.

## :: Tangible and Intangible Assets

The relationship between tangible and intangible assets in the development process was recognized a long time ago by a nineteenth century educator and philosopher from Peru named Augusto Salazar Bondy. This is his perspective on Development:

*“Underdevelopment is not just a collection of statistical indices which enable a socio economic picture to be drawn. It is also a state of mind, a*

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**10** Romer, P.M. (1990) Endogenous Technological Change. Journal of Political Economy, Volume 98, No. 5, Part 2, p. S71-S102, University of Chicago Press, p. S84.

*way of expression, a form of outlook and a collective personality marked by chronic infirmities and forms of maladjustment.”<sup>11</sup>*

So underdevelopment is reinforced by mindset, or a frame of collective outlook.

Lawrence E. Harrison was familiar with the thinking of Augusto Salazar Bondy and that made him reflect on what makes development happen. This is what Harrison himself wrote:

*“What makes development happen is our ability to imagine, theorize, conceptualize, experiment, invent, articulate, organize, manage, solve problems and do a hundred other things with our minds and hands that contribute to the progress of the individual and of human kind. Natural resources, climate, geography, history, market size, governmental policies and many other factors influence the pace and direction of progress. But the engine is human, creative capacity.”<sup>12</sup>*

But how does human creative capacity work? Let us pay attention again to what Harrison has to say:

*“It is not just the entrepreneur who creates progress, even if we are talking narrowly about material-economic progress. The inventor of the machine employed by the entrepreneur, the scientist who conceived the theory that the inventor turned to practical use; the engineer who designed the system to mass produce the machine; the farmer who uses special care in producing a uniform new material to be processed by the machine; the machine operator who suggests some helpful modification to the machine on the basis of long term experience in operating it – all are contributing to growth. So is the salesman who expands demand for the product by conceiving a new use for it. So too are the teachers who got the scientist, the inventor and the engineer in their professions and who taught the farmer agronomy.”<sup>13</sup>*

This kind of thinking is “systems thinking” and, therefore, if we want a society that is productive, entrepreneurial and creative and which can generate wealth creating capacity on a sustainable basis, then we need to rethink and redesign the connectivities and synergies within the society. And we need to craft and

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**11** Harrison, Lawrence E. (1985) *Underdevelopment is a State of Mind: The Latin American Case* University Press of America, p. xi

**12** Ibid p.2

**13** Ibid p.2

fashion better integration and more effective synchronization in the societies in which we live, work, manage, lead and co-develop. Because that is what productive citizens in a society do. They co-develop the society. In small societies such as exist in the Caribbean, the Caribbean University can play a key role in bringing together strategic partners to facilitate the highly interconnected process of making development happen.

For sustainable development to manifest, co-development responsibilities and obligations and a collaborative culture which makes it successful, are even more critical because in a sustainable development framework, economic development, human, family and community development considerations and the custodianship of the environment on behalf of future generations become paramount concerns which demand that capacity be built and synergy be harnessed to manage these often competing pursuits to achieve mutual support and optimization of value.

This it seems to me would be beyond the capacity of Caribbean University to do. The University can strengthen itself to better serve the society. The University can transform itself to better facilitate innovation in the economy and society and the University can play a bridging role in bringing together strategic partners to facilitate the process and perhaps even quicken the speed of innovation. But the mandate of leading and managing the process of development in a society remains the mandate and domain of government. There is a limit beyond which the Caribbean University cannot go and would not be expected to go, therefore. The Caribbean University may be able to influence policy or strategic choices but the University cannot act for government or make it do anything that government does not want to do.

With regard to existing industries in the Caribbean the Regional University can rethink agriculture for food security; it can support the manufacturing sector to be more competitive and to grow exports; it can support the growth of Services Exports and it can help to design weather resistant buildings to strengthen sustainable development in the region. These four sectors are basic. For a fifth, looking at where the 4th Industrial Revolution<sup>14</sup> is headed, the Regional University can work with countries to select interventions that might help such a country to leapfrog stages of development. This is possible and the Caribbean University needs to work through this.

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**14** The emerging technologies offer possibilities for a country or society to make leaps although lagging behind in development terms in other areas. Calculating where an intervention might make a decisive difference could be valuable.



Innovations in the Agricultural and food technology sectors, manufacturing, services, tourism, housing and digital services can make a big difference to country economies and perhaps to regional progress on the whole. It will rejuvenate existing industries through innovation and facilitate leapfrogging on the digital economy side.

## :: Green and Blue Economy

But the movement of the world to the pursuit of sustainable development goals means that the countries of the region must shift to a sustainable development paradigm.

This means that agriculture must be sustainable agriculture. Manufacture must focus on renewable products and greener practices; Tourism can only be sustainable tourism for tourism to make sense, services should not create a problem of e-waste.

But it also means focusing on renewable energy. It means cultivating a green economy. It means, that for countries whose shores are daily washed by the Ocean around us, looking at the Blue Economy and its prospects and opportunities is mandatory. It means looking at recycling and looking at renewable products as a way of life.

The Green Economy concept has its roots in the relationship between sustainable environmental management and economic development but overtime, it has come to include poverty eradication. The Green Economy represents a largely undiscovered realm of labour and economic activity with multiple opportunities for innovation in areas such as agriculture, agro-tourism, ecotourism, energy, construction, creative industries, forestry, fishery and manufacturing.

And the biggest opportunity of all in this sunshine region is solar energy. Why can't we tap the sun to better effect? The solar research, applications and innovation capacity of Caribbean Universities is much too underdeveloped.

The Blue Economy is a developing World Initiative pioneered by Small Island Developing States (SIDS) but relevant to all coastal states. The Blue Economy conceptualizes oceans as "development spaces" where spatial planning integrates conservation, sustainable use, oil and mineral extraction, bio-prospecting, sustainable energy production including wind, marine transport, sustainable fisheries and aquaculture, coastal tourism and the possible use of seabed resources and potential sources of renewable energy.

There are relatively new areas that are vitally important to small islands and which can dramatically change the development paradigm and improve jobs, quality of life, and standard of living in an inclusive way for whole island communities and national populations.

The Green and Blue Economies are interconnected and can complement each other and build synergies with each other. The opportunities for critical thinking, problem identification, creative solution finding and innovation abound. The Green and Blue economies and the industrial possibilities which derive from these offer abundant possibilities for innovative interventions and sustainable growth and development of Caribbean economies.

In all of these things we must leverage the world's appropriate, relevant technologies to see how they best fit.

## :: Reflections on Missed Opportunities

It would not be productive at this point to offer more examples of what can be done or what may be desirable. I must, however, reinforce the fact that crime is a scourge in the region and well organized and emphasize that crime requires innovative solutions.<sup>15</sup> I think, and hope, that I have made the basic point that innovation is essential to the future success of the Caribbean University and that I have suggested some simple ways of proceeding. But the Caribbean has missed a number of opportunities. I will mention only a few:

1. The collapse of the West Indian Federation
2. The unfulfilled promises of independence
3. Failure of the countries of the ACS to establish the world's first Sustainable Tourism Zone
4. CSME and CSME/SICA economic integration and
5. The collapse of the New World Movement which sought to create a global network of Caribbean thinkers to found a Caribbean-focused intellectual space.

There was not much in the way of development thinking that had to do with self-sustainability of communities or of outpost economies in the colonial era.

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15 Tewarie, Bhoendradatt. (2015) Sustainable Development: Thinking It Through; Making It Happen Hasib Publications p. 141-143.

Two of the rebellious actions of Mohandas Karamchand Gandhi of India, for instance, the first country to declare independence in the British Empire, had to do with the weaving of cotton instead of importing British textiles and the making of salt from the sea instead of using imported salt. Such action symbolized a battle over what was produced, about the means of production and about whom economic action served. But these actions were also about import dependence, self-sufficiency and self-sustainability. In the Caribbean such issues only came to be raised by Arthur Lewis and Lloyd Best in the 1950's and 1960's respectively and in Latin America by Raúl Prebisch from the 1940's, who all offered divergent solution approaches to the development dilemma.<sup>16</sup>

In the Caribbean, the issues of import dependence, self-sufficiency and self-sustainability remain deep issues as significant structural transformation from what obtained in the colonial era has not been achieved. Development in the region, regardless of country, is sporadic, haphazard; sustainable development elusive, and self-sufficiency and sustainability, a long way off. Caribbean countries have had growth and have made some developmental progress but Caribbean countries are nowhere near overcoming the challenge of sustainable development.

When political independence came, whether in the nineteenth century in Latin America or the twentieth in the Anglo-Caribbean, it came absent of economic viability and, in spite of nationalist, anti-colonial fervour and political rhetoric, devoid of capacity, know-how and do-how, to actualize a national vision of a desirable future. Nations were born but societies had to be forged, economies had to be structured and developed, and success strategies fashioned. And so, the Caribbean road to development, even after Independence, has been long and hard.

This is how Wendell Bell noted sociologist and Caribbeanist, Professor Emeritus at Yale, wrote about Jamaica at Independence:

*"It was a heady time in Jamaica. Everyone was looking forward to the future. People of all walks of life talked of little else but the coming Independence. What had to be done to create a new Jamaica? What would Jamaica be like, what ought it to be like- after Independence? They wrote*

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**16** Lloyd Best, Arthur Lewis, Raul Prebisch. These Economists rethought the development paradigm in different ways. Prebisch posed the concept of developing countries being at the periphery of dominant, centralized systems in the developed world; for Arthur Lewis, surplus labour from agriculture redirected elsewhere could take a country to the next stage of development. The Lewis model became important to East Asia to develop manufacturing. Best together with Canadian Economist Kari Levitt, identified the structural relationship of ex-colonial societies to the colonizing countries as Plantation Economies that were the suppliers of raw materials for the progress of other societies at the expense of the development of the producing economies.

*a new constitution. They designed a new government. They envisioned a new rational future. Some of them questioned and thought of redesigning the entire society.”<sup>17</sup>*

The promise of Independence of course was not fulfilled in Jamaica or anywhere else. Before that, we had missed the promise and potential of regional unity and economic integration for the prosperity with the collapse of West Indian Federation. We have so far failed to establish the Caribbean as a Sustainable Tourism Zone although my proposal to do so was accepted by the Association of Caribbean States (ACS) in 1998.<sup>18</sup> Think of economic benefits and the transformation of the Tourism Industry that would have occurred since 1998 – two decades ago had we initiated the process then!! My recommendation then was that the ACS countries act together to create the world’s first Sustainable Tourism Zone.

We have not actualized the Caribbean Single Market and Economy (CSME). It was agreed in 1989 – three decades ago.

In 2004, on behalf of the Government of Trinidad and Tobago, as Principal of the Trinidad Campus of the University of the West Indies I put forward a proposal to CARICOM Heads of Government in Port-of-Spain for fast tracking the CSME within a 12 month period and proceeding in the subsequent year to deepen economic integration within CARICOM and forging a wider integration initiative with the countries of Central America arguing that integration had proceeded at too slow a pace, was too limited and had been minimalist in its achievements.

The Heads listened but did not accept.

## :: Persistent Challenges

Where is the Caribbean today?

Some of our countries, for instance Trinidad and Tobago, have been graduated to “developed” status by the World Bank and the OECD. Most countries of the region are ranked high in human development terms and most are high income or middle income.<sup>19</sup>

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**17** Bell, Wendell. (1997) Foundations of Future Studies: Volume 1: Human Science for a New Era Transaction Publishers, p. 5.

**18** Tewarie, Bhoendradatt. (2015) Sustainable Development: Thinking It Through; Making It Happen Hasib Publications, p. 149-182.

**19** United Nations Development Programme (UNDP), Human Development Indices and Indicators: 2018 Statistical Update (2018). Retrieve at: [http://hdr.undp.org/sites/all/themes/hdr\\_theme/country-notes/TTO.pdf](http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/TTO.pdf)

But meaningful development remains elusive and self-sufficiency and sustainability nowhere in sight.

Food production in the context of food security is weak. Most countries are tourism dependent and have much to do to build a sustainable tourism product. Imports are higher in volume and cost more than exports bring in, in most cases. And the base of production, as well as the opportunities for export, is narrow. Meaningful diversification of the economy has not been achieved.

No matter how strong an individual economy may seem at any given point in time, these Caribbean countries remain fragile.

In addition, the middle class is shaky, the working class poor, poverty persists as a challenge, productivity is low, competitiveness weak and applied innovation essentially absent in the face of spontaneous creativity.

Societies so weak cannot properly sustain the Caribbean University. Such societies cannot become strong unless the Caribbean University leverages knowledge to support these societies.

For their own sustainability Caribbean Universities need to help Caribbean societies to develop economically and to achieve sustainability. And as I have emphasized, sustainable development demands perpetual innovation support both directly and indirectly from the university.

It is from sustainable economic growth that resources are generated to invest in education, research, security, infrastructure and so on. This means that natural resources and human and intellectual capital have to be managed carefully to produce, in a competitive way, the goods and services that the rest of the world demands.

## :: Good Examples

Education and innovation to spur development has worked for other countries.

South Korea, as I mentioned, used higher education to move from Agriculture to Industrialization and from imitation to innovation.<sup>20</sup>

Costa Rica used a major ICT based intervention throughout its education sector at a critical time in its evolution to play a major role in developing and branding that country positively.<sup>21</sup>

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**20** Kim, Linsu. *Imitation to Innovation: The Dynamics of Korea's Technological Learning* Harvard Business School Press, 1997.

**21** Frankel, Jeffrey, A. (2012) *What Small Countries Can Teach the World*. Faculty Research Working Paper Series Harvard Kennedy School and NBER p. 4

In Mauritius, education strategies supported private sector led tourism growth which attracted foreign investment, facilitated linkages in the economy and strengthened the services sector.<sup>22</sup>

A well thought out higher education strategy supported Singapore's strategy of wooing foreign investment for strategic sectors as well as the Singapore government's paternalist guidance of both economic development and the social order.<sup>23</sup>

Sometimes, within the framework of a vision for a country, a single institution can be created which makes a decisive difference. Take the case of ANII in Uruguay (Agencia Nacional de Investigación e Innovación). In a ten year lifespan so far, ANII has invested USD\$300 million in training, research and innovation across 6000 projects, has launched 6 incubators to support 480 entrepreneurs, has supported more than 700 innovation projects in existing companies, has created 5 technological centres for specific sectors, has supported more than 1000 research projects that involve creating local solutions to relevant problems in the country on priority areas (health, energy, education, etc.) and has stimulated solutions to several private and social challenges. ANII has developed a strong internal organizational and governance structure which ensures transparency, permanent improvement and measurement of results. Over the last nine years, Uruguay has grown at a rate of 7% on average every year. Caribbean Universities may want to examine the possibility of creating an institution such as this over the longer term.<sup>24</sup>

In **The New Imperative of Innovation: Policy Perspectives for Latin America and the Caribbean** the authors explain that "Innovation is the transformation of new ideas into economic and social solutions" and that at the firm level "innovation means transforming ideas and knowledge into economic advantages such as higher productivity growth, new markets and higher market shares. Hence, firms are agents in charge of transforming knowledge into new economic solutions for their own benefit and the economy as a whole."<sup>25</sup> The Caribbean University must understand and appreciate the meaning of this

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22 Ibid p.6

23 Ibid p.5

24 ANII in Uruguay (Agencia Nacional de Investigación e Innovación). Retrieve at: <http://www.anii.org.uy/>

25 Navarro, Juan Carlos, Benavente, José Miguel, and Crespi, Gustavo. (2016) *The New Imperative of Innovation Policy Perspectives for Latin America and the Caribbean* Inter-American Development Bank.

for structuring an institution or a system for making innovation work for the University, for firms, clusters and for the economy at large. The establishment of infrastructure to create an institution and to facilitate a system capable of playing an interventionist role, brokering knowledge for innovation to boost competitiveness for positive results, will be an important step for the Caribbean University.

## :: Government, University, Private Sector Need Each Other

When I served as Pro-Vice Chancellor for Planning and Development at UWI, I initiated a Graduate Tracer Survey which tracked graduates annually from 2009 which covered Mona, St. Augustine and Cave Hill campuses of the University of the West Indies. The essence of findings covering 4 years of graduates are contained in a recently published document on challenges to the private sector in Trinidad and Tobago by the Inter American Bank (IDB). The findings are based on surveys of graduates one year after graduation.<sup>26</sup>

What the survey finds is mismatching of skills between graduates from some faculties and the expectations of the firms which employ them. There is little correlation between field of study and job acquired. In the same IDB study, employers complain about the level of preparation of graduates for the job. The graduate tracer studies had also revealed that a significant percentage of graduates were underemployed; that is to say doing jobs which demanded less capacity than they could offer given their level of education.

As the IDB document points out, this kind of situation can lead to emigration and brain drain which undermines the value of educational output of higher educational institutions to the society and, I might add, diminishes the talent pool from which innovation and innovative actions might emerge. I also add now that this ultimately undermines the value of the Caribbean University to the region. Mismatches and misalignments of this kind are a reflection of both inappropriateness of curriculum and programme and relevance and responsiveness to the marketplace by educational institutions but also, the slowness of firms to become more competitive and knowledge-driven. Clearly for transformation to take place, structured mutual support by University and private sector are necessary to create a stronger culture of innovation.

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**26** Khadan, Jeetendra. (2016) Are Oil and Gas Smothering the Private Sector in Trinidad and Tobago? Inter-American Development Bank. Retrieve at: <https://publications.iadb.org/bitstream/handle/11319/8104/Are-Oil-and-Gas-Smothering-the-Private-Sector-in-Trinidad-and-Tobago.pdf?sequence=1&isAllowed=y>

The Caribbean University cannot survive and thrive unless Caribbean societies develop and progress economically and do so sustainably. Sustainable Development depends on perpetual innovation to solve problems, to make improvements and to create leaps in performance. In a knowledge world, the role of the University must not be underestimated.

In a knowledge economy driven by science and technology, Universities are vital to research, innovation and output of graduates, necessary to innovation at the firm level and critical to the solution of small and large problems of society. At the same time Universities flourish in thriving societies where the demand to responsively address challenges with solutions is higher.

Caribbean society needs an innovation-led Caribbean University system to achieve economic progress and sustainable development. The Caribbean University needs to have a sustainable economy and society surround it so that the business of the University can become viable and the fulfillment of its mandate more meaningful and satisfying.

Forging a partnership among Caribbean Universities together with a corresponding partnership with the Government and Business might be the beginning of an innovative intervention to support an innovation driven sustainable development initiative for the Caribbean region.



## BIOGRAPHY NOTE

### :: Dr. Bhoendradatt Tewarie

Is a former Principal of the Trinidad and Tobago Campus of the University of the West Indies and former Pro-Vice Chancellor for Planning and Development at UWI. He is currently a Member of Parliament on the Opposition bench and has served in two Governments as Minister of Trade, Industry and Enterprise and Minister of Planning and Sustainable Development.

Dr. Tewarie's most recent book publication is entitled *Sustainable Development: Thinking It Through, Making It Happen* and he is currently working on another: *The Tangibles and Intangibles of Sustainable Development*. He has published three other books on Economic Development, Higher Education Governance and on V.S. Naipaul as well as many articles on development, education and literary issues.

He has also produced and directed 3 documentary films. Two have been shown at the Trinidad & Tobago Film Festival and the other at Cannes in the Short Film category. He is currently working on another longer film entitled *Festival Paradise*.

Dr. Tewarie received his B.A. from Northwestern University, his M.A. from the University of Chicago and his PhD from the Pennsylvania State University and completed Leadership and Fore-sighting programmes at Oxford University and University of Houston respectively. He has been elected to the Hall of Honour of Queen's Royal College in Trinidad and is a former Fulbright Scholar and delivered the Seventh CARICOM Distinguished Lecture on Development in the Caribbean some years ago.

On the invitation of President Sir Hilary Beckles, Dr Tewarie was invited to deliver the inaugural lecture at the first "One Caribbean" symposium of *Universities Caribbean* (formerly UNICA) in November 2018 in Santo Domingo. His talk was entitled: "The Caribbean University, Innovation and Economic Development".

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# Tertiary Education–Private Sector Engagement: A Strategic approach to catalysing innovation, economic revitalisation, and inclusive development in CARICOM countries

Dr Glenford Howe,  
Dr Halima-Sa'adia Kassim,  
Dr David Rampersad

## :: ABSTRACT

This article provides an analytical framework for assessing and facilitating productive collaborations between the higher education sector and the private sector in the Caribbean. It argues that such partnerships can be crucial to economic growth, innovation and inclusive development in the region. The paper however points to certain challenges which must be tackled if meaningful and lasting benefits for the region are

to be derived and maximised. These include addressing the lack of clarity in definition of the private sector as well as tackling the weak institutional capacities and the paucity of effective strategic partnerships among Caribbean higher education institutions.

**Keywords:** higher education; Caribbean; private sector; development; innovation

# L'Enseignement Supérieur - Engagement du Secteur Privé: Une Approche Stratégique pour catalyser l'innovation, la revitalisation économique et le développement inclusif dans les pays de la CARICOM

Dr Glenford Howe,  
Dr Halima-Sa'adia Kassim,  
Dr David Rampersad

## :: RÉSUMÉ

Cet article fournit un cadre analytique pour évaluer et faciliter les collaborations productives entre le secteur de l'enseignement supérieur et le secteur privé dans les Caraïbes. Il soutient que de tels partenariats peuvent être essentiels à la croissance économique, à l'innovation et au développement inclusif de la région. Le document souligne toutefois certains défis qui doivent être abordés si l'on veut obtenir et maximiser des avantages significatifs et durables

pour la région. Il s'agit notamment de remédier au manque de clarté dans la définition du secteur privé, ainsi que de remédier à la faiblesse des capacités institutionnelles et au manque de partenariats stratégiques efficaces entre les établissements d'enseignement supérieur des Caraïbes.

**Mots-clés:** Enseignement supérieur; Caraïbes; secteur privé; développement; innovation

# La Educación Superior: participación del sector privado: un enfoque estratégico para catalizar la innovación, la revitalización económica y el desarrollo inclusivo en los países de la CARICOM

Dr Glenford Howe,  
Dr Halima-Sa'adia Kassim,  
Dr David Rampersad

## :: RESUMEN

Este artículo proporciona un marco analítico para evaluar y facilitar las colaboraciones productivas entre el sector de la educación superior y el sector privado en el Caribe. Argumenta que tales asociaciones pueden ser cruciales para el crecimiento económico, la innovación y el desarrollo inclusivo en la región. Sin embargo, el documento señala ciertos desafíos que deben abordarse para obtener y maximizar benefi-

cios significativos y duraderos para la región. Esto incluye abordar la falta de claridad en la definición del sector privado, así como abordar las débiles capacidades institucionales y la escasez de alianzas estratégicas efectivas entre las instituciones de educación superior del Caribe.

**Palabras clave:** educación superior; Caribe; sector privado; desarrollo; innovación

# A Educação Superior: participação do setor privado: uma abordagem estratégica para catalisar a inovação, a revitalização econômica e o desenvolvimento inclusivo nos países da CARICOM

Dr Glenford Howe,  
Dr Halima-Sá'adia Kassim,  
Dr David Rampersad

## :: RESUMO

Este artigo fornece um enquadramento analítico para avaliar e facilitar as colaborações produtivas entre o setor da educação superior e o setor privado no Caribe. Argumenta que tais associações podem ser cruciais para o crescimento econômico, a inovação e o desenvolvimento inclusivo na região. Contudo, o documento assinala certos retos que devem se tratar para obter e maximizar benefícios

significativos e duráveis para a região. Isto inclui abordar a falta de clareza na definição do setor privado, as fracas capacidades institucionais e a carência de parcerias estratégicas efetivas entre as instituições de educação superior do Caribe.

**Palavras-chave:** Educação superior; Caribe; Setor privado; desenvolvimento; inovação

## :: Introduction

The overarching objective of this paper is to articulate a framework for the tertiary education sector and private sector in the Caribbean Community (CARICOM) to work more collaboratively, and exhibit a greater sense of shared purpose in accelerating economic revitalisation, growth and inclusive development in the region. It proposes a significant strengthening and expanding of the collaboration between tertiary level institutions (TLI) and the private sector as a strategic initiative to help countries achieve the sustainable development goals (SDGs) through the leveraging of financing, technical expertise, and the other capacities of both partners. It also outlines other benefits for both the TLIs and the private sector, as well as for critical areas of the economy and society. An issue of particular interest is how the tertiary sector can in a mutually beneficial manner engage with both the larger and more formal private sector entities and the many small and micro businesses.

## :: Background

Member States of CARICOM are among the most vulnerable in the world with ten of them fitting into most definitions of “micro states”. These countries share a range of social and economic development challenges and vulnerability to natural disasters, as well as specific severe deficits with respect to human development, employment, gender equality, social inclusion, technology, knowledge and information, production and productivity, and trade.

For the last two decades much of the region has experienced high debt to GDP ratios, limited fiscal space, declining productivity and competitiveness, escalating energy and regional transportation costs, high rates of crime and violence, high migration rates particularly of the tertiary educated sub-population, and an increasing prevalence of chronic non-communicable diseases (CNCDs). This has contributed to slow economic growth when compared to the rest of the world. One of the cumulative impacts of these structural weaknesses is the high rate of poverty and extreme poverty in many countries, with Haiti being among the most severely affected.<sup>1</sup> The severity of these development challenges threatens to stall or even reverse social and economic progress in the region, unless decisive measures are taken.

At the same time, fundamental changes have occurred in the structure and orientation of CARICOM economies. These have direct implications for the

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1 See for poverty rates, UNDP (2016) Caribbean Human Development Report, p.28

composition and needs of the private sector, as well as what is required from the tertiary education sector to help advance private sector development and economic growth. Over the past few decades, there has been a decisive shift away from agriculture and labour intensive manufacturing while services have become more significant.<sup>2</sup> As Caribbean societies become more modernised and knowledge-based driven, critical institutions like universities, colleges and other TLI, as the main producers of knowledge and builders of human capital, must re-align their vision, institutional mission, strategic processes and policies to enable them to act as engines of socio-economic change and innovation and critical partners in achieving growth and sustainable development. As such, they must be encouraged to collaborate more effectively to ensure that peer learning and the exchange of ideas and best practices in tertiary education-private sector engagement can be adopted or adapted to serve the particular institution's needs, circumstances, and ambitions.

Consequently, given the growing importance of knowledge in the 21st century, it is imperative for a new paradigm of social and economic development to be pursued which privileges the contribution of a strengthened, capacity-enabled, empowered, cost effective, and streamlined tertiary education sector, as a key catalyst or driver of the knowledge economy and society.

Although there are varying definitions for the definition of the term 'private sector', this paper adopts a Caribbean Development Bank (CDB) definition, viz. "the private sector refers to the sphere of economic activity where physical and/or financial capital are privately owned, and where business decisions are made for private gain. It is that part of the economy whose activities are under the control and direction of non-governmental economic units. According to this definition, the private sector includes local micro- and small-scale informal entrepreneurs, individually- or family-owned small and medium-sized enterprises, locally established and resident businesses with non-Caribbean origins or affiliations and non-resident, non-Caribbean, foreign-owned enterprises which operate as branches or subsidiaries of multinational companies."<sup>3</sup> Recognition is also given to the fact that areas of the tertiary education sector, including privately operated TLIs and the business activities of public TLIs through certain for-profit services they offer, can be considered part of the private sector.

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2 ECLAC (2015) The Caribbean and the Post-2015 Sustainable Development Agenda. Symposium on sustainable development goals for the Caribbean within the post-2015 development agenda held in Port of Spain, Trinidad and Tobago, 24-25 June 2015, <https://unite.un.org/events/sites/unite.un.org/events/files/Final%20Paper%20on%20SDGs%20for%20the%20Caribbean.pdf>

3 [http://www.caribank.org/uploads/publications-reports/staff-papers/PSDS62\[1\].pdf](http://www.caribank.org/uploads/publications-reports/staff-papers/PSDS62[1].pdf). P.3

However conceived, it remains true that in order to stimulate sustainable growth in the region private sector development needs to be prioritised. As The Economist concluded, “Private-sector-oriented solutions will be essential, including improved firm-level productivity, economic diversification, greater engagement of Diasporas, and deeper involvement with local educational institutions.”<sup>4</sup> For these reasons among others, the development of a robust private sector has become a national priority among Caribbean countries.<sup>5</sup> Private sector development is also vital to the Caribbean Single Market and Economy (CSME) given the similarities of the challenges and opportunities facing private sector entities across the region. Understanding the character, challenges, needs and potential of the private sector is therefore critical to charting a way forward for meaningful, tertiary education engagement with that sector. There is thus an urgent need for innovative strategies to foster TLI-private sector engagement which goes well beyond the intermittent and generally *ad-hoc* traditional approaches which focus on workforce development and human capital formation initiatives, or the creation of demand-driven programmes or short courses. This vision envisages a more meaningful and sustainable TLI-private sector partnership which sees both as mutually reinforcing and supportive partners in the common cause accelerating regional growth and development.

## :: Overview of the private sector in the region

Within the Caribbean, there is a large number of informal, micro, small and medium enterprises and a small number of larger enterprises. The services particularly tourism and retail, as well as the mining and energy sector, dominate the Caribbean private sector. A 2016 IDB Report noted that “three-quarters of Caribbean firms operate within seven industrial sectors: retail (24 percent), hotels and restaurants (15 percent), food and tobacco (10.7 percent), transport (8.7 percent), construction (7.6 percent), services of motor vehicles (4.7 percent), and wholesale (4.7 percent).”<sup>6</sup> The services sector is the “largest contributor of growth in the region: value added of the services sector accounts for more than 50% of GDP” in Antigua and Barbuda, the Bahamas, Barbados, Belize, Domini-

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- 4 The Economist (2015) Private Sector development in the Caribbean: A Regional Overview. A report from the Economist Intelligence Unit. <http://jamaicachamber.org/jm/wp-content/uploads/2015/04/Report.pdf>
  - 5 Executive summary [http://www.caribank.org/uploads/publications-reports/staff-papers/PSDS62\[1\].pdf](http://www.caribank.org/uploads/publications-reports/staff-papers/PSDS62[1].pdf)
  - 6 Ruprah, Inder and Ricardo Sierra (2016) An engine of growth?: The Caribbean private sector needs more than an oil change. A report from the Inter-American Development Bank, p.18. <https://publications.iadb.org/bitstream/handle/11319/7997/Engine-Growth-Caribbean-Private-Sector-Oil-Change.pdf>



ca, Dominican Republic, Grenada, Haiti, Jamaica, Suriname, St. Lucia, St. Kitts and Nevis, and St. Vincent and the Grenadines.<sup>7</sup> Manufacturing remains small generally. The mining and energy sector is the second-largest contributor to economic activity in the region. Guyana, Suriname, and Trinidad and Tobago rely heavily on commodity export revenue.<sup>8</sup>

The average Caribbean firm is smaller and older than its rest of the small economies (ROSE) of the world, with “small” in this case defined as countries with populations of fewer than three million people.<sup>9</sup> Moreover, the ownership of Caribbean<sup>10</sup> firms is predominantly local, with relatively larger proportions of limited partnerships and sole proprietorships, and fewer than 20 permanent full-time employees. In addition, they conduct their business in small- and medium-sized towns and lack strong links to the international economy.<sup>11</sup> Consequently, sales and employment growth at many of these firms lag behind those of their peers in other small economies. These businesses tend to be concentrated in the tourism and retail sectors, and nearly 75% are classified as small, compared with 66% in small economies globally.

From the perspective of the drivers of competitiveness, the performance of countries in the region is mixed, reflecting the findings of the WEF Report 2016-2017. They are said to be in the “efficiency-driven” stage (Jamaica), transitioning to the “innovation-driven” stage (Barbados) or in “innovation-driven” stage (Trinidad and Tobago).<sup>12</sup> Based on this the Caribbean must now identify the measures required to create domestic industries that generate jobs and boost economic growth as well as the entire value chain related to new economic activities and promote the creation and growth of small- and medium-sized enterprises (SMEs),<sup>13</sup> while also targeting increased productivity and export

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7 The Economist (2015, p.15)

8 The Economist (2015, p15)

9 Ruprah, Inder and Ricardo Sierra (2016) An engine of growth?: The Caribbean private sector needs more than an oil change. A report from the Inter-American Development Bank. <https://publications.iadb.org/bitstream/handle/11319/7997/Engine-Growth-Caribbean-Private-Sector-Oil-Change.pdf>

10 For the IDB, the Caribbean is classified into tourism-dependent countries include Antigua and Barbuda, The Bahamas, Barbados, Dominica, Grenada, Jamaica, St. Kitts and Nevis, St. Lucia, and St. Vincent and the Grenadines. Caribbean commodity-dependent countries include Guyana, Suriname, and Trinidad and Tobago; all of which are Member States of CARICOM.

11 IDB, 2016, 15-16.; Compete Caribbean 2015, 16.

12 WEF2016-2017, 38. [http://www3.weforum.org/docs/GCR2016-2017/05FullReport/TheGlobalCompetitivenessReport2016-2017\\_FINAL.pdf](http://www3.weforum.org/docs/GCR2016-2017/05FullReport/TheGlobalCompetitivenessReport2016-2017_FINAL.pdf)

13 Compete Caribbean, 2015, 33.

competitiveness of local firm. This will also entail taking into consideration the innovation-competitiveness- entrepreneurship ecosystem, HRD, research and development, all areas that the tertiary education sector can contribute to developing/enhancing.

One of the defining characteristics of the private sector is the fact that “by global standards, almost all formal businesses in the Caribbean would be classified as medium, small and micro enterprises (MSMEs) – with possibly 1% being categorised as “large”.”<sup>14</sup> MSMEs constitute the largest segment of the regional private sector and make a significant contribution to job creation and economic growth. They currently account for more than 50% of regional enterprises, and over 50% of Gross Domestic Product in CARICOM.<sup>15</sup> They also account for the vast majority of jobs across the Caribbean, providing approximately 90% of jobs in the Jamaican economy, and, it is estimated, accounting for around 70% of jobs in CARICOM.<sup>16</sup> MSMEs also contribute to social development through job creation for women, poverty reduction, and the provision of opportunities for many of the most vulnerable and disadvantaged persons in the region.

Despite their importance to job creation and in facilitating the development of entrepreneurship skills and the use of indigenous resources,<sup>17</sup> the MSMEs sector, especially the informal segment, remains largely under-supported, and hampered by many challenges.<sup>18</sup> Even with these challenges, or indeed because of them, there is tremendous scope and opportunities for MSMEs and TLIs to become more beneficially engaged. In this regard, the support of governments, IDPs, and inter-governmental bodies like the CARICOM and its organs in

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**14** [http://www.caribank.org/wp-content/uploads/2016/05/Study\\_Micro-Small-and-Medium-Enterprise-Development.pdf](http://www.caribank.org/wp-content/uploads/2016/05/Study_Micro-Small-and-Medium-Enterprise-Development.pdf). P.17

**15** [http://www.caribank.org/wp-content/uploads/2016/05/Study\\_Micro-Small-and-Medium-Enterprise-Development.pdf](http://www.caribank.org/wp-content/uploads/2016/05/Study_Micro-Small-and-Medium-Enterprise-Development.pdf)

**16** <http://www.mic.gov.jm/content/medium-small-and-micro-enterprises-msmes>; see for similar statistics across the region, The Guardian (Trinidad) April 17 2014 <http://chamber.org.tt/wp-content/uploads/2014/05/nova-sme-conference-ijchambers.apr-17-14.pdf>;

**17** Tewarie, B, Khan, A. & Guyadeen, V. G. (1997) Small & Medium Sized Enterprises in the Caribbean. Trinidad and Tobago: UWI/Institute of Business; Jonathan Lashley (2003) “Small and Micro Business Issues in Barbados: Investigating the Contingent Environment”, Sir Arthur Lewis Institute of Social and Economic Studies (SALISES), The University of the West Indies, Barbados. Paper Presented at SALISES Fourth Annual Conference, Sherbourne Centre, Barbados 15th-17th January. <http://www.caribank.org/uploads/publications-reports/research/conference-papers/development-strategy-forum/Small%20and%20Micro%20Business%20Issues%20in%20Barbados.pdf>

**18** P. 13 [http://www.caribank.org/wp-content/uploads/2016/05/Study\\_Micro-Small-and-Medium-Enterprise-Development.pdf](http://www.caribank.org/wp-content/uploads/2016/05/Study_Micro-Small-and-Medium-Enterprise-Development.pdf)

particular, Council for Trade and Economic Development (COTED) is vital to the formation of sustainable TLI-private sector engagement. Given the fact that it is “by far the largest and fastest growing component of the Private Sector - from Belize in Central America through the archipelago to Guyana and Suriname in South America”, there are significant opportunities and justifications for the tertiary education sector to engage beneficially with the MSME segment of the private sector.

## :: Understanding TLI-Private sector Engagement

Tertiary education-private sector engagement can be described as “a two way communication exchange and series of interactions between the education and training sector and the world of work”.<sup>19</sup> It is a means by which the tertiary education system can pursue a change agenda to become more responsive, and make itself more relevant and connected to the world of work by facilitating dialogue with employers and supporting smoother graduate transitions into the world of work. Likewise, it provides an avenue of cooperation between the two sectors to focus on broader socio-economic challenges and to pursue desirable national and international development agendas such as those contained in the sustainable development goals (SDGs).

### • Types of engagement

TLIs and the private sector may opt for different approaches depending on their motives and capacities for the collaboration. Generally, however, engagement might include three broad categories of interface including the development/improvement of teaching and learning (inputs and outputs), promoting research and development activities, and service engagement. These may include the following knowledge-based and resource-based initiatives:

1. Private sector, especially with respect to the larger firms, support for construction and development of physical facilities at TLIs
2. Staff and institutional consultancies and contracts
3. Joint research initiatives

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<sup>19</sup> QQI (2014). Education and Employers: Joining forces to promote quality and innovation across further and higher education and training-A strategic approach to employer engagement. Report by Quality and Qualifications Ireland., p.6 <https://www.qqi.ie/Publications/Publications/Education%20and%20Employers%20-%20A%20Strategic%20Approach%20to%20Employer%20Engagement.pdf>

4. Private sector provision of workplace-based training for students through student placements, internships, mentorships, and arrangements to absorb graduates
5. Deployment of the concept of Professors of Practice
6. Knowledge exchanges and skills transfers between TLI and the private sector
7. Exchange of ideas on curriculum development as a means of enhancing programme relevance
8. Interactions through professional, statutory and regulatory bodies, such as standard setting committees
9. Joint monitoring and evaluation of projects and programmes
10. Supporting start-ups, incubators, venture capital, and angel investors initiatives

While the employability of graduates, through the acquisition of industry experience and skills, might be at the heart of many TLI-private sector collaboration, there are also broad benefits for all stakeholders. These include for example:

- Enabling the private sector to outsource its research and development activities, particularly in such sectors as energy, agriculture, mining etc
- Helping TLIs to strengthen new or neglected research areas, and undertake exploratory research in new areas
- Providing all segments of the private sector with access to state of the art research and development facilities, networks and innovations, intellectual property, and tech-transfer expertise.
- Allowing both sectors to access or develop problem-solving strategies to tackle their particular challenges, and broader socio-economic and development problems.
- Enhancing profits for the private sector since their activities for social good often translate into economic benefits over time.

While there is little research showing the scale and intensity of TLI-private sector engagement in CARICOM, many TLIs do participate in varying degrees in such activities. However, these relationships tend for the most part, to be ad hoc and lack sustainability. This is especially true with respect to the non-university TLIs

are generally constrained by government policies with respect to this type of engagement or by the lack of resources to support engagement activities.

Importantly, neither the TLIs, the private sector, nor any of the other stakeholders can by themselves effectively tackle the issues of economic growth and development in the Caribbean. This paper therefore advocates for stronger tertiary education leadership within the context of multi-stakeholder, and public-private partnerships, and multi-stakeholder/public-private inter-sectorial initiatives.<sup>20</sup> Such partnerships have the potential to produce significant benefits for both the TLIs and the private sector and other key stakeholders including learners and local communities. New information and communication technologies offer unprecedented opportunities as a platform for supporting these types of partnerships and inter-sectorial engagement.

## :: Moving from Talk to Action

The tertiary education sector through the creation and dissemination of knowledge, capacity building and training, including technical and vocational training, has an important role in driving national and regional development, and fostering innovation and entrepreneurship. However, a comprehensive and well-coordinated approach is required to address the multiple issues, including that of knowledge generation and transfer. More specifically, the following matters have to be addressed in such an approach:

1. Determining how, in the context of TLI-private sector partnerships, the tertiary education sector in CARICOM can develop and strengthen the indigenous capacity of the Caribbean to foster innovation, competitiveness and socio-economic resilience
2. Articulation of proposals for effective and efficient realignment of academia with industry, thereby ensuring that higher education becomes a significant engine of economic development
3. Preparation of a plan of action that enables the tertiary sector to be a successful partner, with the private sector, that may entail:

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**20** The World Bank Group (2016) defines a public-private partnerships (PPP) as a “long-term contractual arrangement between a public entity or authority and a private entity for providing a public asset or service in which the private party bears significant risk and management responsibility.” See, World Bank Group (2016). PPP Arrangements/Types of Public-Private Partnership Agreements. Available at: <https://ppp.worldbank.org/public-private-partnership/agreements>; World Bank Group (2016). Overview: Public-Private Partnerships. Available at: <http://www.worldbank.org/en/topic/publicprivatepartnerships/overview#1>.

- Development of strategies to enable the tertiary sector to be a partner with the private sector, and other partners in project conceptualisation and implementation for national and regional development.
  - working with the private sector to identify regional and national development projects where the expertise, experience and regional reach of the tertiary sector/individual TLI can ensure sound conceptualisation and design of projects that are realistic and can be implemented successfully.
  - Articulation of recommendations for governments to create enabling national and regional policy, legislative and financial environments for supporting successful private sector and TLIs collaboration; including for example, strengthening the regulatory framework governing research and development, intellectual property, tax incentives, access to finance, and cluster development.<sup>21</sup>
  - developing strategies to address such issues as the strengthening of the private sector, motivating each party to work more intensely and extensively with each other, and improving the image and perceptions each party has of the other.
  - establishing a Focal Point for relationships with the private sector and propose a governance structure to support the relationships
4. The establishment of a regional research and innovation funding agency backed by private sector and multi-stakeholder support that advances research and innovation to create knowledge economies.
  5. Clearly outlining strategies which address the issue of how the private sector and the TLIs can be motivated and incentivised to collaborate with each other.
  6. Preparation of a framework for a regional research agenda to include both regional and national priorities, and that takes into account the issues in the CARICOM Strategic Plan and the Strategic Plans of some of the tertiary education institutions (where relevant), which identify research and innovation as a central plank. This would add value across the region in addition to other positive outcomes, including:
    - increase the likelihood of collaboration among regional tertiary education institutions and the dissemination of their priorities

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21 See CDB (2017) Enhancing Productivity and Growth in the Caribbean.

- help identify areas where it was necessary to build capacity in individual TLI and help create a level playing field
- TLI with strengths in specific areas would lead relevant research activities, thereby ensuring equitable participation, and
- since the agenda would have been formulated with the input of key regional institutions and partners, including those outside of the higher education sector, the basis would have been laid for enhanced collaboration.

Consideration needs to be given to the establishment of an appropriate mechanism to facilitate and catalyse the above mentioned activities, and devise strategies to overcome barriers to TLI-private sector collaboration<sup>22</sup>. This mechanism, in the form of, for example, a TLI-Private Sector Working Group, may be mandated to report periodically to CARICOM Heads, through the Council for Trade and Economic Development (COTED).

## :: Conclusion

This paper emphasises the growing importance of collaboration between TLIs and private sector partners to spur inclusive economic growth and development. Both sectors are critical to adding mutual value to their respective missions and to stimulating and supporting socio-economic revitalisation nationally and regionally. They must be underpinned by effective co-ordination, coherence and symbiotic relationships supported by other partners including communities, governments and international development partners. Critical changes in the national and international environments, including the shrinking or reallocation of funds for education, and the importance of knowledge, agility and technology utilisation in ensuring private sector competitiveness, add a sense of urgency to this collaboration. Sound strategies, policies and legislative frameworks emanating from dialogue among the partners are required to strengthen such partnerships, and achieve outcomes which foster growth, prosperity and inclusive development in CARICOM.

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**22** Barriers include for example, the fact that: a) a sizeable segment of the MSMEs sector are not considered part of the private sector due to their informality; b) the MSME sector is disparate, disorganized, and lacking common focal points which can represent their interests; c) the TLIs have generally failed to make a compelling case for the private sector to increase its engagement with them; d) TLIs have taken a haphazard uncoordinated approach to private sector engagement, and therefore not set up the appropriate offices, mechanisms and internal processes to facilitate effective engagement.

## BIOGRAPHY NOTE

### :: **Glenford D. Howe**

Dr. Glenford D. Howe, Senior Programme Officer in the Open Campus, The University of the West Indies, studied at the UWI Cave Hill campus (1987-1990) where he obtained a BA in History and Political Science. He then proceeded to the University of London (1991-1993). His thesis "Race War Nationalism: A Social History of West Indians in the First World War" was turned into a TV documentary by Channel 4 TV and published as a book, made into a radio documentary by the British Broadcasting Corporation (BBC) in 2016.

Dr. Howe has written and published on a wide variety of subjects including history, politics, education, health, the rule of law, child protection, and consulted for the UNESCO International Bureau of Education in Geneva, the UNESCO International Institute for Higher Education in Latin America and the Caribbean in Venezuela, UNICEF, the United Nations Development Programme, Caribbean governments, and the BBC among others. His multidisciplinary scholarship is being used in a number of leading universities globally. Together with Professor Alan Cobley, he produced the first book on HIV/AIDS in the Caribbean. He also drafted CARICOM's 2030 HRD Strategy under the supervision of the CARICOM HRD Commission, and specialises in tertiary education policy in the region.

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**:: Halima-Sa'adia KASSIM**

Halima-Sa'adia Kassim has over fifteen years of research and management experience in national and regional organisations reflecting a rich and diverse experience in project writing and grant funding, teaching, education administration, and in inter-governmental organisation. She is the author of several technical papers on gender and development, gender-based violence including cyber-violence, child protection, migration, MDGs, and changing population dynamics in the Caribbean region. She also authored several peer-reviewed articles/book chapters on the Muslim community related to education, religious organisations, gendered identities, cultural retention and negotiation in Trinidad and Tobago and on issues related to higher education administration and gender. She is the author of a monograph on a credit union development in Trinidad and Tobago. She obtained her Ph.D. from the University of the West Indies (UWI). She is currently employed at the University Office of Planning, The University of the West Indies. Her academic research interests include the evolution of the Muslim community with a particular focus on Trinidad and Tobago, gendered identities, cultural retention and negotiation.

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**:: David Rampersad**

Dr. David Rampersad, Senior Adviser to the Vice-Chancellor of the University of the West Indies (UWI), has more than twenty-one years' experience in the field of higher education management. Beginning as a fund-raiser, first for the University of Oxford and subsequently for the University of Cambridge, he has worked with key stakeholders of the UWI since 2002 to establish value-creating links with local and regional private and public sectors and international funding agencies. He has aimed to influence and direct the creation of an entrepreneurial approach to institutional productivity and execution, with the aim of increasing both traditional and non-traditional forms of revenue. Oversight and management of the preparation of proposals for national, regional and international funding; the negotiation of contracts; project management; research management; knowledge transfer; and the implementation of the UWI's internationalization strategy have all been central to Dr. Rampersad's responsibilities at the UWI.

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# 2

Topic 2:

## Higher education and sustainable development

- **The Strategic Role of Higher Education in the Sustainable Development of the Caribbean**  
Dr Paulette Bynoe  
University of Guyana
- **Owning the Caribbean: Sustainable development, innovation and entrepreneurship**  
Urdine Darius  
Université des Antilles, Pole Martinique

# The Strategic Role of Higher Education in the Sustainable Development of the Caribbean

Dr Paulette Bynoe

## :: ABSTRACT

Education as a process allows human beings and societies to reach their fullest potential, while improving their capacity to address environment and development issues (Chapter 36, Agenda 21); by reasoning therefore, higher education should be pivotal to the achievement of sustainable development of the Caribbean Region. Currently, however, there are many issues that must be addressed by the Caribbean Community governments and higher education institutions prior to the realization of such laudable goals. The purpose of this Case Study is to demystify the typologies of Education for Sustainable Development, examine the current sustainable development

practice of the University of Guyana in respect of its academic programmes and curricula, institutional practice regarding resource consumption (including water, energy, and paper), research agenda, and services (including policy advice) to the wider society. To this end, the research strategy entailed desk review of documents, key informants' semi-structured interviews, and a survey of lecturers. The results highlight good practices can be replicated or scaled up, as well as gaps and opportunities for improvement.

**Keywords:** higher education, sustainable development, good practices.

# Le Rôle Stratégique de l'Enseignement Supérieur dans le Développement Durable des Caraïbes

Dr. Paulette Bynoe

## :: RÉSUMÉ

L'éducation en tant que processus permet aux êtres humains et aux sociétés de réaliser tout leur potentiel, tout en améliorant leur capacité à faire face aux problèmes sur l'environnement et le développement (Chapitre 36, Ordre du Jour 21); en conséquence, l'enseignement supérieur devrait être essentiel à la réalisation du développement durable de la région des Caraïbes. Actuellement, cependant, de nombreux problèmes doivent être résolus par les gouvernements de la Communauté des Caraïbes et les établissements d'enseignement supérieur avant la réalisation de ces objectifs louables. Le but de cette Étude de Cas est de démystifier les typologies de l'éducation pour le développement durable, d'examiner les pratiques actuelles de l'Université de Guyane en matière de développement

durable en ce qui concerne ses programmes universitaires et d'études, ainsi que les pratiques institutionnelles concernant la consommation de ressources (y compris l'eau, l'énergie et le papier). ), les programmes de recherche et les services (y compris conseils sur les politiques) offerts la société au sens large. À cette fin, la stratégie de recherche a comporté une analyse théorique des documents, des entretiens semi-structurés avec des informateurs clés et une enquête auprès des professeurs. Les résultats soulignent que les bonnes pratiques peuvent être reproduites ou étendues, ainsi que les lacunes et les possibilités d'amélioration.

**Mots-clés:** enseignement supérieur, développement durable, bonnes pratiques.

# El Papel Estratégico de la Educación Superior en el Desarrollo Sostenible del Caribe

Dr Paulette Bynoe

## :: RESUMEN

La educación como proceso permite que los seres humanos y las sociedades alcancen su máximo potencial, al mismo tiempo que mejoran su capacidad para abordar los problemas del medio ambiente y el desarrollo (Capítulo 36, Agenda 21); por lo tanto, la educación superior debe ser fundamental para el logro del desarrollo sostenible de la Región del Caribe. Actualmente, sin embargo, hay muchos problemas que deben ser abordados por los gobiernos de la Comunidad del Caribe y las instituciones de educación superior antes de llevar a cabo dichos laudables objetivos. El propósito de este Estudio de Caso es desmitificar las tipologías de Educación para el Desarrollo Sostenible, examinar la práctica actual de desarrollo sostenible de la Uni-

versidad de Guyana con respecto a sus programas académicos y planes de estudio, la práctica institucional con respecto al consumo de recursos (incluidos el agua, la energía y el papel). ), la agenda de investigación y servicios (incluido el asesoramiento sobre políticas) para la sociedad en general. Para este fin, la estrategia de investigación consistió en una revisión teórica de los documentos, entrevistas semiestructuradas a informantes clave y una encuesta a los docentes. Los resultados resaltan que las buenas prácticas se pueden replicar o ampliar, así como las brechas y oportunidades de mejora.

**Palabras clave:** educación superior, desarrollo sostenible, buenas prácticas.

# O papel estratégico da Educação Superior no Desenvolvimento Sustentável do Caribe

Dr Paulette Bynoe

## :: RESUMO

A educação como processo permite que os seres humanos e as sociedades atinjam seu máximo potencial, ao mesmo tempo que melhorem sua capacidade para abordar os problemas do meio ambiente e o desenvolvimento (capítulo 36, agenda 21), portanto, a educação superior deve ser fundamental para o sucesso do desenvolvimento sustentável da Região do Caribe. Atualmente, entretanto, tem muitos problemas que se devem abordar pelos governos da Comunidade do Caribe e pelas instituições de educação superior antes de realizar esses dignos objetivos. O fim deste estudo de caso é desmistificar as tipologias de educação para o desenvolvimento sustentável e examinar a prática atual do desenvolvimento sustentável da Univeridad de

Guyana em relação com seus programas acadêmicos e planos de estudo, a prática institucional em relação com o consumo de recursos (incluídos a água, a energia e o papel), a agenda de pesquisa e os serviços (incluído o assessoramento sobre políticas) para a sociedade em geral. Para este fim, a estratégia de pesquisa consistiu numa revisão teórica dos documentos, entrevistas semiestruturadas a informantes chave e um inquérito aos docentes. Os resultados ressaltam que as boas práticas podem se replicar ou ampliar, assim como as diferenças e oportunidades de melhoria.

**Palavras-chave:** ensino superior, desenvolvimento sustentável, boas práticas

## :: Introduction

Over the years there have been diverse interpretations and definitions of sustainable development. From the outset, there is need to point out that the author does not subscribe to any definition of sustainable development that focuses solely on ecological or environmentally sound development, though, unarguably, development cannot be guaranteed if the environmental resource base is consistently deteriorating. The concept is synonymous to that of sustainability, which strives to promote the continuity of ecological (ecosystem integrity, carrying capacity, biodiversity etc.), economic (growth, development, productivity etc.), institutional (organizations, processes and norms), and socio-cultural (equity, diversity, empowerment, participation, cultural identity, etc.) aspects of our societies" (Abubakar Al-Shihri & Ahmed, 2016, p.3; Leal Filho *et al* 2015; Spangenberg, 2002; and Pfahl, 2005.). It is important to recall that Our Common Future (also known as The Brundtland Report, 1989, p.16) defines sustainable development as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

Education, on the other hand, is a transformative process that allows human beings and societies to reach their fullest potential, while improving their capacity to address environment and development issues (United Nations, Agenda 21, Chapter 36). Leal Filho (2015, p. 4) defines education for sustainable development as "An educational process characterised by approaches and methods aimed at fostering awareness about the issues pertaining sustainable development (e.g. social, political, economic and ecological matters". Arguably, universities, as the most celebrated higher education institutions have a moral responsibility to educate future generations, including leaders and policy makers to advance knowledge that will lead to the creation of a sustainable world (Moore, 2005; Nicolaidis, 2006).

In recognition of this fact, the International Association of Universities (IAU) has been actively encouraging universities to promote sustainable development, and in 1993, adopted a policy statement known as the Kyoto Declaration on Sustainable Development. One of the most notable global initiatives is the Talloires Declaration (**See Box 1**), which is essentially a ten-point plan for integrating sustainability and environmental literacy in teaching, research, operations and outreach at higher education institutions, and (which) has been ratified by more than 500 university leaders in over 50 countries. Additionally, the United Nations in proclaiming the years 2005 to 2014 as "the UN Decade for Education for Sustainable Development called for the integration of education for sustainable development at all levels of education (Hauff & Nguyen, 2014). By reasoning therefore, higher education should play a pivotal to the achievement of sustainable development of the Caribbean Region.



## Box 1 The Talloires Declaration

1. **Increase Awareness of Environmentally Sustainable Development** Use every opportunity to raise public, government, industry, foundation, and university awareness by openly addressing the urgent need to move toward an environmentally sustainable future.
2. **Create an Institutional Culture of Sustainability** Encourage all universities to engage in education, research, policy formation, and information exchange on population, environment, and development to move toward global sustainability.
3. **Educate for Environmentally Responsible Citizenship** Establish programs to produce expertise in environmental management, sustainable economic development, population, and related fields to ensure that all university graduates are environmentally literate and have the awareness and understanding to be ecologically responsible citizens.
4. **Foster Environmental Literacy For All** Create programs to develop the capability of university faculty to teach environmental literacy to all undergraduate, graduate, and professional students.
5. **Practise Institutional Ecology** Set an example of environmental responsibility by establishing institutional ecology policies and practices of resource conservation, recycling, waste reduction, and environmentally sound operations.
6. **Involve All Stakeholders** Encourage involvement of government, foundations, and industry in supporting interdisciplinary research, education, policy formation, and information exchange in environmentally sustainable development. Expand work with community and nongovernmental organizations to assist in finding solutions to environmental problems.
7. **Collaborate for Interdisciplinary Approaches** Convene university faculty and administrators with environmental practitioners to develop interdisciplinary approaches to curricula, research initiatives, operations, and outreach activities that support an environmentally sustainable future.
8. **Enhance Capacity of Primary and Secondary Schools** Establish partnerships with primary and secondary schools to help develop the capacity for interdisciplinary teaching about population, environment, and sustainable development.
9. **Broaden Service and Outreach Nationally and Internationally** Work with national and international organizations to promote a worldwide university effort toward a sustainable future.
10. **Maintain the Movement** Establish a Secretariat and a steering committee to continue this momentum, and to inform and support each other's efforts in carrying out this declaration.

**Source:** Association of University Leaders for a Sustainable Future  
<http://ulsf.org/wp-content/uploads/2015/06/TD.pdf>

This paper aims to demystify Education for Sustainable Development and critically examine the current sustainable development practice of the University of Guyana in respect of its academic programmes and curricula, institutional practice regarding resource consumption (including water, energy, and paper), research agenda, and services (including policy advice) to the wider society. In so doing, the paper highlights current initiatives, gaps and opportunities for improvement.

## :: Research Design and Methods

A single case research design was adopted for this study in order to cover the contextual conditions that are very relevant to the subject (a single organization) of investigation. Notably, the case study research facilitates intensive examination of a contemporary phenomenon in depth and within its real-life context, using various sources of evidence... as well as numerous levels of analysis (Yin, 2009; Bryman, 2012).

### Survey Design

A self-administered questionnaire was developed to collect data on issues related to the implementation of sustainable development practice from University of Guyana academic staff of the main campus. The first step of the questionnaire design entailed a desk review of previous studies done (for example, the International Association of Universities (IAU) Global Survey on HE and Research for Sustainable Development, 2017; Fisher et al., 2015; Loranzo, 2015), with the view to identifying a set of issues that should be addressed in the questionnaire.

Following the literature review, the author decided to select a total of 20 items for examining the implementation of sustainable development by the University of Guyana. The items were grouped according to five categories: Demographic Characteristics of Respondents (Questions 1 to 6); Respondents' Awareness and Concern about Sustainable Development (Questions 7-12); Responsibility and Institutional Practice (Questions 13 – 17); Research and Community Services.

(Questions 18-19); and Recommendations (Question 20). Questions focus on the following issues, among others included:

- Familiarity with concept of 'Whole Institution Approach'
- Knowledge of Sustainable Development
- Concern about Sustainable Development
- Interest in Sustainable Development

- Willingness to implement Sustainable Development initiatives
- Responsibility for Sustainable Development
- Curriculum related to Sustainable Development
- Institutional practice
- Faculty research

The survey was conducted in January 2019, prior to the resumption of classes at the University.

## Sample

A total of 100 questionnaires were distributed among the faculties to ensure that each academic Unit of the University of Guyana (UG) (main campus) was given equal opportunity to participate in the study. It should be noted that only University academic staff were targeted. 55 completed questionnaires were returned, giving a response rate of 15.3 percent of the total of 359 staff members.

## Respondents

The survey involved a sample size of 55 persons. There were more female respondents (56.4%) than male respondents (43.6%). The sex ratio was calculated to be 1:1.29 (male: female). The area(s) of specialization for the respondents were varied but the most common areas were Public Administration/Business Administration, Economics, History and Literature, Language/Linguistics, Social Work, Energy, Project Management, Electrical Engineering, Education/Education Management, Library Sciences, Mathematics, and Finance and Accounting.

There were 29 respondents that worked in a Faculty while 25 respondents worked in another unit on campus. The most common faculty was the Faculty of Natural Sciences, followed by the Faculties of Engineering and Technology and Education and Humanities respectively. Regarding other units on campus, the Library was the most common, followed by the School of Entrepreneurship and Business Innovation. Of the 55 participants, 54 persons responded to this question.

For the Faculty of Engineering and Technology, respondents worked in the Electrical, Mechanical, and Engineering Mathematics and Management Departments. For the Faculty of Earth and Environmental Sciences, respondents worked in the Geography and Environmental Studies Departments. Also, there was only 1 respondent for the Faculty of Social Sciences under the Government and International Affairs Department. Moreover, for the

Faculty of Education and Humanities, respondents worked in the Language and Cultural Studies, Social Studies, and Curriculum and Instructions Departments. For the Faculty of Natural Sciences, respondents worked in the Chemistry, Mathematics, Physics and Statistics Biology Departments. In addition, 1 respondent each worked in the Contact Study Department (School of Medicine) and Medical Technology respectively. There was also only 1 respondent for the Faculty of Agriculture and Forestry under the Forestry Department.

The study also involved 3 of the 7 senior university administrators who completed returned the semi-structured questionnaire that aimed to assess their perceptions, vision, plans, and opinions on challenges and opportunities in respect of the implementation of sustainable development at the main campus (Turkeyen).

### **Statistical Analysis**

Descriptive statistics, characterized mainly by frequency distribution tables were used to describe the degree of implementation of sustainable development by the University of Guyana.

## **:: The Role of Higher Education in SD: A Conceptual Framework**

The role envisaged for higher education (HE) globally is multifaceted. According to Owens (2017) higher education can do much more than offer advanced training and skills; it holds the potential to educate excellent teachers, uncover ground-breaking research, and connect services to communities, and demonstrate the application of sustainability principles to its daily campus operations.

Such actions constitute a “whole-of-university” approach that optimises the role of universities as ‘agents of change’ and seeks to address sustainable development issues within the curricula and research, as well as through community outreach and engagement and participation of various university stakeholders, including staff and students, civil society, funding agencies, industry and the community (Fischer 2015 ; Abubakar Al-Shihri & Ahmed, 2015; Brinkhurst; Rose, Maurice & Ackerman, 2011; Mc Millin & Byball, 2009; and Cortese, 2003).

Quite clearly, there is need to examine each aspect in greater detail. Firstly, in the area of knowledge transfer in building human capital (Organisation for Economic Cooperation and Development, 2007). HE institutions are expected to provide sustainable development education and training through undergraduate

and graduate programmes to prepare specialists and generalists in response to labour market and societal needs, and more importantly, to develop and restructure curriculum with a broader and flexible approach to the teaching of academic disciplines (Dawe, Jucker & Martin, 2005; Lozano, 2011, Abubakar Al-Shihri & Ahmed, 2015 ) that provide opportunities for critical thinking and problem solving of ‘real life’ and societal issues (Perello-Marín, Ribes-Giner & Pantoja Díaz, 2018). This latter point resonates with the notion that sustainability literacy is a critical aspect of higher education. The challenge, however, is for HE to move from ‘reductionist’ approaches towards a more holistic education that promotes interdisciplinarity as a means of making systemic connections between disciplines (Sterling, 2004). Another challenge relates to the continual practice of establishing academic silos which undermines every effort aimed at systems level integration that is indispensable to the embedding of sustainability (Krizek, Newport, White & Townsend, 2012; Lozano et al. 2015).

Further, every university graduate is citizen of the earth and must therefore be equipped with knowledge that transcends ‘examination oriented memorisers’ to knowledge that empowers the student to make rational decisions. The Brundtland Report (1989, p.25) categorically states that “making the difficult choices involved in achieving sustainable development will depend on the widespread support and involvement of an informed public and of NGOs, the scientific community, and industry”. HE institutions must therefore provide the relevant knowledge and skills for sustainable development to be put into practice.

Secondly, HE has the capacity to bridge the gap between science and environmental policy making and by extension contribute to sustainable development policy making by providing the scientific evidence to inform and/or support policy decisions which are intended to affect society in a positive way (Mickwitz, 2003), for example, by informing the design and choice of policy or by defining the issues and analyzing the impacts. Notably, societal problems necessitate cross-disciplinary research if the aim is to promote policies on sustainability (Dyer & Dyer, 2017). Unarguably, empirical data capture the current real life situation and therefore defines the issue/s.

Thirdly, the academic curricula must be strongly supported by institutional practice by means of their daily operations and management processes (Cortese, 2003; Orr, 2002). Scholars define a sustainable campus as one that protects the health and well-being of humans and ecosystems by means of effective and efficient environment management, efficient use of natural resources, waste reduction and the promotion of equity and social justice in its engagement with staff and students (Cortese, 2010; Savanick, Strong, & Manning, 2008; Cole & Wright, 2003). It may be argued that a university campus typifies the ‘hidden’ curriculum that facilitates ‘hands-on’ application of has been taught to students in the classroom. HE institutions must therefore demonstrate sustain-

nability principles in the manner in which they interface with environmental resources, including sustainable water use, energy efficiency in buildings and operations, green transportation, efficient waste management, equity, and reducing environmental pollution into campus operations.

Lastly, a relatively new paradigm for institutions of HE is to operate beyond the academic walls where teaching has been historically accepted as the primary role and provide community service, that is, by finding new and effective ways of developing, transmitting and applying knowledge for the public good (Laing, 2016). Thus, community service is closely related to teaching and research activities, as it seeks to enhance the transfer and adoption of knowledge created in accordance with the community needs—whether local, regional or international (Hauff & Nguyen, 2014; Tilbury & Cooke, 2005; Chatterton & Goddard 2000; Virtanen 2001). Moreover, the CRES 2018-2028 Action Plan states that “the knowledge generated in academic spaces can be introduced, used and adapted to social, economic and environmental goals that benefit all people, to build the mechanisms to live well and have better societies”.

Ralph and Stubbs (2013) contended that by demonstrating best practice in their operations, research and teaching, universities have both multiple and multiplier effects on society. The achievement of the above role envisaged for HE institutions is, however, contingent upon the removal of several barriers, as identified in the summary assessment report of the United Nations Educational, Scientific and Cultural Organisation’s (UNESCO), at the end of the Decade of Education for Sustainable Development (2005-2014). These include a lack of a coordinated approach at all the levels of the institution to implement the necessary changes; insufficient staff development activities to empower staff to transform curricula and pedagogy towards a sustainable development perspective; and the persistence of disciplinary boundaries that inhibit the potential to address complex sustainable development issues. Others cited by Dawe, Jucker & Martin (2005); Brinkhurst, Rose, Maurice & Ackerman (2011), and Leal Filho (2015) are: overcrowded curriculum, perceived irrelevance by academic staff, limited staff awareness and expertise, limited institutional drive and commitment by Management and a lack of financial support required for implementation of campus sustainability initiatives.

## **:: Background to the University of Guyana**

The UG, the only national University in Guyana, with a current enrolment of approximately 8000 students, offers more than 116 under-graduate and post-graduate Programmes, including the Natural Sciences, Engineering, Environmental Studies, Forestry, Urban Planning and Management, Tourism Studies, Education, Creative Arts, Economics, Law, Medicine, Business, Optometry

and Nursing. Additionally, there are several online programmes, together with the extra-mural classes that are offered through the Institute of Distance and Continuing Education (IDCE) (uog.edu.gy).

## :: Analysis of Results

### ***Vision of Role of a University in relation to Sustainable Development***

There is currently no campus-wide vision that has been articulated by Management and endorsed by stakeholders; however, a very notable response from one of the Administrators to the question of a vision statement is as follows:

*UG, because it is a national institution, the only national institution, established by an Act of Parliament, in receipt of an annual subvention, and the principal provider of higher education in Guyana has a unique role in sustainable development, or rather sustainable development in and for Guyana, and by extension the Caribbean. Its contribution should be explicit and implicit, direct and indirect – in science and tech (research, teaching-learning and consultancies/service, in political discourse (contributing to a strong, relevant evidence-base; community and national ‘conversations’, discussions, debate, but not politicking), in engaging the international community, with the confidence and concurrence of the Government of Guyana in diverse areas, such as international fora, international debate, youth and community development, human rights, etc., all of which are interlinked with sustainable development goals and agendas.*

Administrators disagreed with the statements:

- HEIs play a key role in achieving the 2030 Agenda for Sustainable Development
- Sustainable development activities of HEIs should be limited to “greening campus” initiatives and the integration of sustainability related topics into existing curricula.
- The involvement of external societal actors (e.g. the government, NGOs, civic organizations) in defining the research aims is incompatible with the researchers’ scientific freedom.

On the other hand, there was general agreement with the following statements:

- HEIs can put forward innovation and innovative solutions.
- HEIs should train current and future implementers of sustainable development.

- HEIs should advocate for sustainable development.
- HEIs should provide opportunities for inter-stakeholder dialogues and actions related to sustainable development.
- HEIs should develop joint courses and programmes or research groups with other institutions in topics related to sustainable development.
- Research in a sustainable HEI should be relevant to society.

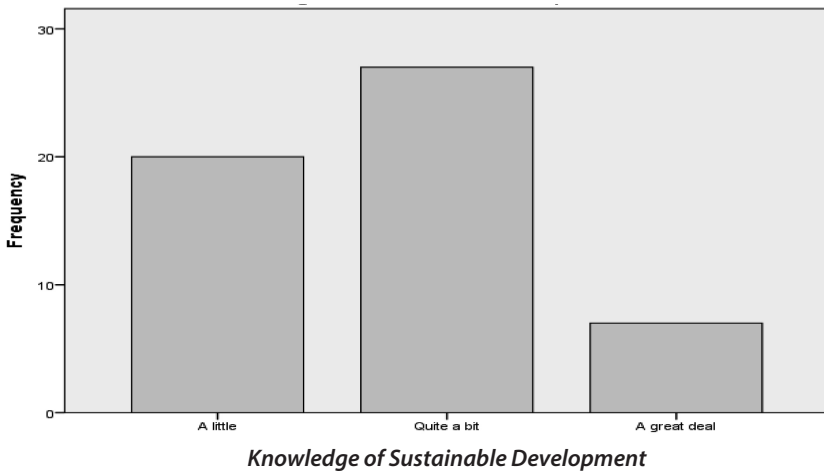
The study reveals that are differing views on of the statements, namely:

- HEIs have the ability to help policymakers make decisions based on real evidence.
- HEIs play a key role in the evaluation and follow-up of policies undertaken by governments.
- The SDGs are a key aspect of the social responsibility of HEIs.
- The involvement of external societal actors (e.g. the government, NGOs, civic organizations) in defining the research aims is incompatible with the researchers' scientific freedom.

## :: Awareness and Concern about Sustainable Development

Of the 52 respondents, 51.9% stated that they were familiar with the concept of 'Whole Institution Approach'. Of the 54 respondents, the majority cited that they possessed quite a bit of knowledge of Sustainable Development. See Figure 2.

**Figure 2. Knowledge of Sustainable Development**





When knowledge was compared with the level of concern about sustainable development, the majority of respondents, who had quite a bit of knowledge, were very concerned about sustainable development. See Table 1.

Items		Concern about Sustainable Development		Total
		A little concerned	Very concerned	
Knowledge	A little	8	12	20
of Sustainable	Quite a bit	7	20	27
Development	A great deal	0	7	7
Total		15	39	54

**Table 1:** Comparison between Knowledge and Concern about Sustainable Development

When knowledge was compared with the level of interest in sustainable development, the majority of respondents, which had quite a bit of knowledge, were very interested about sustainable development, however, when compared with the willingness of respondents to plan and implement sustainable development initiatives, the majority that had quite a bit of knowledge, responded in the affirmative. See Table 2 and Table 3.

Items		Willingness to plan Sustainable Development initiatives			Total
		Not at all	A bit willing	Very willing	
Knowledge	A little	2	9	9	20
of Sustainable	Quite a bit	1	6	20	27
Development	A great deal	0	0	7	7
Total		3	15	36	54

**Table 2:** Comparison between Knowledge and Willingness to plan Sustainable Development initiatives

Items		Willingness to implement Sustainable Development		Total
		A bit willing	Very willing	
Knowledge	A little	10	10	20
of Sustainable	Quite a bit	6	21	27
Development	A great deal	0	7	7
Total		16	38	54

**Table 3:** Comparison between Knowledge and Willingness to implement Sustainable Development initiatives

### :: Responsibility and Institutional Practice

More than a third of the respondents believed that everyone should be responsible for sustainable development, followed by the Government. The private sector and non-governmental organisations were the least selected as single entities with responsibility for sustainable development.

With respect to SD related courses offered by faculties of Units of the university the study indicates the following:

For the Faculty of Engineering and Technology, there are courses for refrigeration, solar energy, engineering management, renewable and alternative energy management. There are also Geography courses on sustainability for Architecture students and courses on hydrology and water supply for Civil Engineering students.

On the other hand the Faculty of Earth and Environmental Sciences, there are courses for fundamentals of land use planning, participatory community planning and development, urban planning, urban geography, sustainable land management, and environmental management. There are also courses in environmental impact assessment with environmental and developmental tools, energy and environment; as well as policy and governance.

Additionally, the faculty offers a joint PhD biodiversity programme that allows students to conduct graduate research on biodiversity conservation, biodiversity systematic, biodiversity and society, among other broad thematic areas. It should be noted that many of the courses offered by this faculty are interdisciplinary and provide opportunities for cross disciplinary studies and research related to sustainable development.

Within the Faculty of Social Sciences, Economics courses address topics related to sustainable development, while the Faculty of Education and Humanities offers a few courses in its Associate of Anthropology programme through the Department of Language and Cultural Studies.

The Faculty of Natural Sciences offers courses in renewable energy, natural product chemistry course, bio-materials, biology conservation, as well as natural resource management, environmental management and coastal zone management. Topics related to sustainable development are also covered in students' course and final year projects.

Within the Faculty of Health Sciences, the Health Policy addresses topics related to sustainable development. Additionally, in the Faculty of Agriculture and Forestry, most courses offered address issues of sustainable management and development, e.g. human resource and financial management; wildlife management; forest reserves and management plans; planning, design and management of forest harvesting infrastructure. Additionally, principles of crop production expose students to concepts, principles and practices of sustainable production.

The programme of the recently established School of Entrepreneurship and Business Innovation includes a single course to its students: Environment and Development in Guyana and the Caribbean that is offered by the Faculty of Earth and Environmental Sciences. Moreover, information related to the role of businesses in sustainable development is also shared minimally within courses

45 percent of respondents indicated their unawareness how sustainable development is being governed at the UG. The majority of the remaining 55 percent of the respondents were of the view that there is no structure approach to governance or that there is very minimal focus; although initiatives are usually pursued by individual staff.

Despite the lack of a structured governance framework for the implementation of sustainable development at UG, respondents cited several activities that promote mostly ecological sustainability. These include energy conservation practices (including lighting, heating, cooling, ventilation, windows); solid waste reduction (including paper, glass, plastic, metal), water conservation practices (including efficient toilets, minimal irrigation, rainwater harvesting); and sustainable landscaping (for example, emphasizing native plants); however, the University has no sustainable transportation programme (such as bicycle and pedestrian friendly systems, car pools, bus programmes, biodiesel projects, etc.).

## :: Research

Table 4 below indicates that six faculties have conducted research that can inform policy making for the sustainable development of Guyana. A cursory glance at the table suggests that the topics cover most ecological and socio-cultural elements of sustainability. Importantly, research under the Faculty of Natural Sciences and the Faculty of Technology can be considered as scientific innovation. To a large extent, the research is compartmentalized and is driven by the lecturer’s area of interest and expertise.

Name of Faculty	Engineering and Technology	<ul style="list-style-type: none"> <li>• Pyrolysis of waste products for biofuel production</li> <li>• Renewable Energy/Solar PV systems</li> <li>• Agro-processing</li> <li>• Solid Waste Management and Recycling</li> <li>• Water Treatment Plant at UG</li> <li>• Shredding Machine for plastic bottles</li> </ul>
	Earth & Environmental Sciences	<ul style="list-style-type: none"> <li>• Environmental protection</li> <li>• Solid waste management and technologies to treat effluent</li> <li>• Occupational Health and Safety in the workplace</li> <li>• Integrated water resource management</li> <li>• Climate change adaptation</li> <li>• Green economy</li> <li>• Disaster vulnerability and resilience</li> <li>• Biodiversity and gender</li> </ul>
	Education & Humanities	<ul style="list-style-type: none"> <li>• Prehistoric Breadth &amp; Settlement to Model a Low Carbon Life Way</li> <li>• Documentation and revitalisation of the Lokono language by the Guyanese Language Unit</li> <li>• Documentation and Preservation of traditional medicine and knowledge and the</li> <li>• Lokono relationship with the environment</li> </ul>

Natural Sciences	<ul style="list-style-type: none"> <li>• Use of cellulose rich agro-waste to produce bio-fuels</li> <li>• Use of coconut shells to form activated charcoal for water treatment</li> <li>• Extraction of pectin from fruit waste</li> <li>• Renewable energy</li> <li>• More efficient solar powered systems</li> <li>• Bio-materials</li> <li>• Alternative use of agricultural raw materials</li> <li>• Use of rice husk for energy generation</li> <li>• Better management of artisanal fishery</li> </ul>
Health Sciences	<ul style="list-style-type: none"> <li>• Effectiveness of community based leaders to inform the population and promote behavioral change relating to the prevention and control of Non-Communicable Diseases (NCDs)</li> <li>• Prevalence of pre-diabetes and its relation to waist circumference among University students</li> </ul>
Agriculture & Forestry	<ul style="list-style-type: none"> <li>• Sustainable management of coastal mangroves</li> <li>• Research in communities e.g. rehabilitation, degraded mining areas</li> </ul>

**Table 4.** Research related to Sustainable Development

## :: Community Service

Each of the six faculties of UG is engaged in community service by training and awareness activities, research, representation at the level of State Boards that make decision that affect sustainable development practice at the national level, or activities aimed at enhancing the quality of the bio-physical environment. See details in Table 5. Interestingly, special projects conducted by the Faculty of Earth and Environmental Sciences have created opportunities for interdisciplinary research that is critical to sustainable development: for example, the diagnostic study, referred to in Table 5, was undertaken by staff drawn from technology, natural sciences, social sciences, and led by Faculty of Earth and Environmental Sciences.

### Community service(s) that have been rendered

Name of Faculty	Engineering and Technology	<ul style="list-style-type: none"> <li>• Information dissemination on solar PV systems and its advantages and disadvantages</li> </ul>
	<p style="text-align: center;">Earth &amp; Environmental Sciences</p>	<ul style="list-style-type: none"> <li>• Improve knowledge and awareness of environmental issues, e.g. the mining sector’s relationship with multilateral environmental agreements, and social dimension of sustainable development</li> <li>• Conduct awareness and training programmes on sustainability issues for various target groups</li> <li>• Function as members of national boards that deal with resource conservation, green economy, and environmental protection, among others.</li> <li>• Undertakes special projects that inform policy development related to sustainability; for example, the diagnostic study that helped inform the Guyana’s Green State Development Strategy.</li> </ul>
	<p style="text-align: center;">Education &amp; Humanities</p>	<ul style="list-style-type: none"> <li>• Beach cleanups</li> <li>• Exhibitions</li> <li>• Tutoring of remedial mathematics and Language subjects for community programmes in East Ruimveldt</li> <li>• Revitalization of Lokono language in the Wakapoa village</li> <li>• Special courses in reading and writing Guyanese Creole</li> <li>• Recognition of Mother Language Day and International Day of Creole Language</li> <li>• Inter-faculty linguistics support</li> <li>• Provision of water to Wakapoa village during a drought</li> </ul>

Natural Sciences	<ul style="list-style-type: none"> <li>• Use of renewable energy for community development by local communities such as Wowetta, Shulinab, Moraikabai and Powaikuru</li> <li>• Assist CSEC and CAPE Physics students with School Based Assessments by offering access to lab facilities and personnel</li> </ul>
Health Sciences	<ul style="list-style-type: none"> <li>• Raising awareness on prevention and control of Non-Communicable Diseases (NCDs) using lay people in the community</li> <li>• School feeding programme</li> <li>• Disaster/fire relief for victims</li> </ul>
Agriculture & Forestry	<ul style="list-style-type: none"> <li>• Planting of mangroves</li> <li>• Public awareness on the benefits of mangroves</li> <li>• Development of two manuals for Guyana Mangrove Restoration Project</li> </ul>

**Table 5.** Community Service provided by Faculties of UG

## :: Challenges and Opportunities

The study has identified a number of challenges and opportunities-some of which resonate with the literature that has been cited earlier. Challenges include the following:

- i.* Staff's limited knowledge of sustainable development ;
- ii.* Limited shared appreciation for the issues;
- iii.* Limited budget to finance sustainable development projects;
- iv.* Absence of a single 'champion';
- v.* Absence of explicit vision statement and related goal and plan of action;
- vi.* Inadequate human resource capacity at both the academic and administrative levels; and
- vii.* Lack of metrics for assessing progress or the lack thereof.

Conversely, opportunities cited include the following:

- i.* Increased awareness across the board, starting with the senior Administrative officials of the university as an entity, and those within faculties/school;
- ii.* Sustainable development policy formulation by amending the current Environmental Policy of the UG;
- iii.* Budgetary provision for training of faculty in sustainable development; and
- iv.* The 2019-2025 Strategic Plan, which is currently being developed will spearheaded by Office for International Engagement.

Respondents offered several recommendations considered critical to the increased implementation of sustainable development initiatives by the University of Guyana. The principal ones which are categorised either as governance, awareness, education and training, research, stakeholder engagement, community service, and institutional practice are identified as follows:

## **Governance**

- Develop and implement policies to address sustainable development issues, such as encouraging recycling; reducing paper waste via paperless communication across campus and within departments and faculties; rainwater harvesting; energy conservation and utilizing renewable energy.
- Change management structure/establish an Office of Sustainability responsible for mainstreaming sustainability within campus operations.
- Ensure that the University's internal policies and practices are aligned with the Green State Development Strategy and the goal of sustainability.

## **Awareness, Education and Training**

- Promote and facilitate effective communication and greater awareness of sustainable development issues on campus.
- Invest in human resource development through Conduct workshops, seminars and presentations for staff to ensure sufficiently trained staff can undertake work on the SD.
- Offer more programmes and courses in sustainable development areas, e.g. Renewable Energy and Sustainable Agriculture.



- Review and revamp current curriculum to ensure better integration with sustainable development.
- Develop an introductory/specialized course that addresses sustainable development and make this course compulsory across all faculties.

## **Research**

- Fund research and demonstration projects for sustainable development, such as renewable energy, waste management models, waste to energy projects, etc.
- Research on electric cars through Faculty of Technology.
- Encourage a multidisciplinary approach best suited to complex sustainable development issues in Guyana.
- Establish a database of research on sustainable development undertaken by UG staff.

## **Stakeholder Engagement**

- Design a plan with options involving stakeholders, including government, civil society and or private sector in the development and execution of projects.
- Engage local communities through Faculty of Social Sciences.
- Collaborate and build partnerships with other universities regionally and internationally to promote sustainable development.

## **Community Service**

- Promote and facilitate public education and awareness and community meetings
- Encourage student participation in projects that can be linked to community services to educate and promote sustainable development.

## **Institutional Practice**

- Design buildings to have positive impact on the environment.
- Adapt infrastructure to be more environmentally friendly.
- Develop better waste management practices e.g. composting, recycling of stationery, discourage use of straws at food outlets, penalties for improper waste disposal, and plan an e-waste recycling drive.

## :: Discussion

It is reasonable to describe UG's implementation of sustainable development as 'ad-hoc', with no clearly articulated aims and objectives, given that the university has not (as yet) formulated a sustainable development policy with a clear vision and mandate. Nevertheless, the results clearly indicate that some noteworthy initiatives have been taken. Chief among these is curriculum development, though to a large extent on a faculty or simply departmental basis, and has the potential to undermine any attempts aimed at systems thinking that is extremely relevant to sustainable development, as noted by (Krizek, Newport, White & Townsend, 2012; Lozano et al, 2015).

The study also notes that the research undertaken by staff is country specific and relevant to societal problems (as contended by Cortese, 2003, Orr, 2002, and Perello-Marín, Ribes-Giner & Pantoja Díaz, 2018); thereby contributing to the development of national policies and strategies; in particular, the Green State Development Strategy (2018); institutional practice with specific reference to natural resource conservation (energy and water), sustainable landscaping, and waste reduction. Areas of improvement include transportation and the built environment, particularly with regard to architectural design. Once this is done, the campus itself will serve as a laboratory for staff and students to observe and practise sustainable development, focusing on ecological aspects.

The 'ad-hoc' approach adopted can also be explained by the limited knowledge of sustainable development. The fact that the majority of respondents knew 'quite a bit' suggest limitations in their university's human resource capacity to implement sustainable development. On a more positive note, responses by staff overwhelmingly suggest their willingness to plan and implement sustainable development initiatives at the university; therefore programmes aimed at awareness and knowledge creation should be considered a priority intervention by the UG senior administration. This brings to the fore the importance of developing appropriate curriculum—whether there be specialist programmes, core courses, infusion of topics in existing courses, sustainable development related research programmes at both the undergraduate and graduate levels or the production of creative educational products such as a booklet or a video that could be utilised during seminars and workshops to create and enhance staff awareness and knowledge. The intention should be to empower everyone within the university community to be actively engaged in the policy making and implementation of sustainable development on the campus. Additionally, the formal curriculum needs to move beyond the ecological aspects of sustainable development, and include issues related to economic growth, equity,

stakeholder engagement and participation in sustainable development initiatives, governance arrangements, among others. It is important for students to understand the complex and holistic nature of sustainable development, and to appreciate the necessity of adopting a holistic approach.

Much more could be achieved in the area of community service; although this will require adequate funding. UG should be empowered to plan and implement demonstration projects related to energy, waste management etc. at the community level. This will not only bridge the gap between theory and practice, but will only provide an opportunity for the university to respond practically to real-life sustainable development issues. Moreover, such initiatives can be conceptualised by students as an aspect of their final year projects and can include the ideas of the host communities.

A good starting point for the UG is a campus wide discussion of the Talloires Declaration and, in response, the formulation of a holistic university policy that will embrace the 'whole university approach' and clearly articulate the University's vision, mission, plan of action and metrics to facilitate periodic monitoring and evaluation with respect to the implementation of sustainable development. Such an initiative will provide a framework for affirmative action, help transform the institutional culture, boost staff morale, and therefore should include other stakeholders from 'outside' of the university, including representative of civil society, government and industry as encouraged by several scholars, including Fischer 2015; Abubakar, Al-Shihri & Ahmed, 2015; Brinkhurst, Rose, Maurice & Ackerman, 2011; Mc Millin & Byball, 2009; and Cortese, 2003. The latter is necessary given the challenges related to limited human and financial capital.

The key lessons that can be drawn from the study can be summarised in the following statements:

- A change in the organizational culture that will support SD.
- Policy development, supported by a decentralized governance structure, is a pre-requisite for the implementation of SD at universities.
- Disciplinary silos undermine the multidisciplinary, interdisciplinary and complexity of SD.
- Successful implementation of SD requires a clearly articulated vision, leadership, adequate financial resources and well-informed staff.
- The development of metrics to assess progress or lack therefore is an essential success factor.
- Staff development initiatives that aim to create and enhance their knowledge and appreciation of SD, and ultimately promote individual and collective actions that are aligned with the university vision of SD.

## :: Conclusion

There is no doubt that both the UG Senior and academic staff have recognised the importance of their role in contributing to societal change at local, national and international levels. Importantly, the realization of such a role is contingent upon their willingness and readiness to adopt the “Whole of University” approach that requires various degrees of transformation in the development and delivery of curriculum, research, institutional practice, and community services and engagement – each of which is mutually dependent.

This study has highlighted several factors that account for the absence of more focused and strategic sustainable development interventions. Chief among these are limited knowledge of sustainable development among staff, absence of a single ‘champion’ or ambassador, absence of a vision statement, budgetary constraints, and the lack of metrics to assess progress or the lack thereof. On the other hand, those sustainable development initiatives that have been implemented successfully are as a result of committed individuals with faculties and departments, in collaboration with members of Senior Administration. Nevertheless, much more can be accomplished if a policy that promotes the “Whole of University” approach is implemented to give ‘direction’ and provide guidance by means of the university’s vision, mission, core values, among other aspects. Moreover, the UG must appreciate the relevance of partnerships and therefore endeavour always to engage civil society, government, industry, staff and students in all discussions related to the implementation of SD at the sole national University of Guyana.

The study is the first of its kind in Guyana and therefore serves as a point of reference for further research which should involve non-academic staff and students. Additionally, it will be useful to include a SWOT (Strengths, Weaknesses, Opportunities and Threats) análisis that will further elucidate those factors that will either create, enhance or constrain sustainable development efforts of the university.

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## BIOGRAPHY NOTE

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Dr. Paulette Bynoe is a Senior Lecturer and the former Dean of the Faculty of Earth and Environmental Sciences at the University of Guyana. She has a PhD in Geography (University of Sussex, UK); an MPhil in Environmental Education (University of Bradford); and a BSc in Geography (University of Guyana). In 2010, Dr. Bynoe was awarded a Chevening Scholarship to study the Economics of Climate Change at the Wolfson College (Cambridge University, UK). She has approximately 22 years of professional accomplishment as an inter-disciplinary trained Environmental Specialist, and teaches post-graduate and courses in community disaster risk management, environmental impact assessment, environmental research methods, and environmental resources policy. Her research interests are in environmental education, natural resources and environmental policy, sustainable livelihoods and climate change and disaster vulnerability. In 2015, Dr. Bynoe was awarded the Golden Arrow of Achievement for her contribution to environmental education and training, research, and the development of policies on natural resources management.

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# Owning the Caribbean: Sustainable development, innovation and entrepreneurship

Urdine Darius

## :: ABSTRACT

This article entitled “Owning the Caribbean: sustainable development, innovation and entrepreneurship” was written within the framework of the first Caribbean Youth Forum organized by Caribbean Universities in November 2018. This is a comparative study between the young people of Martinique and Saint Lucia to demonstrate their degree of participation in the environmental policy of their respective countries. To what extent can education about sustainable

development and strategies for resistance to climate change be an important element to improve the environment of these Caribbean islands? Urdine Darius analyzes the solutions proposed by young entrepreneurs and asks about the strategies to be implemented for a more innovative management of the environment in Martinique and Saint Lucia.

**Keywords:** sustainable development, innovation, entrepreneurship.

# S'approprier la Caraïbe: développement durable, innovation et entrepreneuriat

Urdine Darius

## :: RÉSUMÉ

Cet article a été rédigé dans le cadre du premier forum de la jeunesse caribéenne (Caribbean Youth Forum) organisé par Universities Caribbean en novembre 2018. Il s'agit d'une étude comparée entre les jeunes martiniquaise et sainte-lucienne afin de démontrer leur degré d'implication quant à la politique environnementale de leur pays respectif. Dans quelles mesures l'éducation au développement durable et aux stratégies de résilience face aux changements climati-

ques peut-elle constituer un élément majeur pour l'amélioration de l'environnement de ces îles caribéennes? Urdine Darius analyse les solutions proposées par de jeunes entrepreneurs et s'interroge sur les stratégies à mettre en place pour une gestion plus innovante de l'environnement en Martinique et à Sainte-Lucie.

**Mots-clés:** développement durable, innovation, entrepreneuriat.

# Adueñándonos del Caribe: desarrollo sostenible, innovación y espíritu empresarial

Urdine Darius

## :: RESUMEN

Este artículo titulado "Adueñándonos del Caribe: desarrollo sostenible, innovación y espíritu empresarial" se escribió en el marco del primer Foro de Jóvenes del Caribe organizado por Universidades Caribe en noviembre del 2018. Este es un estudio comparativo entre los jóvenes de Martinica y Santa Lucía para demostrar su grado de participación en la política ambiental de sus respectivos países. ¿Hasta qué punto la educación sobre el desarrollo sostenible

y las estrategias de resistencia ante el cambio climático pueden ser un importante elemento para mejorar el medio ambiente de estas islas del Caribe? Urdine Darius analiza las soluciones propuestas por jóvenes emprendedores y se pregunta sobre las estrategias a implementar para una gestión más innovadora del medio ambiente en Martinica y Santa Lucía.

**Palabras clave:** desarrollo sostenible, innovación, espíritu empresarial.

# Nos apropriando do Caribe: desenvolvimento sustentável, inovação e espírito empresarial

Urdine Darius

## :: RESUMO

Este artigo intitulado “Nos apropriando do Caribe: desenvolvimento sustentável, inovação e espírito empresarial” foi escrito durante o primeiro Fórum de Jovens do Caribe organizado por Universidades Caribe em novembro de 2018. Este é um estudo comparativo entre jovens de Martinica e Santa Lucia para demonstrar seu grau de participação na política ambiental de seus países respectivos. Até que ponto a educação sobre o desenvolvimento sustentável e as estratégias de resistência frente

à mudança climática podem ser um elemento importante para melhorar o meio ambiente dessas ilhas do Caribe? Urdine Darius analisa as soluções propostas por jovens empreendedores e se pergunta sobre as estratégias a se implementar para uma gestão inovadora do meio ambiente em Martinica e Santa Lucia.

**Palavras-chave:** desenvolvimento sustentável, inovação, empreendedorismo

## Owning the Caribbean: Sustainable development, innovation and entrepreneurship

For many years our region has encountered challenges in the economic and social development of its territories. Some of the common realities include widespread poverty, high rates of crime and violence. Dr. Naresh Singh, in an article on sustainable development (SD) also highlighted “small open economies, colonial history with its continuing influences on views and attitudes, self-serving political leadership and a general lack of confidence in self or in the future of the region.”<sup>1</sup> This, coupled with environmental concerns, has made efforts towards achieving sustainable development rather cumbersome. Such environmental issues vary from natural disaster to solid waste management; air, land, and water pollution; loss of biodiversity as well as detrimental impacts of climate change (CC). According to Gillian Cambers, “climate change is one of the most critical issues facing the Caribbean region”. (Ref.?) It is of particular concern for the Caribbean region since Small Island Developing States (SIDS) are often the first to feel the effects associated with this phenomenon such as rising sea levels, increasing temperatures intensifying storms and hurricanes, coastal erosion and flooding.<sup>2</sup> Such disasters pose a threat to the main industries of tourism, fisheries, and agriculture in many of islands in the region.

Although it has been noted that the Caribbean contributes very little to climate change due to low carbon emissions, it should be noted that over the years the islands’ energy consumption has been increasing rapidly, thus, CO<sub>2</sub> emissions in the region have been on the rise.<sup>3</sup> This small volume should also be noted in a global context, as such, action has to be taken at all levels. This requires the participation of international and regional institutions and governments, but most importantly consumers, especially the younger population since they will be the ones to bear the burden of today’s actions.

This article entitled “Owning The Caribbean: Sustainable Development, Innovation, And Entrepreneurship” seeks to address the question of how are youth involved in SD and CC issues and how such participation is facilitated through education? It will draw reference in particular to the case study of the French Caribbean territory of Martinique by addressing climate change education on the island at the different levels as provided for in the texts, and speak about the involvement of youth in finding solutions.

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- 1 Naresh Singh, (1992) Sustainable Development - Its Meaning For The Caribbean,
  - 2 Therese Ferguson & Sharon Bramwell-Lalor (2018) Tertiary-level Sustainability and Climate Change Education, *Caribbean Quarterly*, 64:1, 79-99, DOI: 10.1080/00086495.2018.1435337 pg 79-80 see also Philip Vaughter, “Climate Change Education: From Critical Inking to Critical Action”, [https://collections.unu.edu/eserv/UNU:3372/UNUIAS\\_PB\\_4.pdf](https://collections.unu.edu/eserv/UNU:3372/UNUIAS_PB_4.pdf) (accessed 14 July 2017).
  - 3 Arnold McIntyre, Ahmed El-Ashram, et al, (2016) Caribbean Energy: Macro-Related Challenges, WP/ 16/53 IMF

When conducting research on youth implication in sustainable development in the Caribbean, the majority of literature highlighted the importance of education in order to achieve sustainable development goals. Where CC is concerned, The UNESCO states that “Education is an essential element of the global response to climate change. It helps young people understand and address the impact of global warming, encourages changes in their attitudes and behavior and helps them adapt to climate change-related trends.”<sup>4</sup>

CC has been integrated into Education for Sustainable Development (ESD) since it can be seen to generate significant barriers to the goals of sustainable development of small islands.

According to T. Ferguson & S. Bramwell-Lalor “From as far back as 1992, when the United Nations Framework Convention on Climate Change was established, implementing educational and training programmes on climate science and climate change was a focus. This was later broadened into a more holistic focus under the framework of ESD.”<sup>5</sup>

Climate Change Education (CCE), as embraced by the above-mentioned authors, may be defined as “education on climate change in order to address climate change challenges through adaptation and mitigation. Adaptation focuses on the practices that can deal with the impact of climate change that will need to become part of or replace existing cultural practices and traditions. Mitigation, on the other hand, focuses on identifying human practices that directly contribute to climate change with a view to changing them.”

The United Nations University in their Policy Brief emphasizes the need for such education to not only transfer knowledge but also to facilitate and result in action. Therefore, educators teach for students to learn, but also teach to encourage action where students become “involved in community activities and projects.”<sup>6</sup>

CC officially became a priority in the international community in the 90s and endeavors to educate populations were made known in 1992 under the United Nations Framework Convention on Climate Change (UNFCCC). With regards to our region, countries have also been active in the fight against CC and in achie-

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4 Therese Ferguson & Sharon Bramwell-Lalor (2018) Tertiary-level Sustainability and Climate Change Education, *Caribbean Quarterly*, 64:1, 79-99, DOI: 10.1080/00086495.2018.1435337 pg. 83-84

5 Therese Ferguson & Sharon Bramwell-Lalor (2018) Tertiary-level Sustainability and Climate Change Education, *Caribbean Quarterly*, 64:1, 79-99, DOI: 10.1080/00086495.2018.1435337 pg. 83-84

6 Philip Vaughtner, (2016) “Climate Change Education: From Critical Inking to Critical Action”, pg. 3, [https://collections.unu.edu/eserv/UNU:3372/UNUIAS\\_PB\\_4.pdf](https://collections.unu.edu/eserv/UNU:3372/UNUIAS_PB_4.pdf)



ving SD despite their limited resources. Indeed, this is evident in their participation in international conferences and the adoption of resulting documents like those of the UNFCCC, the Convention on Biological Diversity (CBD) and notably, the Declaration on Climate Change produced by the Alliance of Small Island States to which most Caribbean countries have adhered. Actions are also being taken at a regional level through the institutions such as the Caribbean Community Climate Change Center (CCCC) and the Caribbean Disaster Emergency Management Agency (CDEMA) attached to CARICOM or the Climate Change and Disaster Risk Management (CCDRM) Unit of the Organisation of Eastern Caribbean States (OECS).

With regards to education in particular, the OECS has adopted a set of standards for the implementation of CC education at different levels in the islands of Saint Lucia, Dominica, Saint Vincent and the Grenadines, and Grenada. Although these were the states that were able to qualify for funding to undertake such a project, officials have expressed the desire to extend results to other independent and non-independent members.

In the French territory of Martinique, similar actions have been taken at different levels to sensitize students on the issue. Martinique is a non-independent territory of France, which means that France along with the European Union oversee legislation and policy-making. However, the island has been accorded certain powers which facilitates its integration in the region. The territory, through metropolitan France, is subject to the provisions of the 1992 UNFCCC. Its internal legislation has also evolved to facilitate CC and SDE. Article 8 of the 2004 Environmental Chart, which has been integrated into the Constitution law provides that “environmental education and training must contribute to the exercising of rights and obligations defined in the Chart.”<sup>7</sup> Nonetheless, environmental education dates as far back as 1977 through a ministerial order which implemented environmental education in France. In 2004, it became education for the environment and sustainable development. Later on, the legislation “*Loi de refondation de l’école*” was adopted in 2013 in order to introduce environmental education at the elementary school level. As such, students are encouraged to adopt environmentally friendly attitudes from primary school and as they ascend into high school and college, the content becomes more technical and addresses topics like energy and climate. CC is only formally addressed in detail in the sciences at college. However, from high school up, competitions are organized where students are encouraged to come up with solutions through debates and projects undertaken during climate week and throughout the year. The best performing institutions are awarded the title of E3D (Establishment for the environment and sustainable development).

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7 L'éducation et la formation à l'environnement doivent contribuer à l'exercice des droits et devoirs définis par la présente Charte.

At the university level, and in particular at the Université des Antilles, efforts were made to reorganize programs based on the specificity of the region. The Law faculty, for example, has undertaken the task of introducing a professional bachelor's degree to educate and train prospective environmental jurists. There are also a few courses where environmental and sustainable development issues in the region are addressed, such as Climatology, Development of Natural Spaces, Environmental Law and other science courses. Although CC is highlighted in these courses, it is still lacking importance and is often left to the discretion of lecturers.

Apart from the above mentioned, CC issues are also presented in conferences organized by the university throughout the year. The University also has a teacher's training department where prospective teachers are tested on climatology and are expected to transfer the knowledge to their students.

When it comes to the involvement of university students in action against CC, professors have reported a change in attitudes towards environment and climate concerns and a heightening of critical thinking. However, a direct link between higher education and problem-solving through research projects and innovation cannot be established. There are a few students who have taken the initiative to pursue research at a Master's or PhD level on CC in the region.

For example, there is a Master's student in Geography who has taken the initiative to work on the link between CC and sargassum seaweed and a PhD student on the effect of CC on forestry in Haiti, but in the majority of cases, the professors are the ones who propose areas of research that students undertake.

Other examples of involvement by students can be seen at the NGO levels where some students are integrated into the work of regional organizations such as the Caribbean initiative and CARNARI. These students often lead projects and research on CC and SD.

Using what we know in an effort to contribute to SD through NGOs or even through independent business ventures is a measure of the success of education on CC since it shows that knowledge leads to action.

As much as formal education is important and stimulates action, informal education also has played an important role. I would like to highlight the case of a young entrepreneur from Saint Lucia who founded the Caribbean's first indigenous agriculture biotech company, Algas Organics in Saint Lucia. After being sensitized about the effects of sargassum seaweed through advertisements

and news reports, he found a way of responding to the crisis through a business opportunity. He exploited the algae by producing an all-natural bio-stimulant geared at improving plant resilience to climate change and increasing yields. This means of adaptation provides food security for the island while keeping the coastlines and beaches clean.

Sargassum seaweed is just one issue affecting our region. As such, we should be active in finding solutions to the many regional issues through research and innovation and perhaps business ventures. There are many NGOs and international organisations which are willing to fund these activities, such as the Global Environment Fund or the European Union's Horizon 2020 fund.

As Caribbean citizens, some of us have access to a regional market through CSME<sup>8</sup> which means that we are not confined to our individual islands (since CSME enables free movement of goods, services (article 79) free movement of capital (articles 39- 41), and right to the establishment. (articles 32-34).

Indeed, little actions like reducing energy consumption and recycling can go a long way in the fight against this phenomenon and related environmental issues. However, we should be more ambitious in finding solutions to regional environmental problems through our research and innovation and business ventures.

## :: Conclusion

The Caribbean region is faced with many socio-economic and environmental challenges that hinder sustainable development. This presentation highlighted the challenge of CC and the importance of education and youth involvement in the fight against this phenomenon in order to meet the SD Goals. According to UNESCO: "The wealth of nations depends more on its ability to produce, exchange and transform knowledge than on its natural resources or industrial production."<sup>9</sup>

The extent of a country's success in transferring CCE can be seen by simply looking at how active their citizens are in addressing climate change challenges through adaptation and mitigation. Therefore, the knowledge that is transferred

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<sup>8</sup> Caribbean Single Market and Economy

<sup>9</sup> UNESCO, 2007 Sustainable Living The Mauritius Strategy in Action. UNESCO, Paris, in M. Crossley and T. Sprague, (2014) pg.89

to students on CC and related issues, should aid in developing critical thinking and should facilitate initiatives from young people in finding solutions for the region. Such education should be integrated into a wide range of disciplines so that action can be taken in all fields be it legal, economic or scientific. Youth should be encouraged to become true actors in the development of their territories by undertaking research on current issues in the region like that of CC. The local government in Martinique, in particular, facilitates this by awarding scholarships to those doctoral students who undertake research of interest to the region. This facilitates the territory's regional integration and development.

Finally, cooperation among our institutions should be improved through regional conferences on higher education and environmental issues, and also by providing finance for doctoral exchange programs, easy transfer of information and technologies and easy access to documentation from one university to another. This, of course, aligns perfectly with Universities Caribbean's vision of regionalization and cooperation among higher education institutions.

I truly hope that we all seek to own our region by becoming active citizens in the fight against CC for SD and that opportunities to strengthen institutional cooperation on this issue are well embraced.

## BIOGRAPHY NOTE

### :: **Urdine Darius**

Urdine Darius is a doctoral student at the Université des Antilles in Martinique. After completing her GCE A-level's in her home island of Saint-Lucia, she moved to Martinique in order to pursue her studies, where she completed her Bachelor's degree in Law and her Master's in Law and Administration of French Territories, graduating first in her class. Since then, she has developed an interest in fostering regional integration and cooperation in the Caribbean. Her research focuses on the prospects for environmental cooperation between the English and French-speaking territories of the Eastern Caribbean and its contribution to development.

Urdine has worked briefly with the consulate of Saint Lucia in Martinique where she assisted with the application of a convention signed between the government of Saint Lucia and the president of the local government in Martinique. During her studies, she also assumed a part time job at the international relations office at her University.

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# 3

Topic 3:

## The transformative role of Caribbean Higher Education

- **L'ignorance commune, obstacle à la construction caribéenne**  
Dr Fred Reno, Professeur de science politique,  
Université des Antilles, Pole Martinique
- **Transatlantic intellectual networks in the General Studies university reform movement: the role of Puerto Rico**  
Jorge Rodríguez Beruff
- **Les représentations des dirigeants des écoles supérieures et universités haïtiennes du rôle des professeurs dans le développement la recherche en Haïti.**  
Jean-Michel CHARLES  
Bureau de l'UNESCO en Haïti
- **An analysis of a framework of internal influential factors affecting the progress and outcomes of accreditation processes at the University of Curaçao**  
Sharine A. Isabella  
University of Curaçao Dr. Moises da Costa Gomez

# L'ignorance commune, obstacle à la construction caribéenne

Dr Fred Reno

## :: RÉSUMÉ

Dans sa tribune intitulée "L'ignorance, obstacle à la construction caribéenne", le professeur Réno souligne le décalage entre les attentes en termes d'acquisition de savoirs et les connaissances réellement acquises sur les réalités caribéennes. Par une analyse comparative basée sur un échantillon d'étudiants de l'Université des Antilles, cette tribune démontre la nécessité de mettre en place un socle commun de connaissances sur les études caribéennes. La création d'espaces collaboratifs entre établissements d'enseignement supérieur de la Caraïbe pourra être facilitée à terme

par l'implication des organisations universitaires telles que Universities Caribbean ou La Corpuca. Ainsi, le partage de l'ignorance laissera place au partage de connaissances historiques, socioculturelles, économiques et politiques sur la grande Caraïbe. C'est à cette seule condition que les identités caribéennes pourront fusionner, se développer et se recréer harmonieusement.

**Mots-clés:** réalités des Caraïbes, études des Caraïbes, identités des Caraïbes



# Common ignorance, obstacle to Caribbean construction

Dr Fred Reno

## :: ABSTRACT

In his article entitled “Ignorance, obstacle to Caribbean construction”, Professor Reno emphasizes the gap between the expectations in terms of knowledge acquisition and the knowledge actually acquired on the Caribbean realities. By means of a comparative analysis based on a sample of students from the University of the West Indies, this forum demonstrates the need to establish a common base of knowledge on Caribbean studies. The creation of collaborative spaces between higher education institutions in the Caribbean

can be facilitated over time by the involvement of university organizations such as Universities Caribbean or Corpuca. Thus, the sharing of ignorance will leave room for the sharing of historical, socio-cultural, economic and political knowledge about the Greater Caribbean. It is only on this condition that Caribbean identities can merge, develop and recreate harmoniously.

**Keywords:** Caribbean realities, Caribbean studies, Caribbean identities

# “La ignorancia común, un obstáculo para la construcción en el Caribe

Dr Fred Reno

## :: RESUMEN

En su artículo titulado “La ignorancia, un obstáculo para la construcción en el Caribe”, el Profesor Reno enfatiza la brecha entre las expectativas en términos de adquisición de conocimiento y el conocimiento realmente adquirido sobre las realidades del Caribe. Mediante un análisis comparativo basado en una muestra de estudiantes de la Universidad de las Indias Occidentales, este foro demuestra la necesidad de establecer una base común de conocimiento sobre los estudios caribeños. La creación de espacios de colaboración entre instituciones de educación superior en el Caribe se puede faci-

litar a lo largo del tiempo mediante la participación de organizaciones universitarias como las Universidades Caribe o Corpuca. Por lo tanto, compartir la ignorancia dejará espacio para compartir el conocimiento histórico, sociocultural, económico y político sobre el Gran Caribe. Es solo en esta condición que las identidades caribeñas pueden fusionarse, desarrollarse y recrearse armoniosamente.

**Palabras clave:** realidades del Caribe, estudios caribeños, identidades caribeñas

# A ignorância común, um obstáculo para a construção no Caribe

Dr Fred Reno

## :: RESUMO

Em seu artigo intitulado "A ignorância, um obstáculo para a construção no Caribe", o professor Reno enfatiza a diferença entre as expectativas em termos de aquisição de conhecimento e o conhecimento realmente adquirido sobre as realidades do Caribe. Através duma análise comparativa baseada numa mostra de estudantes da Universidad de las Indias Occidentales, este fórum demonstra a necessidade de estabelecer uma base comum de conhecimento sobre os estudos caribenhos. A criação de espaços de colaboração entre instituições de educação superior no Caribe pode se

facilitar ao longo do tempo através da participação de organizações universitárias como as Universidades Caribe ou Corpuca. Portanto, compartilhar a ignorância deixará um espaço para compartilhar o conhecimento histórico, sociocultural, econômico e político sobre o Grande Caribe. Só nessa condição as identidades caribenhas podem se fundir, se desenvolver e se recriar harmoniosamente.

**Palavras-chave:** realidades caribenhas, estudos caribenhos, identidades caribenhas

La Caraïbe est un espace en construction. Ce processus qui est aussi un objectif peut difficilement faire l'économie des ressources de cette construction. Notre hypothèse est que le processus et l'objectif reposent dans une large mesure sur la connaissance partagée des réalités caribéennes.

Nous avons choisi de mettre au jour les limites de la construction caribéenne à travers les lacunes profondes des étudiants sur des questions simples relatives à l'histoire, la géographie, et certaines personnalités caribéennes qui ont acquis une dimension internationale.

Les étudiants concernés par cette mini enquête sont de l'Université des Antilles. Mais nous sommes persuadés que nos constats et résultats pourraient s'appliquer à la majorité des autres institutions scolaires et universitaires de la Caraïbe.

Avant de dépouiller nos questionnaires, nous avons noté lors d'échanges en amphithéâtre ou dans des conférences publiques, que la revendication des étudiants et plus généralement des jeunes d'une identité caribéenne se réduisait souvent à des slogans d'ordre culturel.

Après exploitation de ces questionnaires nous sommes amené à penser que cette approche «culturaliste» des étudiants coïncide avec une méconnaissance profonde de leur environnement.

Pourtant l'idée d'une appartenance commune à la caraïbe, au singulier, traverse toutes les sphères et les catégories sociales de nos sociétés. Elle se manifeste notamment par un discours caribéaniste répandu et une coopération informelle qui se structure progressivement.

## **:: En réalité cette caraïbe postulée est un espace largement méconnu**

Le savoir sur cet espace est sectorisé et le plus souvent limité aux espaces coloniaux respectifs

Sur ce point, le système scolaire et l'Université comme lieu de savoirs universels ne semblent pas jouer pleinement leur rôle. On attend de l'étudiant qu'il apprenne, qu'il forge son esprit critique et que son expérience d'apprenant lui permette de s'inscrire avantageusement dans ses différents espaces d'appartenance. On attend de l'enseignant qu'il concourt notamment par la recherche à la construction des savoirs et à leur transmission. L'université reçoit des lycéens

qui, pour la plupart, ont peu ou pas de connaissances sur l'espace caraïbe. Une recherche même sommaire sur les programmes éducatifs des différents niveaux de formation (primaire, collège, lycée et université) révèle le caractère marginal de la Caraïbe dans ces programmes.

Une des premières conclusions de notre enquête est donc que ce système d'éducation dont l'Université est le point terminal participe peu à la construction de cet «espace caribéen»

Ce que nous apprend l'enquête, nous amène à ce constat.

L'université est d'abord un lieu de savoir. Le savoir est un produit de l'activité scientifique. La connaissance, elle, est disponible, multiforme et fait l'objet d'une observation empirique. Le passage au savoir s'opère par un processus de formalisation et de validation de connaissances notamment par une institution habilitée.

## :: Présentation de l'enquête et des principaux résultats

Cette enquête ne se base pas sur le profil sociologique des étudiants. L'âge, le genre, l'origine sociale ne sont pas corrélés aux résultats obtenus. Nous sommes donc conscient des insuffisances de la démarche explicative.

Notre objectif n'est pas d'expliquer mais de constater le niveau de connaissances de l'ensemble des étudiants de première année ayant choisi l'option «Connaissance de la Caraïbe», enseignement dispensé à la faculté de droit et d'économie de Guadeloupe. Il s'agit d'un choix fait par des étudiants qui ont eu le plan du cours en début d'année et qui au fil des mois se sont souvent absentés comme c'est le cas dans la plupart des cours. On peut penser que les plus assidus sont ceux qui ont obtenu les meilleures notes. Un premier sondage en amphithéâtre lors du premier cours montrait une forte tendance à réduire la caraïbe à des slogans culturalistes et raciaux. L'intérêt pour les musiques urbaines d'origine jamaïcaine et le fait d'être «black» résumait souvent le sentiment d'appartenance à la Caraïbe.

L'épreuve notée de 0 à 20 comportait 7 questions

- 4 questions de géographie et d'histoire qui valaient chacune 2 points
- 3 questions sur des personnalités de la Caraïbe qui valaient chacune 4 points

La première illustration de ce que nous qualifions d'ignorance est le faible niveau de connaissance de l'ensemble des étudiants sur la Région.

Le savoir est sectorisé souvent réduit aux espaces coloniaux respectifs

Cette ignorance se manifeste par une absence de savoirs partagés sur:

- la géographie,
- l'histoire ,
- les personnalités caribéennes reconnues au plan international

Sur les 154 copies, 57,5% d'entre eux ont obtenus une note globale comprise entre 0 et 5. En réalité, cette ignorance s'accroît à mesure que l'étudiant s'éloigne de ses lieux géographique et culturel d'appartenance. La tendance s'accroît lorsque les questions portent sur une personnalité «subversive», comme Frantz Fanon.

## **:: Des réponses limitées à l'espace historique d'appartenance**

Sur les questions de géographie, les étudiants ont une plus grande facilité à appréhender la dimension insulaire.

Si 21,4% des étudiants réussissent à désigner 5 îles caribéennes, près d'un sur deux (49,3%) ne parvient pas à citer un territoire continental de la région. La Grande Caraïbe demeure donc encore lointaine.

Les questions historiques ont porté sur l'année d'abolition de l'esclavage en Grande Bretagne (1833) et en France (1848)

73% des étudiants connaissent la date française et 47%, la date anglaise. A l'évidence, ils retiennent plus facilement les références qui concernent leur espace colonial d'appartenance.

Cette dernière remarque se vérifie à propos des personnalités caribéennes.

Par exemple à la question: Qui était Derek Walcott ? 76,6% sont muets ou déclarent des choses farfelues justifiant un zéro. Ils ignorent complètement l'auteur saint-lucien. Certaines réponses sur le prix Nobel de littérature de 1992 sont surprenantes:

- «anglais militant pour l'abolition de l'esclavage».
- «fait partie de la famille du joueur de foot Walcott qui joue à Arsenal dans la ligue anglaise»

- «met en place le panafricanisme»
- «était un président haïtien»
- «le premier empereur d'Haïti»

Sur Arthur Lewis, prix Nobel d'économie en 1979, lui aussi saint-lucien, les résultats sont du même ordre. Plus de 71% des propositions sont fausses.

En revanche les réponses sur Fanon révèlent une autre dimension de l'ignorance. Bien que francophone et originaire de la Martinique, Fanon semble encore moins connu que les autres personnalités citées. Les statistiques sont sur ce point sans équivoque. Sur les 154 copies, 132 soit 85,7% des étudiants ont eu zéro, ne produisant aucune information juste sur une personnalité des Antilles françaises. Preuve que la variable géographique n'est pas déterminante. Ces réponses témoignent d'une réelle mise à distance de Fanon

Fanon le martiniquais est méconnu parce qu'il a été éloigné.

Connu pour son action révolutionnaire en Algérie il est devenu un auteur subversif écarté du système scolaire.

Au regard du projet caribéen: quels savoirs, quelle stratégie de partage des savoirs?

Sur ces questions les institutions de formations et singulièrement l'université semblent défailtantes.

## :: Que faire et Comment?

Il est souhaitable de définir un socle de savoirs communs sur la Caraïbe, indépendamment des choix nationaux et locaux. Il convient aussi d'élaborer et de mettre en œuvre des politiques transnationales de diffusion de ces savoirs partagés.

La démarche repose nécessairement sur une volonté politique affirmée et surtout sur une implication des organisations interuniversitaires (UNICA, UDUAL, CORPUCA Chaire interuniversitaire etc...) qui doivent en assurer le pilotage.

Le projet se traduirait par un enseignement transversal et interuniversitaire obligatoire dans les universités partenaires.

## :: Conclusion

La problématique du savoir partagé amène à s'interroger sur le rôle des institutions et en particulier de l'université.

Acteur reconnu du développement, l'université intervient par:

- la formation
- la recherche
- la mobilité académique

Elle a donc vocation à s'inscrire dans ce processus de construction de l'espace caribéen.

Mais son inscription dans l'espace caribéen est –elle concevable sans production et diffusion de savoirs partagés.



## Common ignorance, obstacle to Caribbean development<sup>1</sup>

Fred Reno, Professor of Political Science, Université des Antilles

The Caribbean is a space under construction. This construction process, which is also an objective, hardly has the economic backing it needs. Our hypothesis is that both process and objective depend, to a large extent, on sharing knowledge of the Caribbean reality.

We have opted to expose the limitations of the process through the profound knowledge gaps of students when asked simple questions relating to Caribbean history, geography, and some personalities who have acquired an international dimension.

The students involved in this mini-survey are from the **Université des Antilles** but we are sure that our findings and conclusions could apply to the majority of other Caribbean educational and academic institutions.

Even before reviewing our questionnaires, we noticed during the interaction in amphitheatres and public conferences, that the assertion of students and generally Caribbean youth, was often limited to slogans of a cultural nature. After perusing the questionnaires, we were led to think that this “cultural” approach of students relates to a deep misunderstanding of their environment.

Yet the idea of belonging to one Caribbean transcends all spheres and social categories of our societies. It manifests itself in particular in a common Caribbean discourse and informal cooperation which is built gradually.

In reality the Caribbean we speak about is a space that is largely unknown

### **:: Knowledge about this space is compartmentalized and most often limited to the respective colonial space**

In this regard, the educational system and the University as a universal knowledge space do not seem to be playing their full role. Students are expected to learn, to develop their critical thinking skills, and to use their learning experience to enable them to participate successfully in their respective milieu. The teacher is expected to contribute in particular to the construction of knowledge and its transmission. The university receives high school students who, for the most part, have little or no knowledge of the Caribbean space. A very basic review of the educational programs of the different levels of education (primary, middle school, high school and university) reveals how little the Caribbean is present in these programs.

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1 The following is a summary of a presentation at the 43rd CSA Conference on “Education, Culture and Emancipatory Thought in the Caribbean”.

One of the first conclusions of our research is that our education system culminating in the University, contributes little to the construction of this “Caribbean space”. This conclusion is based on our research.

The university is first and foremost a place of knowledge. Knowledge is a product of scientific activity. Knowledge is available, multifaceted and subject to empirical study. Knowledge is generated through a process of formalization and validated by a particular authorized institution.

## :: Presentation of the survey and main findings

This survey is not based on the sociological profile of students. Age, gender, social origin are not correlated with the findings obtained. We are therefore aware of the shortcomings of the study.

Our goal is not to explain but to note the level of knowledge of all first year students who have chosen the “Knowing the Caribbean” option, taught at the Faculty of Law and Economics in Guadeloupe. These students would have received the course plan at the beginning of the year and over months would often be absent, as happens in most courses. We can assume that the most assiduous are those who have obtained the best grades. A first survey at the first class in the amphitheater showed a strong tendency to reduce the Caribbean to cultural and racial slogans. Interest in the music of urban Jamaica and being “black” often synthesised the sense of belonging to the Caribbean.

The test scored from 0 to 20 had 7 questions

- 4 questions of geography and history each worth 2 points
- 3 questions about Caribbean personalities each worth 4 points.

The first illustration of what we call ignorance is the low level of knowledge of all students in the Region. Knowledge is compartmentalized and often reduced to the respective colonial spaces. This ignorance is manifested by an absence of shared knowledge about:

- Geography
- History
- Caribbean personalities internationally recognized

For 57.5% of the 154 entries, the overall score was between 0 and 5. In effect, ignorance increases the more the student moves away from his/her geographical and cultural place of belonging. This trend is accentuated when the questions are about a “subversive” personality, like Frantz Fanon.

## :: Limited answers to the historical space of belonging

With regard to the geography questions, students did better at naming the islands. While 21.4% of students managed to name 5 Caribbean islands, nearly one out of two (49.3%) failed to name a continental territory in the region. The Greater Caribbean is still far away.

Historical questions focused on the year of abolition of slavery in Britain (1833) and France (1848). 73% of students knew the French date and 47% the English date. It is clear that it is easier for them to retain the references which concern their colonial space of belonging.

The latter observation is true for Caribbean personalities. For example, in answer to the question: Who was Derek Walcott? .... 76.6% have no clue or answer randomly, thereby justifying a zero. They are completely ignorant of the St. Lucian author. Some answers about this 1992 Nobel Prize for Literature are surprising:

- "English militant for the abolition of slavery".
- "is part of the family of football player Walcott playing at Arsenal in the English league"
- "instituted pan-Africanism"
- "was a Haitian President"
- "the first Emperor of Haiti"

The results are similar for Sir Arthur Lewis, winner of the Nobel Prize in Economics in 1979, also Saint Lucian. More than 71% of the statements are incorrect.

Moreover, the responses on Fanon reveal another dimension of ignorance. Although French-speaking and native of Martinique, Fanon seems even less known than the other personalities cited. The statistics are unequivocal on this point. Of the 154 entries, 132 or 85.7% of students got zero for giving inaccurate information on a French West Indian personality, proof that the geographic variable is not a determinant. These answers illustrate how distant Fanon is from their reality. Fanon, Martinican, is unknown because he is absent. Known for his revolutionary action in Algeria, he is considered a subversive writer and removed from the educational system.

With regard to the Caribbean project, which knowledge and which strategy for sharing knowledge are we contemplating? In this regard, the training institutions and especially the university seem to be lagging.

## :: What to do and How?

It is desirable that a shared knowledge base for the Caribbean be defined, regardless of national and local selectivity. There is also a need to develop and implement transnational policies to disseminate this common knowledge.

The process is necessarily based on a strong political will and especially on the involvement of interuniversity organizations (UNICA, UDUAL, the CORPUCA Inter-university Chair etc.) which must assume oversight.

The project would result in mandatory cross-university and inter-university education among partner universities.

## :: Conclusions

The problem of shared knowledge raises the question of the role of institutions, and in particular of the university.

As a recognized player of development, the university intervenes through:

- Training
- Research
- Academic mobility

It is therefore intended to be part of this process of building the Caribbean space.

But is its participation in the Caribbean space conceivable without the production and dissemination of shared knowledge?

## BIOGRAPHY NOTE

### :: Fred Réno

Fred Réno is a Professor of Political Science. After lecturing at the University of Rennes in France, he has taught Comparative Politics, Caribbean Political Systems and Political Sociology at the Université des Antilles et de la Guyane. He is the author of several articles on identity, creolization policy in the Caribbean, social mobilization, and the politics and culture of the French West Indies. He is the co-editor of several books on political culture in the Caribbean with Holger Henker, politics of identity with Robert Hudson and the French West Indies with Richard Burton. His next edited volume will be published in 2019 by Palgrave MacMillan: *Border Transgression and Reconfiguration of Caribbean Spaces*, Moïse, M. & F. Réno (Eds), Palgrave Macmillan. Professor Reno is very involved in international cooperation, particularly with the OECS and the wider Caribbean region. He has been nominated as responsible for regional cooperation with Higher Education institutions in the Caribbean by the president of Université des Antilles and regularly represents his institution at the Executive committee of regional higher education organizations such as *Universities Caribbean*, CORPUCA and OUI. Fred Réno is particularly committed to serving the wider Caribbean region as he is currently militating for the development of a common core knowledge and curriculum of Caribbean Studies across Caribbean universities.

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# Transatlantic intellectual networks in the General Studies university reform movement: the role of Puerto Rico

Jorge Rodríguez Beruff

## :: ABSTRACT

Although the General Studies movement had its beginnings in the United States in the 1920s, it developed important intellectual and institutional linkages with other related movements in Europe, the Caribbean, Central America and Latin America. Puerto Rico became part of that movement in the 1940s on the initiative of Chancellor Jaime Benítez and his collaborators. The influence of José Ortega y Gasset's ideas on university reform in Puerto Rico predate the linking up with the General Studies movement in the United States. To a great extent, the links the University of Puerto Rico developed with

both networks, the General Studies movement in the US and Ortega's own political and philosophic networks in Spain and Latin America, were an important aspect both of its own reform process and the international prominence it gained during this period. The academic relationship with Costa Rica was particularly close. Puerto Rico's role in these movements offers new insights into the mid 20th century university reform process by placing it in a broad international scenario.

**Keywords:** university reform, general studies movement.

# Réseaux intellectuels transatlantiques dans le mouvement de réforme universitaire des études générales: le rôle de Porto Rico

Jorge Rodríguez Beruff

## :: RÉSUMÉ

Même si le mouvement des Études Générales a initié aux États-Unis au cours des années 1920, il a créé des relations intellectuelles et institutionnelles importantes avec d'autres mouvements liés avec l'Europe, les Caraïbes, l'Amérique Centrale et l'Amérique Latine. Le Porto Rico a fait partie de ce mouvement en 1940 grâce à l'initiative du Chancelier Jaime Benítez et de ses collaborateurs. L'influence des idées de José Ortega y Gasset sur la réforme universitaire au Porto Rico est préalable à son lien avec le mouvement des Études Générales aux États-Unis. En grande partie, les liens que l'Universidad de Puerto Rico a créé avec les deux réseaux, le mouvement des Études

Générales aux États-Unis et les réseaux politiques et philosophiques propres d'Ortega en Espagne et en Amérique Latine, ont été un aspect important pour son propre processus de réforme et pour la prééminence internationale qui a gagné pendant ce période. Le lien académique avec le Costa Rica a été particulièrement étroit. Le rôle du Porto Rico avec ces mouvements offre de nouvelles connaissances sur le processus de réforme universitaire au milieu du XX siècle le plaçant sur une scène internationale vaste.

**Mots-clés:** réforme de l'université, mouvement des études générales.

# Redes intelectuales transatlánticas en el movimiento de reforma universitaria de Estudios Generales: el papel de puerto rico

Jorge Rodríguez Beruff

## :: RESUMEN

Aunque el movimiento de Estudios Generales tuvo sus comienzos en los Estados Unidos en la década de 1920, desarrolló importantes vínculos intelectuales e institucionales con otros movimientos relacionados en Europa, el Caribe, América Central y América Latina. Puerto Rico se convirtió en parte de ese movimiento en la década de 1940 por iniciativa del Canciller Jaime Benítez y sus colaboradores. La influencia de las ideas de José Ortega y Gasset sobre la reforma universitaria en Puerto Rico es anterior a la vinculación con el movimiento de Estudios Generales en los Estados Unidos. En gran medida, los vínculos que la Universidad de Puerto Rico desarrolló con ambas redes,

el movimiento de Estudios Generales en los Estados Unidos y las redes políticas y filosóficas propias de Ortega en España y América Latina, fueron un aspecto importante tanto de su propio proceso de reforma como la prominencia internacional que ganó durante este período. La relación académica con Costa Rica fue particularmente estrecha. El papel de Puerto Rico en estos movimientos ofrece nuevos conocimientos sobre el proceso de reforma universitaria de mediados del siglo XX al ubicarlo en un escenario internacional amplio.

**Palabras clave:** reforma universitaria, movimiento estudios generales.



# Redes intelectuais transatlânticas no movimento de reforma universitária dos Estudos Gerais: o papel de Porto Rico

Jorge Rodríguez Beruff

## :: RESUMO

Ainda que o movimento de Estudos Gerais iniciou nos Estados Unidos na década dos anos 1920, ele desenvolveu importantes relações intelectuais e institucionais com outros movimentos relacionados com Europa, o Caribe, América Central e América Latina. Puerto Rico converteu-se em parte desse movimento na década de 1940 por iniciativa do Chanceler Jaime Benítez e seus colaboradores. A influência das ideias de José Ortega y Gasset sobre a reforma universitária no Porto Rico é anterior à conexão com o movimento de Estudos Gerais nos Estados Unidos. Em grande medida, os vínculos que a Universidad de Puerto Rico desenvolveu com as

duas redes, o movimento de Estudos Gerais nos Estados Unidos e as redes políticas e filosóficas próprias de Ortega na Espanha e América Latina, foram um aspeto importante para seu próprio processo de reforma e para a prominência internacional que ganhou nesse período. O vínculo acadêmico com Costa Rica foi particularmente estreita. O papel do Porto Rico nesses movimentos oferece novos conhecimentos sobre o processo de reforma universitária de meados do século XX colocando-o num cenário internacional amplo.

**Palavras-chave:** reforma universitária, movimento estudos gerais.

## :: **University reform movements, intellectual networks, University of Puerto Rico**

The development of a General Studies curriculum and the founding of the General Studies Faculty were important innovations introduced in the 1940s and 1950s as part of the *Reforma Universitaria* of the University of Puerto Rico. The changes introduced in the Puerto Rican university from 1940 onwards were not limited to a curricular or organizational component but were part of a broader revision of the structure and role of the university. They were instrumental in the transition from a very incipient and weak university to a respected institution both in Puerto Rico and internationally. The changes were tantamount to a refoundation of the institution. This reformed university was key to the modernization of the country and the development of its post war higher education system.

The University of Puerto Rico also served as a model for university reform in other countries, mainly, but not limited to, Costa Rica and Central America. Although the changes in the University of Puerto Rico responded to internal political and social dynamics, related to the rise to power of the Popular Democratic Party and its promotion of wide ranging reforms, they were also expression of transnational academic networks that inspired the character and direction of university reform, with Puerto Rico simultaneously becoming a major promoter and agent in these transnational institutional and intellectual networks.

We will analyze here the role of Puerto Rico in the General Studies movement, as it is known in the United States, and other associated international intellectual networks. These other networks were mainly related to what is more broadly defined in Spain and Latin America as a particular strand of the university reform movement inspired by the educational thinking of José Ortega y Gasset. The General Studies movement adopted the medieval concept of *Studium Generale* (Pedersen, 1997, p. 133), the original denomination of universities, since it sought to recover the Humanistic character of higher education based on a critique of what it perceived to be its intellectual weaknesses. It placed emphasis on the reform of the undergraduate curriculum, but sought a broader transformation of higher education and even of secondary education. Although its influence varied from country to country and among regions, the breadth of the General Studies movement, defined broadly as encompassing other related intellectual movements of university reform in Spain and Latin America, was truly Transatlantic. Its roots can be traced to the post First World War years in the case of the United States. The period during which this move-

ment gathered momentum and reached its greatest influence was mainly between the 1930s and 1960s, when it began to lose dynamism, but its impact and relevance have endured beyond these three decades to the present.

Although the General Studies movement had its beginnings in the United States in the 1920s, it developed important intellectual and institutional linkages with other related movements in Europe, the Caribbean, Central America and Latin America. These networks were of a personal or institutional nature, embracing universities and foundations, publishers and publications, and leading intellectuals in diverse disciplines. It facilitated international flows and transits of academics and ideas, the sponsorship of major events, and even interacted with political networks, forming a complex and dynamic “macro-network” of Transatlantic reach.

Puerto Rico became part of that movement in the 1940s on the initiative of Chancellor Jaime Benítez and his collaborators, among them as Angel Quintero Alfaro and Domingo Marrero Navarro. But the influence of José Ortega y Gasset’s ideas on university reform predate the linking up with the General Studies movement in the United States. Puerto Rico provided a fertile intellectual ground for the implementation of his proposals on higher education. Ortega’s design for university reform had been formulated in the 1930s and rapidly disseminated throughout Latin America. To a great extent, the links the University of Puerto Rico developed with both networks, the General Studies movement in the US and Ortega’s own political and philosophical networks in Spain and Latin America, were an important aspect both of its own reform process and the international prominence it gained during this period.

This was an expression of the strategy of the Puerto Rican academic leadership of acting as mediator between Spain and the United States, while simultaneously promoting the new academic model in Latin America. The links with Spanish intellectual networks went beyond Ortega’s as they included more broadly Republican exiles (Ayala, 2006, p. 412). It should also be noted that this initiative took advantage and contributed to Puerto Rico’s international role as a regional political and economic model, with particularly strong political links in Central America and the Caribbean through what has been called the “*izquierda democrática*” or democratic left. The academic relationship with Costa Rica was particularly close. Puerto Rico’s role in these movements offers new insights into the mid 20th century university reform process by placing it in a broad international scenario.

## :: Movements and networks

Before we continue our analysis, we should clarify the sense in which we use the concept of intellectual movement. After the events of May 1968 in France, there was a broad theorization by sociologists on both sides of the Atlantic about the “new social movements”. Mario Diani (1992), in a text that assessed these analyses, mentions four main aspects of a social movement: 1. existence of networks of informal relations, 2. shared beliefs and sense of solidarity, 3. collective action on conflicting matters and 4. action mostly outside the institutional sphere and routine procedures of everyday life. Other authors (Polleta and Jasper, 2001) have emphasized the importance of the issue of collective identity in social movements. Some of these general dimensions are relevant to defining an intellectual movement, but they fail to fully grasp its specificity.

Scott Frickel and Neil Gross (2005) proposed a general theory about what they named “Scientific/Intellectual Movements” (or SIM for its acronym in English). They argued that a scientific movement presupposes a conceptual nucleus with a coherent program for intellectual change and the advancement of knowledge, intellectual practices that are controversial in terms of normative expectations in an intellectual field, the ability to manage scarce resources (its political aspect) and organized collective action. According to them, a SIM tends to have an episodic or transient character and can have broad or restricted goals.

It is also pertinent to the understanding of the Genera Studies or general education movement the concept of “transnational intellectual network” used by Christophe Charle, Jurgen Schriewer and Peter Wagner (2004) in a recent book about academic networks entitled *Transnational Intellectual Networks, Forms of Academic Knowledge and the Search for Cultural Identities*. It explores the transnational character of knowledge and the formation of intellectual networks in different disciplines such as sociology, mathematics, and by institutions such as the Pasteur Institute, inter-university networks between the universities of Berlin and Paris, and historiographical movements as the *Annales*. The authors argue that “*all cross-border exchange and internationalization is effected via a specific social form*”. They also develop the concept of intellectual cartographies.

In the case of Latin America, Eduardo Devés (2000) has used the concept of intellectual network to analyze various movements such as *Aprismo*, *Theosophy*, *Arielismo* and *Cepalismo*. Devés (2007, p.30) defines an intellectual network as “a group of people devoted to the production of the knowledge, that communicate by reason of their professional activity over the years”. The form

of communication can be varied but the temporal aspect is crucial to distinguish sporadic or casual encounters to the existence of a network. Other authors such as Claudio Maíz, one of the collaborators of Devés, Marta Casaús, and Ricardo Melgar-Bao have applied the concept of network to study literary, artistic and politico-religious movements. A recent volume edited by Alexandra Pita González (2016) focused on transnational intellectual networks in Latin America during the interwar period.

The concept of network, in addition, as noted by Diani, was developed in studies on social movements. It could be said that every movement, including intellectual and academic, involves the construction of networks of different types. Intellectual and scientific movements presuppose a community of action that crystallizes as networks which articulate diverse actors including institutions (not just individual scholars, as suggested by Devés), mobilize resources and develop channels of communication. This is the case of the General Studies movement.

### **:: The General Studies movement in the United States: from the orientation courses in Columbia College to the Harvard *Red Book***

Ann Stevens (2001) has described the development of the General Education movement in the United States. According to her, the origins are to be found in a group of academics in the universities of Chicago and Columbia who saw themselves as agents of change in higher education in what they denominated the “general education movement”. Although Robert Hutchins, through his *New Plan* promoted from the presidency of the University of Chicago, played a major role in this movement, it would be a mistake to attribute it to solely his initiative. In fact, the early stages of this university reform movement predate Hutchins’ curriculum reforms at Chicago and are to be found at Columbia University. It should be noted that both institutions were major universities located in urban centers of great economic power.

The sociologist Daniel Bell (2011) analyzed Columbia’s experience in a book entitled *The reforming of General Education*, originally published in 1966. He quotes from the Carman Committee report of 1946 which points out that general education began at Columbia with the establishment in 1919 of the course of *Contemporary Civilization* and three sequences of two years in the Social Sciences, the Natural Sciences and the Humanities. These innovations, in part aimed at returning First World War veterans, were promoted by prominent professor

John Erskine. According to Bell (2011, pp. 12-13), it was in that university that began “a quiet and gradual revolution in undergraduate education... throughout the United States”. He mentions three factors which contributed to this “revolution”: the fight against the German tradition in the universities with its emphasis in professionalization, the abandonment of a sterile classicism that emulated the English model, and the change in the composition of the student body as the children of immigrants began to prevail intellectually.

Donald N. Levine (2000), the outstanding sociologist of the University of Chicago, has also pointed out that the movement emerged in the 1920s and spread through various universities and *colleges* such as Columbia University, Antioch, Lawrence, Reed, and Swarthmore. The intellectuals who Levine mentioned as forming part of that movement represent an extremely prominent contingent of academics from diverse disciplines.

Robert Maynard Hutchins became President of the University of Chicago in 1929, after having stood out as a young academic leader and innovator as Dean of Yale Law School. When Hutchins began his incumbency in Chicago an alternative General Studies curricular proposal was already brewing among the faculty (Hutchins, 1930, pp. 5-12). The philosopher Mortimer Adler, who had gone through the experience of the course of *Contemporary Civilization* in Columbia, became a close collaborator of Hutchins who helped him conceptualize the new undergraduate program. Hutchins found support in part of the faculty, as well as strong resistance from academics that adhered to positivist and pragmatic positions inspired in John Dewey’s thinking and other alternative proposals for higher education reform.

The model of the German research university advocated by Alexander von Humboldt was on the rise in U.S. higher education since the late 19th century in what is known as the *University Movement*. It found expression in the establishment of Johns Hopkins University in 1876, as well as in Stanford and the University of Southern California (Levine, 2000). The General Studies movement emerged as an alternative to the German model of university and in response to what were considered weaknesses and shortcomings of the U.S. university system, despite the remarkable expansion it had attained during the 19th and early 20th century. Abraham Flexner, a critic of the system regretted, in a book published in 1930, the “*low quality of college education*”, the low cultural level of students graduating from high school, the excessive cult of sports, the commodification of university education and the trivialization of a curriculum populated by a large number of “absurd” vocational courses, among others things. According to him, there were exceptions, but the general picture was not encouraging (Flexner, 1930, pp. 53-73).

The other reform proposal for undergraduate studies at the beginning of the 20th century was the *Progressive Education Movement* promoted by John Dewey. It had a different conception of what the university experience should be as a component of education in general. Between Dewey and Hutchins a sharp debate took place regarding undergraduate university education that made evident the divergent approaches between these reform movements (Dewey, 1937, pp. 103-104).

Hutchins proposal sought the revaluation of undergraduate education and its academic strengthening. By 1931 Chicago had established four courses as general education requirements under Hutchins' *New Plan*. A general education program was eventually designed to cover the first two years of studies. From 1937 a *College* of four years was created (incorporating for a time the last two years of the University High School). It will formally become the *College* of Chicago in 1942. In 1936, Hutchins explained his proposal in the very influential book *The Higher Learning in America*, where he argued that general education was an antidote to the anti-intellectual environment that prevailed in universities and was necessary for the students to understand the intellectual foundations of the disciplines (Hutchins, 2008, p. 52, 91).

By the late 1930s the general education model had gained strength in higher education in the United States beyond Chicago and Columbia. A 1938 article by B. Lamar Johnson already mentioned, as part of the curriculum reform movement, the *General College* of the University of Florida, the General College of the University of Minnesota, *Mount Pleasant (Michigan) State Teachers College*, *Hendrix College* and *Stephens College* (Johnson, 1938, p. 71) Kevin Zayed (2012, pp. 141-175) argues that the general education movement was not imposed from "above" by prestigious universities but developed in the form of a matrix of diverse relationships. The General Studies movement became strongly identified in the U.S. with teaching through the reading of Great Works of Western culture, a movement initiated by Professor John Erskine in Columbia and continued by his disciple Mortimer Adler and Hutchins himself (Carmack, 2000). However, according to Donald Levine (1992), there was no unanimity regarding the Great Books approach which Adler and Hutchins promoted with great success. He argues that all the elements of Hutchins' *New Plan* were present in the outlook of the Chicago faculty before Hutchins and that: "*the College faculty subsequently considered but firmly rejected his aspiration for a curriculum organized around the Great Books curriculum, after which the plan for a Great Books curriculum got transported to St. Johns College in Annapolis, Maryland.*"

Another milestone in the movement's development was the general education report prepared by Harvard University and published as a book in 1946 under the title *General Education in a Free Society*, also known as the *Harvard Red Book*, and in whose writing played an important role. The report had been commissioned by the president of Harvard James Bryant Conant in 1943. This influential scholar had directed the *National Defense Research Committee* during the war years and played a key role in the Manhattan Project. He was the first postwar U.S. ambassador in West Germany, where he tried to push the general education model for the reform of German universities in the postwar period, generating a strong debate. Other leading scholars associated with the movement as William H. McNeill held important posts during the Cold War. An interesting fact about the *Red Book* is mentioned by Nathan Sorber and Jordan Humphrey (2011, pp. 13-40.). They mention that it not only reflected the perspectives of the faculty, but also the aspirations of the student leadership and that science historian Thomas S. Kuhn, then a student leader, was one of its proponents.

With the *Harvard Red Book* general education received a key endorsement from another high-prestige university, though the Harvard position expressed a more open stance on the subject of "Western" culture. Stevens (2001) argues that "The Redbook's influence was tremendous. Most colleges in the country instituted some version of general education requirements in the years following its publication." In that same year of 1946, the *General College* University of Boston and the *Journal of General Education* under the direction of Earl McGrath were created (Butler, 1953). McGrath was appointed in 1949 Secretary of Education of the United States by President Truman, a post he retained under Eisenhower until 1953. By then, the General Studies movement had not only become a major force in higher education but also gained political relevance in US foreign policy during the early phases of the Cold War.

## :: Spain: Ortega and the impossible university reform

José Ortega y Gasset's thinking about higher education reform became the main European intellectual counterpart to the General Studies movement in the United States, although there is no evidence of existing links before the mid 1940s. Ortega sponsored and participated in broad philosophical and political networks in Europe and Latin America. He was Spain's most influential 20th century philosopher. His educational ideas drew on the valuable legacy of thinkers as Miguel de Unamuno and Fernando Giner de los Ríos, in whose *Institución Libre de Enseñanza* he studied. Other European post war intellectuals as Karl Jaspers, with his humanistic vision of the university and his critique of the



authoritarian university under Nazism, were also well respected on the other side of the Atlantic. The General Studies movement also influenced the European Catholic Universities, but this is a subject that we cannot address here.

Although Ortega's ideas about higher education are present in his early writings, his vision of the university is contained in two key texts, both of 1930, *La rebelión de las masas* and *Misión de la universidad*, which should be considered as foundational works on university reform. These texts are based on a diagnosis of the European university of the time and the Spanish as an instance of it. As he expressed at a conference at the University of Granada in 1932 (Ortega, 2005 A) "... It is not possible to clarify what has been the Spanish university if we do not contemplate its peculiar destiny against the background of what has been the whole European University." However, they also have as their context the crisis of the universities provoked by the dictatorship of general Primo de Rivera (1923-1929) that, among other things, provoked the closure of the University of Madrid where Ortega was a professor.

According to Ortega, a scientism grounded on positivism had become dominant in European universities. It emphasized the training of scientists and relegated the humanistic disciplines to the function of providing a "general culture" of ornamental value. For him, the general subjects had remained in the curriculum as a residue of what had been the medieval university, an institution devoted to the transmission of culture. It was vital for the universities to recover their fundamentally cultural and intellectual character, without abandoning their role in professional training and the development of science. To achieve this, he proposed (Ortega, 2005 B) the creation of a "Faculty of Culture" devoted to the integration of knowledge.

The reform of the university had the function of creating the intellectual conditions necessary to counteract authoritarian movements. It required, in turn, to overcome the fragmentation of the knowledge that characterized the modern European university. As noted, the immediate context of *Misión de la universidad* was the authoritarian and clericalist measures imposed on Spanish universities under the dictatorship of general Primo de Rivera, but also fascism was already on the rise in Italian universities, while in the USSR a totalitarian model had been imposed (La Rovere, 1999, pp. 5-12).

However, Ortega (2005 C) considered that there were no conditions in Spain for governmental or university reform. In a short time, the Spanish university, like the entire society, would be immersed in the catastrophe of the Civil War. The Complutense University of Madrid, for example, would literally become a battle front. The war also provoked the mass exile of many academics, who in some cases would contribute to the construction of other universities such as

UNAM (Mexico) or the University of Puerto Rico. Then, the Franco dictatorship would purge the universities of Republican scholars or those under suspicion, leading to an epoch of authoritarian mediocrity in Spanish cultural institutions (Otero Carvajal, 2006).

Ortega's proposals for university reform had a greater impact in Latin America than in Spain. We cannot exaggerate the relevance of Ortega y Gasset's thinking and the wide dissemination of his work on the other side of the Atlantic. The historian Tzivi Medin (1991), for example, has highlighted the breadth of dissemination of his works, including those containing his educational proposals, such as *La rebelión de las masas*, which was published several times in large printings in Argentina. It should also be noted the intellectual importance of its visits to Argentina in 1916, 1928 and then from 1939 to 1942. José Luis Abellán (2009) has also explained the importance of Ortega for Latin American philosophical thinking and the role of his disciple José Gaos in México. The *Revista de Occidente* journal founded in 1923 was another communication channel for Ortega and his Transatlantic intellectual network of philosophy. In Latin America Ortega's ideas about the university remained as an intellectual sediment that would contribute to create fertile conditions for the development of the postwar general education movement in some countries. His influential book *Misión de la universidad* would be belatedly published in 1944 by Princeton University Press in an English translation. Its reviewer, Robert Hutchins (1945, pp. 217-220) would claim that "Ortega recalls us to the true task of the university."

The *Instituto de Humanidades*, founded in 1948 by Ortega y Julián Marías upon their return to Spain, was in a small scale what these intellectuals would have wanted to promote in the universities. Julián Marías (1989) described in the intellectual role of the Instituto, but added "the mission of these new forms can never replace the university" and "the university is between the sword and the wall: the best conditions for struggle." (Author's translation) He (1951) noted with sadness the state of the Spanish university claiming that it "hardly had similarity with that in which I had lived excitedly for five years." It was evident that Ortega's proposals would not find space in the postwar Spanish universities, controlled intellectually and politically by Franquismo and National-Catholicism.

## **:: Jaime Benítez and the search for an encounter**

Jaime Benítez would be exposed as a graduate student to the intellectual effervescence of the University of Chicago during the presidency of Robert Hutchins. There he studied for an M.A. with a thesis about José Ortega y Gasset which he completed in 1939. Robert Hutchins will become for him a model of an intellectual and university leader, and eventually his friend and ally. Be-

nítez also considered himself a disciple of Ortega since he discovered his work in 1931. His ideas were influential in academic circles in Puerto Rico since the 1930s as the work of Antonio S. Pedreira (1985, first edition 1934) attests. Benítez (1962) remarks that since 1937 he required his students to read *La rebelión de las masas*.

Benítez saw himself as an intermediary and interpreter between the Ortega's Hispanic network and thinking on university reform and the General Studies movement in the United States, particularly its Chicago variety led by Robert Hutchins. He (1962, pp. 31-46) claims that the reforms at the University of Puerto Rico were inspired by both in this very revealing statement:

*Thirteen years ago I participated in a university reform. I wish to think that the best of my contribution reflects the spirit and intellectual perspective of that great teacher José Ortega y Gasset. It is not surprising that when reference is made to our reform it is associated with that of Robert Hutchins in Chicago. Hutchins, in turn, has recognized on several occasions his debt with Ortega. (Author's translation)*

In another text Benítez calls the University of Puerto Rico "the intellectual dwelling of Ortega y Gasset's thought" and remarks that the entire *Reforma Universitaria* was inspired by his thinking. In particular, he claims (1956, 1985) that the General Studies Faculty was the "Faculty of Culture" proposed by Ortega and that even its curriculum was based on *Misión de la universidad*. This Faculty was the first of its kind in Latin America and served as a model for the one established at the University of Costa Rica among others.

The university became not only the "dwelling" of Ortega's thought but a promoter of his intellectual network and publications, such as the *Revista de Occidente*, in Latin America. The Puerto Rican model of university reform was also promoted internationally through various institutions, as the prestigious official journal *La Torre* and the *Editorial Universitaria* that Benítez entrusted to Francisco Ayala, an outstanding Spanish exile intellectual. As we have mentioned, Benítez also invited Julián Marías and Antonio Rodríguez Huéscar to Puerto Rico, who were close collaborators of Ortega. Segundo Serrano Poncela, another Spanish exile employed by Benítez, would play an important role in the creation of the Simón Bolívar University in Venezuela and its Deanship of General Studies in 1972.

After leaving the Presidency (1929-1945) and the Chancellorship (1945-1951) of the University of Chicago, Hutchins held other key positions, such as Associate

Director of the Ford Foundation, from where he continued to provide support to the General Studies movement and various democratic causes. The Rockefeller Foundation also promoted the General Studies model internationally. Jaime Benítez, who became Chancellor of the University of Puerto Rico in 1940, used very effectively his influence with these foundations. For instance, he endorsed a research project submitted by Julián Marias who was a close collaborator of José Ortega y Gasset and cofounder of the *Instituto de Humanidades* of Madrid.

Among Hutchins' cultural initiatives was the creation, along with Walter Paepcke, a successful business patron of the arts who had financed the establishment of the new Bauhaus in Chicago, of the *Aspen Institute for Humanistic Studies*. Paepcke consulted José Ortega y Gasset, who had founded in 1948 the *Instituto de Humanidades* with Julián Marias, regarding the character and role of the *Aspen Institute*. Ortega obliged submitting a detailed proposal. He was invited to Aspen by Robert Hutchins the following year to give a major address during the celebration of the bicentennial of Goethe. It was the first time he visited the US and the occasion to meet Jaime Benítez, his devoted disciple, as well as Hutchins, who had praised his ideas on university reform, and many of his collaborators including Mortimer Adler. Soledad Ortega (1983), the philosopher's daughter, has described the significance of the 1949 event as an encounter with "the Chicago group" which promised greater future collaboration: "...that year 1949 in Aspen, the group, also called "of Chicago", because they are mainly university professors gathered there, advocated a reform of all American universities, a reform expressly inspired in the ideas exposed by Ortega in *Misión de la universidad*." (Author's translation) According to her, the relationship could not achieve its full potential due to Ortega's death in 1955. He was never able to accept Benítez invitation to his Puerto Rican "dwelling", an invitation which was reiterated by Francisco Ayala in 1953, taking advantage of planned a trip to Havana that was never undertaken, to participate in the launching of an issue of *La Torre*.

## :: Costa Rica and the construction of Latin American networks

The General Studies movement will develop in Latin America in different ways and associated with diverse networks. The prestigious ITAM of Mexico, which established a Department of General Studies in 1969, had its own international links apparently related to Catholic humanism (Benito Alzaga, 1973). Progressive Catholic thought also had to do with the development of General Studies in

Peru, where Felipe MacGregor founded the prestigious Catholic University with not one, but two, General Studies Faculties. Catholic intellectuals as Jacques Barzun, José Luis Aranguren and Jacques Maritain played a role in the movement of Catholic higher education which was inspired in the ideas of John Henry Newman (1854). He was a leading 19th century Catholic philosopher who defined the university as a *Studium Generale*: “If I were asked to describe as briefly and popularly as I could, what a University was, I should draw my answer from its ancient designation of a *Studium Generale*, or “*School of Universal Learning*.” In Venezuela, the Universidad Simón Bolívar, with its Deanship of General Studies, was founded Ernesto Mayz Vallenilla, a leading member of Ortega’s philosophical network. Mayz, as we have mentioned, had the collaboration of Segundo Serrano Poncela, a Spanish exile intellectual that had previously worked in the General Studies Faculty of the University of Puerto Rico. Puerto Rico sought to develop links with Latin America, as the invitation in 1951 of Luis Alberto Sánchez, who was on three occasions (1946, 1961 and 1966) Chancellor of the *Universidad de San Marcos* and a prominent politician, exemplifies. But the main relationship of the University of Puerto Rico was with Costa Rica.

The General Studies model was present in the discussion Latin American postwar discussions on university reform as evidenced by the book *La universidad en el siglo XX* (Cueto Fernandini, 1951) that was published in Lima, commemorating the fourth centenary of the *Universidad de San Marcos*. Significantly, its publication coincided with the invitation of Luis Alberto Sánchez to Puerto Rico. The volume was in charge of Carlos Cueto Fernandini, then Dean of Education, and included writings of very prominent intellectuals from Europe, the United States and Latin America, convened by the *Universidad of San Marcos* to discuss the future of the university. It was mainly an encounter of leading exponents of the General Studies university reform movement, although it included other perspectives.

Among Latin American intellectuals were Juan David García Bacca of Venezuela, Jorge Basadre of Peru, Fernando Azevedo of Brazil, Rodolfo Mondolfo, an Italian exiled in Argentina and contributor to *La Torre*, Alfonso Reyes of México, and Francesco de Vito, the Chancellor of the Sacro Cuore University of Milan. García Bacca was a philosopher very close to Ortega y Gasset and promoter of his ideas in Venezuela. Ortega’s network was also represented in the publication by Julián Marías. James Conant Bryant, the president of Harvard University since 1933, was a leading intellectual of the US General Studies movement and included in the volume. De Vito’s participation was also significant since the Catholic Sacro Cuore University of Milan had adopted a General Studies perspective in its curriculum. Pedro A. Cebollero, a Puerto Rican functionary of

Education Division of the Pan American Union, based his presentation Ortega's views on leadership formation and made reference to the "Chicago plan". The Brazilian Fernando Azevedo expressed a dissenting point of view as he was a follower of John Dewey.

The triumph in 1948 of the movement of José Figueres in Costa Rica, with which the Partido Popular Democrático of Puerto Rico had close ties, created the conditions for an encompassing university reform with had General Studies as a central element. The Costa Rican reform was approved on 25 November 1952 by the University Council and was ratified unanimously by the University Assembly consisting of 300 members from all sectors of the university. Rodrigo Facio played a key role in university reforms. He was a close collaborator of José Figueres and one of the founders of the Social Democratic Party in 1945 and the National Liberation Party in 1948. Facio (1958, pp. 24-25) explains the goals of the reform as follows: "What was intended, what, specifically, was sought? Making out of diversity, University; of the archipelago, a continent; of the parts, a whole". (Author's translation)

As part of the university reform promoted by the Chancellor Facio, the Faculty of Sciences and Letters was created in 1957 and, within it, the Department of General Studies. The General Studies model became an integral part of the higher education system of the country and Costa Rica became an example for the rest of Central America. Peru is possibly the other Latin American country where General Studies has played so prominent role. The foundation Faculty of Sciences and Letters and the Department of General Studies in Costa Rica were documented with a publication significantly entitled *Teoría de los Estudios Generales* (Facultad de Artes y Ciencias, 1958) whose content reveals some of the intellectual sources of university reform. It is a sort of intellectual map of the General Studies with texts by Ortega and Karl Jaspers, and an analysis by Clarence Faust about the Hutchins university reform in the United States. Eduard Fueter, on the other hand, discussed the debate and reform efforts in Germany. It is significant that Ángel Quintero Alfaro, the Puerto Rican Dean of the Faculty of General Studies, was among the main authorities included in the publication.

The example of Costa Rica was important for the dissemination of the general studies model in Central America, particularly in Nicaragua and Honduras. The Central American University Council (CSUCA), founded in 1948, and a UNESCO mission of 1962 also contributed to promoting changes in the universities of the region. UNESCO's mission report (UNESCO, 1962) highlighted the academically innovating character of the General Studies program instituted in Costa Rica. In 1961, the US educational consultant Rudolph P. Atcon (Atcon, 2009)

proposed that General Studies programs be established in Central America, but already the Cold War strongly conditioned the university reform debate and the existing programs were abolished in Guatemala and El Salvador. They were maintained in Costa Rica, Nicaragua and Honduras. We cannot discuss here the diffusion of the movement in Latin America, but as we have seen Puerto Rico played a very prominent role, particularly in Central America.

The internationalization of universities are a fundamental component of university policy. Puerto Rico knew how to participate in several international academic and intellectual networks of Transatlantic reach. The General Studies movement, broadly defined, was one of the main vehicles for the construction of the international presence of the University of Puerto Rico. By recovering that experience we can learn how an institution can successfully exercise international leadership.

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# Les représentations des dirigeants des écoles supérieures et universités haïtiennes du rôle des professeurs dans le développement la recherche universitaire en Haïti

Jean-Michel Charles

## :: RÉSUMÉ

Cet article vise à analyser, à partir d'une recherche qualitative. les représentations des dirigeants des écoles supérieures et universités haïtiennes du rôle des professeurs dans le développement la recherche universitaire en Haïti. Appuyé par une recherche empirique réalisée avec six représentants d'universités, tant publiques que privées, les résultats ont démontrés que la recherche scientifique n'est pas une priorité pour l'État haïtien. De plus, les universités interviennent surtout au niveau du premier cycle et ne sont pas outillées à mener la recherche dans un contexte où

les professeurs ne sont pas toujours qualifiés. Les données collectées ont fait l'objet de traitement et d'analyse à travers la posture épistémologique d'interprétativiste. Ces écrits mettent en lumière la pauvreté de la recherche universitaire en Haïti tout en soulevant des préoccupations face à la problématique du rôle des professeurs dans la recherche scientifique en Haïti.

**Mots-clés:** recherche universitaire, représentations sociales, rôles des professeurs.

# Representations of the leaders of Haitian universities and colleges of the role of professors in the development of university research in Haiti

Jean-Michel Charles

## :: ABSTRACT

This article aims to analyze, based on qualitative research, the social representations of Haitian university and college leaders of their role in the development of university research in Haiti. Supported by empirical research conducted with six university representatives, representatives of both public and private universities, the results showed that research is not a priority for the Haitian government. Moreover, universities are mainly involved at the undergraduate level and are not equipped to

conduct research in a context where professors are not always qualified. The data collected were processed and analysed through the epistemological posture of interpretivist interpretation. These writings highlight the poverty of university research in Haiti while raising concerns about the role of professors in scientific research in Haiti.

**Keywords:** university research, social representations, faculty roles.

# Representaciones de los líderes de las universidades y colegios haitianos sobre el papel de los profesores en el desarrollo de la investigación universitaria en Haití

Jean-Michel Charles

## :: RESUMEN

Este artículo tiene como objetivo analizar, con base en la investigación cualitativa, las representaciones sociales de los líderes universitarios y universitarios de Haití sobre su papel en el desarrollo de la investigación universitaria en Haití. Apoyado por la investigación empírica realizada con seis representantes universitarios, representantes de universidades públicas y privadas, los resultados mostraron que la investigación no es una prioridad para el gobierno haitiano. Además, las universidades participan principalmente a nivel de pregrado y no están equipadas para realizar in-

vestigaciones en un contexto en el que los profesores no siempre están calificados. Los datos recolectados fueron procesados y analizados a través de la postura epistemológica de la interpretación interpretativista. Estos escritos resaltan la pobreza de la investigación universitaria en Haití al tiempo que suscitan preocupaciones sobre el papel de los profesores en la investigación científica en Haití.

**Palabras clave:** investigación universitaria, representaciones sociales, roles docentes.

# Representações dos líderes das universidades e faculdades haitianas sobre o papel dos professores no desenvolvimento da pesquisa universitária no Haiti

Jean-Michel Charles

## :: RESUMO

Este artigo tem como objetivo analisar, com base na pesquisa qualitativa, as representações sociais de universidades haitianas e dos líderes universitários em seu papel no desenvolvimento da pesquisa universitária no Haiti. Os resultados, baseados na pesquisa empírica realizada com seis representantes universitários e representantes de universidades públicas e privadas, mostraram que a pesquisa não é uma prioridade para o governo haitiano. Além disso, as universidades participam principalmente ao nível de graduação e não estão dotadas

para realizar pesquisas num contexto onde os professores não sempre estão qualificados. Os dados coletados foram processados e analisados através da postura epistemológica da interpretação interpretativista. Estes escritos ressaltam a pobreza da pesquisa universitária no Haiti e suscitam preocupações sobre o papel dos professores na pesquisa científica no Haiti.

**Palavras-chave:** pesquisa universitária, representações sociais, papéis docentes.



## :: Introduction

L'éducation est un droit fondamental reconnu par la déclaration universelle des droits de l'homme dans son article 26 qui stipule que *«Toute personne a droit à l'éducation. L'éducation doit être gratuite, au moins en ce qui concerne l'enseignement élémentaire et fondamental. L'enseignement élémentaire est obligatoire. L'enseignement technique et professionnel doit être généralisé ; l'accès aux études supérieures doit être ouvert en pleine égalité à tous en fonction de leur mérite»*. La constitution haïtienne de 1987 amendée en son article 32, reconnaît que l'éducation est une charge de l'État et des collectivités territoriales. C'est par le truchement de l'école classique, des écoles techniques, professionnelles et des institutions d'enseignement supérieur qu'une nation prépare ses filles et ses fils pour qu'ils deviennent des citoyens producteurs et humanistes, capables d'assurer la relève par la prise en charge du développement national.

Dans cette perspective, l'université est, et demeure la structure la mieux indiquée pour préparer la génération actuelle et future dans une perspective Durkheimienne. En tant que creuset de la création de connaissances scientifiques à côté de l'académique et la vie communautaire, l'université doit être ouverte à la recherche, c'est d'ailleurs l'une de ses raisons d'être.

Cet article a pour but d'analyser les représentations des dirigeants des universités haïtiennes du rôle des professeurs dans le développement de la recherche universitaire en Haïti. La place est accordée aux acteurs qui vivent de l'intérieur la problématique de la recherche à l'université en Haïti.

## :: Problématique

L'université inscrit ses actions dans le cadre d'un monde en perpétuel changement. Or nous vivons à la fois une période de grande mutation et de grande rupture où la cyberspace annonce déjà la fin de la géographie sur un certain plan. Le commerce électronique libère chaque entreprise de ses chaînes géographiques (Lassere, 2007).

En outre, l'université se doit de répondre aux besoins sans cesse grandissants de la population. C'est en ce sens que (DeKetele, 2012) a repris les propos de (Filâtre, 2010) qui a mentionné qu'«À l'issue des récentes réformes, deux grandes orientations sont actuellement en tension: *«un enseignement supérieur universitaire basé sur des fondements académiques et des principes de bien public; un enseignement universitaire ouvert sur la société et ancré sur les principes d'utilité et de marché»*.

En Haïti l'enseignement supérieur a du mal à réaliser cette adaptation combien indispensable pour sa survie et son développement. Le rapport du Ministère de

l'éducation nationale et de la formation professionnelle (MENFP, 2010) dresse un bilan accablant mais utile pour comprendre les difficultés de ce sous-secteur:

*L'enseignement supérieur, en raison d'un imbroglio socio-politico-juridique entre l'Exécutif et l'Université d'État d'Haïti (UEH), connaît une crise sans précédent depuis la fin des années 1980. Deux tentatives, en 1995 et en 2001, pour doter le secteur d'un cadre juridico-administratif se sont révélées tout à fait infructueuses. Cette impasse a créé une situation d'anarchie au plan de la gouvernance qui a paralysé le développement du secteur et facilité la prolifération des institutions d'enseignement supérieur face à l'explosion de la demande sociale. Or, le secteur n'arrive pas à répondre aux divers besoins, en termes de compétences techniques, de connaissances sur les processus sociaux et les problèmes environnementaux de la société haïtienne en profondes mutations depuis près de deux décennies (p.137).*

(Langevin, 2001 l'université, dernier maillon de l'institution scolaire, sont aussi objets de débats politiques et «citoyens». En Haïti le système d'enseignement supérieur a toujours été analysé du point de vue de ses faiblesses sur la gouvernance et son incapacité à répondre à la demande sans cesse en croissance en raison d'une grande pression sociale en lien avec la concurrence sur le marché combien restreint du travail. La problématique de la recherche universitaire n'a pas été suffisamment posée. La représentation des responsables des universités de leur la recherche universitaire et l'analyse des contraintes qui servent d'obstacles à la mise en place d'un cadre pour la recherche, n'ont pas non plus fait l'objet de débats et de recherche de solutions.

Pourtant dans certains pays de l'Afrique comme le Sénégal «*De nombreux écrits et travaux portant sur l'enseignement supérieur et la recherche en Afrique font le constat des difficultés auxquelles ils sont confrontés (entre autres Tedga 1988), ou encore questionnent le choix et le modèle convenables pour l'université africaine (Akam & Ducasse 2002)*» cité par (Goudiaby, 2014).

L'actuel directeur de la Direction de l'enseignement supérieur et de la recherche scientifique (DESRS) en Haïti a écrit en 2017 dans les colonnes du Nouvelliste que la réforme tant attendue par la communauté haïtienne tarde encore à devenir réalité et l'État, dans le cadre de sa politique générale, semble incapable de créer l'environnement propice dans lequel les universités peuvent planifier leur destinée. Selon lui, il se pose chaque jour de sérieux problèmes en matière de développement qualitatif de l'enseignement, de financement de la recherche, de diversification des ressources, d'amélioration de l'efficacité du système de fonctionnement, de qualité et d'adaptation des programmes d'études, etc.

Du côté des universités elles-mêmes, nous constatons que la recherche de solutions aux problèmes de l'enseignement supérieur passe, le plus souvent par la militance, et parfois même par la violence. A notre connaissance, très peu de propositions venant des universitaires sont partagées et discutées avec la société haïtienne. C'est très souvent par le truchement des médias et des réseaux sociaux, en plus des manifestations de rues, que des problèmes d'extrême importance sont agités sous forme de revendications.

De plus, le système Licence Master Doctorat (LMD) n'est pas encore institutionnalisé en Haïti. Le cadrage juridique et institutionnel pour sa mise en place reste à définir, que ce soit à l'échelle du ministère ou des facultés. Les initiatives LMD restent donc éparses et sporadiques (Gérard, 2017).

En Haïti, le nombre d'écoles doctorales est restreint, tout comme le nombre de titulaires d'un doctorat travaillant à l'université; ce qui met en péril la possibilité de mettre en place de véritables laboratoires de recherches scientifiques. Les professeurs à l'université ne sont pas bien rémunérés et ne peuvent en aucune façon vivre de leur métier. Ce qui ne va pas sans impacter la fidélisation des postes et par voie de conséquence l'encadrement des étudiants et étudiantes.

Aujourd'hui l'université d'État d'Haïti ne dispose pas encore d'un cadre légal. **Il s'agit là de la responsabilité de l'État, à commencer par le pouvoir législatif.** Dans cette optique, trois principaux projets de loi sont déposés au Parlement, respectivement «*portant organisation, fonctionnement et modernisation de l'enseignement supérieur*», «*organisant l'Agence nationale de l'enseignement supérieur et de la recherche scientifique*» (ANESRS) et «*établissant le Service Social Obligatoire pour les étudiants des universités bénéficiant du financement public*» s'inscrivent dans la perspective de sa régulation au nom de l'État et de sa transformation. Ces projets lois ont été déjà votés à la chambre basse, attendent d'être validés par le sénat aux fins de publication et promulgation par l'exclusif.

L'absence d'un cadre légal, l'enseignement supérieur ne peut se développer pour atteindre les objectifs fixés. Le projet loi qui sera voté sous peu par le Sénat, va apporter les référentiels juridico-légaux pour agir vite et bien en vue de jeter les bases d'un enseignement supérieur haïtien adapté aux besoins de la société haïtienne.

## :: Cadre référentiel

### 1. Les théories de représentation sociale

Plusieurs auteurs ont comme (Doise et Moscovici, 1984), Zbienden (2011) ont travaillé sur les théories portant sur les représentations sociales. De nombreuses définitions de ce concept sont disponibles dans la littérature. Pour (Yves

Alpe, 2007) dans le lexique de sociologie (2007), «*les représentations sociales sont constituées d'idées, de croyances, de jugements, de visions du monde, d'opinions ou encore d'attitudes.*»

La définition que nous adoptons et celle de (Abric, 1989), car elle regroupe plusieurs aspects:

*Le produit et le processus d'une activité mentale par laquelle un individu ou un groupe reconstitue le réel auquel il est confronté et lui attribue une signification spécifique. Une représentation est donc un ensemble organisé d'opinions, de pratique, des croyances et d'informations se référant à un objet ou une situation. Elle est déterminé à la fois par le sujet lui-même (son histoire, son vécu), par le système social et idéologique dans lequel il est inséré, et par la nature des liens que le sujet entretient avec ce système social (p. 188).*

Quand on remonte à l'étymologiquement du concept, le terme «représentation» est un terme qui est lié au verbe «représenter». Ce verbe, du point de vue de son étymologie latine, vient du terme «repraesentare» signifiant «rendre présent», «depraeseus» c'est-à-dire présent. Il s'agit donc du «fait de représenter quelque chose par une image, un signe, un symbole» ou de l'image, du signe, du symbole qui «présente de nouveau», qui exprime, évoque.

Nous nous intéressons dans cette étude aux représentations des dirigeants des universités nous permettant de déceler leurs conceptions, leurs d'un phénomène sur lequel ils sont appelés à agir.

## **2. La recherche à l'université**

L'université est fondée sur la recherche, quoiqu'aujourd'hui la tendance qu'il importe de souligner, est l'affaiblissement rapide et massif du poids des universités dans la production scientifique (Campenhoudt, 2000). Si le phénomène est plus marqué dans les sciences naturelles, il n'en touche pas moins les sciences humaines, notamment dans les disciplines ou les domaines comme l'économie, la politique, la gestion et l'organisation, qui intéressent le plus les grandes organisations publiques ou privées et participent à leurs processus de direction. La grande majorité des chercheurs ne travaillent plus dans les universités. Parlant de la recherche-action par exemple, (Amadon, 2007) note que: D'un autre côté, selon Pasmore (2002) et Levin et Greenwood (2002), John Dewey, philosophe pragmatique dont les idées sont centrales en éducation, a influencé l'apparition de la recherche-action par ses écrits. Dewey souhaitait mettre

la science au service de la pratique. Ce serait toutefois une science à l'écoute de la pratique, car c'est cette dernière qui devrait orienter la science. En effet, le courant théorique du pragmatisme, associé au nom de Dewey, de même qu'à ceux de Pierce et de James, situe le processus de construction du savoir comme étant un processus intégré, qui fait le lien entre la théorie et la pratique, de façon continue.

Aujourd'hui nous assistons à l'internationalisation de la recherche universitaire constitue une troisième tendance. Elle prend la forme, selon (Campenhoudt, 2000) de réseaux qui se constituent autour de congrès et de colloques.

## :: Cadre méthodologique

Cette recherche qualitative à caractère descriptif et compréhensif consiste à collecter des données sur les représentations **sociales des dirigeants des universités haïtiennes du rôle des professeurs dans le développement la recherche universitaire en Haïti**. Il s'agit pour nous d'une part, d'analyser la perception de cet acteur combien important dans le processus de la recherche au niveau de l'université. Dans cette optique, notre démarche s'appuie sur deux éléments épistémologiques «**L'explication et la compréhension**». La première cherche à aborder comment expliquer les faits empiriques et quel genre de compréhension nous donnent ces faits. Ainsi 6 représentants d'universités ayants de responsabilité sur le plan académique, ont été interviewés à partir d'un questionnaire comportant une dizaine de questions sur la représentation de la recherche à l'université et sur le rôle que professeurs devraient jouer pour dans le développement de la recherche. Les entretiens ont été réalisés en présentiel et à distance.

L'échantillon est composé de 6 universités haïtiennes dont 2 universités publiques en région et 3 universités privées et une université d'État. Le directeur de la Direction de l'enseignement supérieur et de la recherche scientifique (DESRS) du MENFP a été aussi interviewé sur la problématique de la recherche à l'université en Haïti.

## :: Résultats de données empiriques et discussions

Les données recueillies suite à notre enquête ont permis de connaître les composantes des représentations des dirigeants de la recherche scientifique. Le rôle que les professeurs des universités haïtiennes doivent y jouer pour promouvoir la recherche a été évoqué. Nous n'avons pas abordé le rôle de l'État haïtien puisqu'il est un fait que l'État ne consacre pas de budget significatif pour

les universités publiques. Les responsables des universités questionnés ont livré spontanément leurs perceptions sur le problème de la recherche à l'université et ont proposé des stratégies pour parvenir malgré tout, à organiser la recherche dans les universités haïtiennes.

## 1. Contexte de fonctionnement des universités en Haïti

Selon les répondants les universités haïtiennes interviennent surtout au premier cycle, et fonctionnent comme **des écoles classiques avancées** ou comme le prolongement des écoles classiques en ce qui concerne son mode d'enseignement. Le bas niveau de formation du corps professoral et le manque de moyens économiques expliquent pour une grande part les difficultés que connaissent les universités qui n'ont ni infrastructures appropriées ni de budgets pour mettre en place des laboratoires scientifiques devant aider à assurer un enseignement de qualité. En effet, les universités fonctionnent dans un contexte où les pouvoirs organisateurs du pays ne sont pas intéressés à son développement, précise un responsable d'université:

*En Haïti on n'a pas l'esprit de la recherche car les préoccupations sont terre à terre. On cherche à donner à manger au peuple. Le pays est dans le primun vivere.*

D'autres répondants posent le problème des élites qui n'ont jamais investi dans l'éducation et un État prédateur qui ne comprend pas les sens du rôle de l'université dans le développement d'un pays car eux non plus, ne sont universitaires.

*L'Etat ne fait pas la promotion de l'université ni de la recherche, nous dit un répondant avisé.*

Plusieurs participants à l'enquête s'accordent à reconnaître que les universités haïtiennes tant publiques que privées fonctionnent dans un contexte de précarité et en dehors d'un cadre légal. De plus, la gestion de ces universités échappent complètement à l'État haïtien. Pourtant, c'est à l'État qu'incombe la responsabilité de réguler et d'encourager le progrès dans les universités en Haïti.

Il résulte ici une absence de responsabilité et prise en charge des universités par l'État haïtien qui est garant de l'éducation selon constitution en vigueur. Les résultats obtenus vont dans le même sens que les écrits de (Toussaint, 2016) qui reconnaît que:

*Les moyens accordés à l'Université par l'État haïtien sont maigres et dérisoires. Ils sont loin de favoriser la créativité scientifique dans notre société. La formation de la jeunesse estudiantine ne constitue pas une priorité pour l'État haïtien. Ce dernier nourrit une méfiance sans borne pour l'université (p.13)*

## 2. État de la recherche à l'université en Haïti.

Les responsables des universités en Haïti perçoivent la recherche comme étant la base de l'université dans le triptyque «enseignement, recherche et services à la collectivité». Sans recherche, disent-ils, il n'y plus de différence entre l'université et l'école classique. Toutefois, ils reconnaissent que les universités haïtiennes interviennent surtout au niveau du premier cycle. Or à ce niveau, on ne peut pas effectivement parler de recherche proprement dite. Les répondants posent trois problèmes fondamentaux quand on aborde la situation de la recherche dans les universités en Haïti.

1. Manque d'intérêt de l'État pour la recherche en raison du fait que l'État ne cherche pas de solutions durables face aux problèmes qui sont posés dans le pays et pour lesquels l'université pourrait proposer des solutions
2. Limite intentionnelle liée à l'absence de l'État qui doit légitimer la question de recherche en mettant en place un cadre légal de la recherche pour l'enseignement supérieur.
3. Manque d'intérêt de la classe des affaires qui sont dans la logique de revente plutôt que dans l'innovation. Par conséquent, ils n'ont pas besoin des résultats de la recherche universitaire pour faire progresser leurs affaires.

Ces appréhensions laissent augurer que l'État fonctionne très mal et semble n'avoir pas besoin des structures universitaires pour améliorer les conditions de vie de la population, explique un répondant.

Les répondants sont clairs sur le fait que la recherche n'est pas possible sans des moyens économiques. Pour les universités privées les maigres contributions des étudiants ne peuvent pas supporter la recherche. Il faut compter sur des subventions de l'État et l'apport des Fondations, des mécènes, et sur le secteur privé des affaires. Or en Haïti, nous n'avons pas cette tradition expliquent certains répondants.

Les idées sont partagées sur les limites des enseignants pour initier la recherche à l'université. Certains représentants affirment. A plus de 80%, ils détiennent un

master 1 ou master II et n'ont pas toujours de connaissances en matière de la pédagogie. Certains n'ont qu'une licence dans le domaine dans lequel il intervient. Ce problème s'explique entre autres, pas le fait que d'une part le MENFP ne fait pas trop d'exigences et ne contrôle pas la qualité des cours qui se donnent à l'université. En revanche, d'autres répondants pensent que **l'université d'État peut initier la recherche** en mettant en place des unités de recherche ou des laboratoires au sein des entités de l'université. L'université peut aussi répondre à des appels d'offre tout en intégrant les étudiants dans les enquêtes à un certain niveau. Ceci aiderait à compenser l'aspect trop théorique de la formation universitaire.

*Je pense que certains professeurs à l'universitaire ont le niveau qu'il faut pour mener la recherche mais il y a une mystification par ce qu'il n'y a pas de moyens. En fait l'université veut faire la recherche mais il n'y pas d'engouement. Il y a un type de recherche qui est possible. Selon mes constats, certains mémoires d'étudiants apportent des pistes et ouvrent la voie à d'autres recherches plus structurées et approfondies.*

Toutefois, d'autres représentants ne sont trop optimistes. Ils déclarent que l'université en Haïti est un espace qui fait que la transmission de savoirs théoriques.

*Au niveau de l'université d'État je ne sens pas que c'est un espace qui est là pour produire la recherche quoiqu'il existe certaines revues "Cahier du Centre en population et développement" (CEPODE) dans lesquelles certaines recherches sont publiées. Il y a aussi à la faculté d'ethnologie une nouvelle revue dénommée **Chantier** qui fait de la recherche en sciences humaines et sociales. La Faculté d'agronomie fait aussi la recherche ainsi que la faculté de médecine qui vient de commencé.*

### 3. Le rôle des professeurs dans la recherche

Il convient selon les responsables d'université de mettre en lumière le rôle des universités dans la recherche avant de voir les professeurs quoique ces rôles soient liés.

*Tout d'abord, il y université si la recherche et présente. D'ailleurs, c'est ce qui distingue l'université des écoles secondaires.*

Les professeurs sont des acteurs incontournables dans la recherche. Dans certains pays notamment en Europe on les appelle des professeurs-chercheurs. En Haïti, les universités devraient faire des choix de problématiques de recherche en fonction de leur spécificité.



*Il est temps pour les universités haïtiennes de commencer à fonctionner comme une université qui mettent l'emphase sur la création de savoirs plutôt que sur la transmission de savoirs. Il faut un changement de paradigme et un investissement considérable de l'État en encourageant les professeurs à entreprendre des recherches.*

Au-delà des limites et contraintes constatées, une université peut décider de faire la recherche nous dit un responsable d'université privée. Il existe plusieurs niveaux et plusieurs formes de recherche. A la vérité si l'instruction n'a pas un 3e cycle elle n'a vraiment une structure pour effectuer la recherche.

Le rôle des professeurs, c'est non seulement de mener la recherche mais d'accompagner les étudiants en s'assurant que les étudiants parviennent à mettre en pratique les théories assimilées.

#### **4. Les initiatives en cours pour encourager la recherche.**

Malgré ce constat accablant, les responsables des universités en Haïti nous ont fait part des plusieurs initiatives en cours. L'Université Quisqueya a mis en place des laboratoires de recherches qui fonctionnent depuis quelque temps à coté d'un Centre de formation continue (InnoVed). L'Institut des sciences, des technologiques et des études avancées en Haïti (ISTEAH) a lancé depuis deux ans des laboratoires de recherche dans plusieurs domaines. L'Institut intervient surtout au 3e cycle avec une dizaine de programmes au niveau doctoral.

Les universités publiques en région quoique jeunes, ont initié notamment dans la grand anse (UPGA) et dans le Sud-est (UPSEJ), des unités de recherches devant déboucher à long termes sur des laboratoires de recherche.

Pour pallier le problème économique, les universités tant publiques que privées doivent travailler ensemble suggèrent plusieurs répondants.

*Les universités doivent s'organiser entre elles à travers des corporations comme la Conférence des recteurs, présidents et dirigeants d'universités et d'établissement d'enseignement supérieur en Haïti (CORPUHA). En principe, cela devrait leur fortifier. Cela demande certes un apprentissage de travailler ensemble quoique cela ne fait pas partie de notre culture de tradition du monde intellectuel haïtien.*

Les données collectées auprès des représentants des universités haïtienne ainsi auprès du MENFP via la direction de l'enseignement supérieur et la recherche

scientifique (DESRS), nous ont permis de comprendre ce que les acteurs ont comme perception de recherche à l'université en Haïti et les rôles que les professeurs doivent jouer pour dynamiser la recherche à l'université. Les réponses des responsables nous permettent d'établir des liens entre pauvreté de la recherche à l'université et le bas niveau de développement socio-économique du pays. Les représentations qu'ont les participants prennent source dans les difficultés liées à un contexte défavorable à la recherche. De plus, l'État, garant de la bonne marche des institutions, ne s'occupe pas effectivement de l'université. C'est ce qui explique une augmentation exponentielle du nombre des institutions d'enseignement supérieur dont la moitié ne serait pas accréditées.

## :: Conclusion provisoire

Le but de cet article était de mettre en lumière les représentations des responsables d'universités au sujet du rôle de professeurs dans la recherche à l'université dans le contexte haïtien. Les discussions avec les répondants indiquent que l'éducation, élément important du pouvoir régalien de l'État est délaissée entre les mains du secteur privé, sans orientations ni régulations. La Direction technique porteuse du dossier de la recherche scientifique au MENFP, n'a pas de budget d'investissement. Les espaces des universités publiques en particulier, au lieu d'être des lieux de débats et de recherches de solution sont devenus des lieux de militance. L'enseignement supérieur est effectivement en crise. Cette recherche comporte certaines limites. Le faible nombre de participants ne nous permet pas de généraliser les résultats bien que ce ne soit pas le but d'une recherche exploratoire qui s'inscrit dans le cadre de la recherche qualitative interprétative. En revanche, les conclusions de cette recherche peuvent ouvrir la voie à d'autres recherches quantitatives ou qualitatives sur la situation des institutions d'enseignement supérieur en Haïti.

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## PRÉSENTATION

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Jean Michel Charles est un spécialiste en Gestion et en Management des programmes éducatifs et en élaboration de projets en éducation avec plus de vingt(26) ans d'expérience. Il a déjà travaillé pour un nombre important d'organisations nationales et internationales dont l'UNESCO.

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# An analysis of a framework of internal influential factors affecting the progress and outcomes of accreditation processes at the University of Curaçao

Sharine A. Isabella

## :: ABSTRACT

As of the beginning of this century, the University of Curaçao (UoC) started to implement preliminary activities to attain the accredited status for its programs by the Netherlands-Flemish Accreditation Organisation (NVAO). These exercises were highly successful since in its first attempt the UoC obtained the accredited status for the great majority of its programs. Based on a case study approach, in this paper the result of an analysis of these accreditation processes are presented to illustrate how the UoC has managed the great challenges encountered and to

identify the internal factors that had an impact on the progress and outcomes of these processes. This study, which was as part of a PhD process, led to the design of a heuristic framework comprising of enablers and barriers affecting accreditation processes. This framework can generically be used as a descriptive, prescriptive and analytical instrument for the design, implementation and monitoring of accreditation processes, particularly in small universities.

**Keywords:** accreditation process, academic programs.

# Analyse d'un ensemble de facteurs d'influence internes influant sur les progrès et les résultats des processus d'accréditation à l'Université de Curaçao

Sharine A. Isabella

## :: RÉSUMÉ

Dès le début du siècle, l'Université de Curaçao (UoC) a mis en œuvre des activités préliminaires ayant pour objectif l'accréditation de ses programmes par l'Organisation d'accréditation néerlandaise-flamande (NVAO). Ces activités se sont révélées très réussies car à la première tentative l'UoC a obtenu le statut d'établissement agréé pour la grande majorité de ses programmes. Fondé sur une approche d'études qualitatives, ce document présente le résultat d'une analyse de ces processus d'accréditation afin d'illustrer comment l'UoC a fait face aux grands défis rencontrés et d'identifier les facteurs internes qui ont

influencé le progrès et les résultats de ces processus. Ces études, qui faisaient partie d'une thèse de doctorat, ont abouti à la conception d'un cadre heuristique comprenant des facilitateurs et des obstacles affectant les processus d'accréditation. Ce cadre peut généralement être utilisé comme un instrument descriptif, normatif et analytique pour la conception, la mise en œuvre et le suivi de processus d'accréditation, notamment dans les petites universités.

**Mots-clés:** processus d'accréditation, programmes académiques.

# Un análisis del marco de factores internos influyentes que afectan el progreso y los resultados de los procesos de acreditación en la Universidad de Curaçao

Sharine A. Isabella

## :: RESUMEN

A comienzos de este siglo, la Universidad de Curazao (UoC) inició la implementación de actividades preliminares para obtener el estado acreditado para sus programas por la Organización de Acreditación Neerlandés Flamenca (the Netherlands-Flemish Accreditation Organisation) (NVAO). Estas actividades fueron extremadamente exitosas, ya que en este primer esfuerzo la Universidad de Curazao obtuvo el estado acreditado para la gran mayoría de sus programas.

Basado en un enfoque de estudio de caso (case study), en este artículo se presenta el resultado de un análisis de estos procesos de acreditación, para mostrar cómo la UoC ha manejado los grandes desafíos encon-

trados y para identificar los factores internos que tenían un efecto en el progreso y los resultados de los procesos en cuestión. Este estudio, que formaba parte de un proceso de doctorado (PhD), condujo al diseño de un marco heurístico que comprende habilitadores y barreras que afectan los procesos de acreditación. Este marco se puede utilizar genéricamente como un instrumento descriptivo, prescriptivo y analítico para el diseño, implementación y monitoreo de los procesos de acreditación, particularmente en universidades pequeñas.

**Palabras clave:** proceso de acreditación, programas académicos.

# Uma análise de um quadro de fatores internos influentes que afetam o progresso e os resultados dos processos de acreditação na Universidade de Curaçao

Sharine A. Isabella

## :: RESUMO

No início deste século, a Universidade de Curaçao (UOC) começou a implementar atividades preliminares para os programas credenciados pelo Flamengo Organização Holandesa de Acreditação (Organização Credenciamento Netherlands-Flamengo) (NVAO) estado. Essas atividades foram extremamente bem-sucedidas, já que nesse primeiro esforço a Universidade de Curaçao obteve o status de credenciada para a grande maioria de seus programas.

Com base em uma abordagem de estudo de caso, este artigo apresenta os resultados de uma análise desses processos de acreditação, para mostrar como a UoC tem lidado com os

grandes desafios encontrados e identificar os fatores internos que surtem efeito. nos progressos e resultados dos processos em questão. Este estudo, que fez parte de um processo de doutorado (PhD), levou ao desenho de uma estrutura heurística que inclui capacitadores e barreiras que afetam os processos de acreditação. Esta estrutura pode ser usada genericamente como um instrumento descritivo, prescritivo e analítico para o desenho, implementação e monitoramento de processos de acreditação, particularmente em pequenas universidades.

**Palavras-chave:** processo de acreditação, programas acadêmicos.



## :: Introduction

The University of Curaçao Dr. Moises da Costa Gomez (UoC) is a small Dutch-Caribbean university located in the southern Caribbean region. The UoC has five faculties offering 30 programs at undergraduate or graduate level to about 1600 students. Responding to both international and local demands, UoC wishes to remain abreast of (inter)national developments in the higher education field, while ensuring to deliver qualified graduates equipped with the necessary competences to contribute to the sustainable socio-economic development of the young country Curaçao.

At the beginning of this century the accreditation process of its programs was initiated in order to obtain the accredited status by the Netherlands-Flemish Accreditation Organization (NVAO), following upon the Bologna Declaration in 1999 (Departement van Onderwijs, 2001). The Bologna process is a voluntary harmonization process of the participating European countries, including the Netherlands, aiming to create a European higher education area by introducing a two cycle higher education system (bachelor and master or PhD) and promoting convergence to improve compatibility, comparability and transparency at this educational level (Bologna Declaration, 1999: European University Association, 2001). Being part of the Kingdom of the Netherlands UoC in her role as the national university of the country Curaçao was expected to follow these European higher education developments as well (Commissie Hoger Onderwijs, 2002). In order to do so, the UoC gradually began with the improvement of several organizational and educational aspects and the implementation of various quality mechanisms in order to meet the NVAO accreditation requirements (UNA 2001, 2005, 2006).

A detailed analysis of the accreditation processes in UoC was one of the five case studies conducted during a PhD study (Isabella, 2014). The study aimed to identify internal encouraging (enablers) and hindering (barriers) factors affecting the progress and outcomes of accreditation processes, in particular in small countries located in less developed regions. Finally, a heuristic framework has been developed to facilitate future accreditation attempts.

There can be little dispute that currently obtaining an accredited status has become of great importance for programs offered in large as well as in small higher education institutions (HEI), regardless of their scale, location on this globe and developmental status. However, there are barely any studies on this topic in small universities. This paper presents the UoC case study as part of the conducted PhD study. This study led to insights in how even universities

like the UoC with limited resources can develop valuable quality assurance (QA) systems in order to overcome challenges of the globalized environment and meet international accreditation requirements. In this paper, after the theoretical framework, the applied research methodology, the concluding findings and the conceptualized heuristic framework consisting of internal influential factors are presented.

After analysing the accreditation processes in UoC the internal factors that have proven to be influential on the progress of accreditation processes and eventually on their outcomes will be presented in a practical heuristic framework to be used to design, implement and monitor future accreditation attempts in similar small universities, while aiming to obtain the highly coveted accredited status. This framework contributes to face the encountered challenges of this type of universities while they are aiming to tie down global quality demands to their local possibilities. The research question to be addressed in this paper is: *Which were the enabling and hindering factors encountered during the first accreditation period in UoC and how can these factors be controlled to guarantee future positive accreditation results?*

## :: Theoretical framework

Accreditation is a public statement that a certain minimum level of quality has been achieved or surpassed by the institution or program assessed (Douma, 2004; Harvey and Newton, 2004, Westerheijden, 2001). To become accredited HEIs or their programs are expected to meet the standards set by the external accreditation organization. According to the Salamanca Convention of the European University Association:

*The basic idea of accreditation (of which there are different interpretations) is that it is a formal, published statement on the quality of a programme or institution, following an evaluation based on agreed standards. Accreditation is a process and a status: a process in that it gives the opportunity and incentive for improvement and a status in that it provides public certification of acceptable quality. European University Association (2001, p.6).*

Accreditation is hence considered an (inter)national instrument for external QA, mostly linked to an internal QA system within the HEI being reviewed (Westerheijden 2001). Governments tend to implement such a quality tool in order to guarantee that the graduates are indeed highly qualified and equipped

to contribute to the nation's sustainable development. This is also the case with the government of Curaçao and its accreditation mandate for UoC, even though this directive was never labelled as a legal requirement (Commissie Hoger Onderwijs, 2002; Isabella, 2011).

There is an emerging uniformity in the methodology of external QA, mostly linked to accreditation in the higher education sector (Lomas, 204; Isabella, 2014). Usually, three key steps are undertaken: self-evaluation resulting in a self-study report, followed by external peer review by selected peers, including site visit, resulting in the external review report. Eventually, based on the review report the accreditation organization decides to grant the accredited status, or provide conditional accreditation with an improvement period followed by reassessment or completely withhold the accredited status. Accreditation is awarded when the institution complies with the agreed quality standards. The NVAO also follows this accreditation approach (NVAO, 2003, 2011).

HEIs are expected to connect contemporary global quality demands to their local possibilities in order to attain accreditation. These institutions are considered as changing organisations. The global competitive environment and focus on 'knowledge society' and 'knowledge economy' require these institutions to be highly adaptive to the evolving competitive world. They are facing a period of unprecedented change as they struggle to respond to more external pressure (international and national) and also internal modifications affecting their internal organisational functioning and outcomes (Baer et al., 2008; Carnoy, 2005; van Ameijde et al., 2009).

Accreditation processes are considered as one of the reasons for diversified organizational change processes in HEIs. In this study three organizational theories were explored in order to identify internal organizational factors that may affect the progress and outcomes of organizational change processes and on the long run also influencing the progress of accreditation processes.

Organizations can be considered as open systems in interaction with their environment (Carnoy, 2005; Hooiberg and Choi, 2001). *Open-system organizations* are characterized by their interdependency and connections within subsystems in- and outside the organization and clustering at different levels. The contingency theory holds that organizations adapt their structures in order to maintain a fit with changing contextual factors, so as to attain high performance (Donaldson, 2001, 2008). Consequently, contingency theorists claim that it is important to identify the contingency factors that are relevant in the environment in which an organization operates. They further assert that there is no

single best way to organize an organization, to lead a company or to make decisions. Leadership and decision-making styles that are effective in one situation may not be successful in other situations; it depends upon various internal and external contingency factors. Dill (1999) and Giesecke and McNeil (2004) assert that the success rate of an organization is also highly dependent of its ability to function as a *learning organisation*. The review of definitions illustrates three basic elements of learning organizations: an organisation skilled at acquiring new knowledge, transferring this new knowledge across the organisation and modifying the way it operates according to the acquired knowledge. Accordingly, organisations need to be learning and consequently modifying themselves in order to meet continuous internal and external developments. Summarizing it can be stated that organisations can thus be analysed as open systems, in interaction with their environment, and they can function as learning entities acquiring, sharing and developing (new) knowledge. This illustrates the connection between open-system theory, contingency theory and the theory on learning organizations, all three organisational theories claiming to analyse the impact of organisational developments. From these three organizational theories, five internal factors potentially affecting change processes such as accreditation processes were derived (Isabella, 2014):

## **Organizational structure**

Mintzberg (2001) indicates that HEIs are usually considered as professional bureaucracies due to their organizational structure. The responsibilities are granted based on professionalism. According to Donaldson (2001) the most effective organizational design is where the structure fits the contingencies. The division of the tasks, authorities and responsibilities are expected to be in accordance with the delineated roles and accountabilities lines set by the organizational structure. And according to Mintzberg (2001) these are organized in line with a professional bureaucracy.

## **Leadership and management style**

As described by Baer et al. (2008) and Van Ameijde et al. (2009), leaders and managers are expected to ensure that plans are executed, encourage ownership of plans of action by all stakeholders so they take their responsibility. Leadership in academic settings involves the development of a vision on QA and accreditation, promoting this vision, encouraging its implementation and ensuring that this institutional vision is seen and used as an opportunity for continuous quality improvement. Accreditation is considered as a shift of power from educators to managers, infiltrating the professional autonomy at the operating level.

Accordingly managers at the different levels of HEIs ought to play a prominent role as steering officers in quality management and implementation of internal quality policies and hence in accreditation processes.

## **Quality culture**

The existence of a quality culture within an organization refers to the commitment of all involved to responsible, long-term goal oriented work, meeting and exceeding pre-set quality standards and to be reflective about that, thereby creating a 'culture of evidence' at all organizational levels (Harvey and Stensaker, 2008; Lomas, 2004; Sursock, 2011). Accordingly, developing a quality culture is expected to have a positive impact on accreditation processes.

## **Available resources**

Baer et al. (2008) state that the quality and quantity of the available financial, human and facilities resources also have an impact on the progress of accreditation processes (). Insufficient availability of resources can obstruct the implementation of quality control and quality improvement actions and therefore hold back the accreditation process.

## **Internal quality assurance policy**

Although the previous potential influential factors have been described as stand-alone variables, they can all be addressed as part of the internal QA policy (Douma, 2004; Harvey and Newton, 2004; Lomas, 2004). This policy takes the organizational structure as a starting point and is expected to take due account of the leadership and management capabilities, the (non-)existence of a quality culture and the availability of resources. This policy plan outlines, among other things, the internal QA system and the lines of authorities and responsibilities among the involved stakeholders and is usually arranged in such a way to comply with the quality standards of the involved external quality agency, illustrating the link between internal and external QA.

From this literature exploration, quality as a transformation process and hence, the concept of quality as a result of change, is most relevant for this study. The emphasis in the transformation view on quality is on improvement and change rather than stakeholder or product focused (Douma, 2004; Harvey and Newton, 2004). Harvey and Newton (2004) and Westerheijden (2013) claim that in line with the perspective of quality as part of a transformation process, a link between QA and quality improvement is evident. Furthermore, Harvey and

Newton (2004) state that there should be an improvement function connected to quality monitoring mechanisms and procedures to encourage institutions to reflect upon their practices and to further develop. This approach to QA, directed to continuous quality improvement is known as the Plan, Do, Check and Act (PDCA) cycle, advocated by Deming in the industrial sector in the 1950s and later adopted in all other sectors (Douma, 2004; Isabella, 2014; Parri, 2006).

Considering more authors in the field of QA and quality improvement in higher education, Lomas (2004) asserts that QA activities give HEIs a means by which they can find out whether their academic programs and performances are comparable with those of other institutions, meeting national expectations and international demands. Martin and Stella (2007) state that if a HEI wants to become part of this highly competitive world it has to prove it meets international quality standards. So, it must be 'accredited'.

Hence, accreditation has become one prime external QA vehicle that HEIs use to prove that the quality of their educational programs complies with quality standards on an international level. Over the years there has been an evolution of external QA, moving towards a system that is legally managed by the national government, externally driven, making use of internationally recognized external quality agencies, and resulting in public reports based on summative judgments (Douma, 2004; Westerheijden, 2013). But in many cases both the internal and external functions of QA (improvement and accountability) are served (Isabella, 2014).

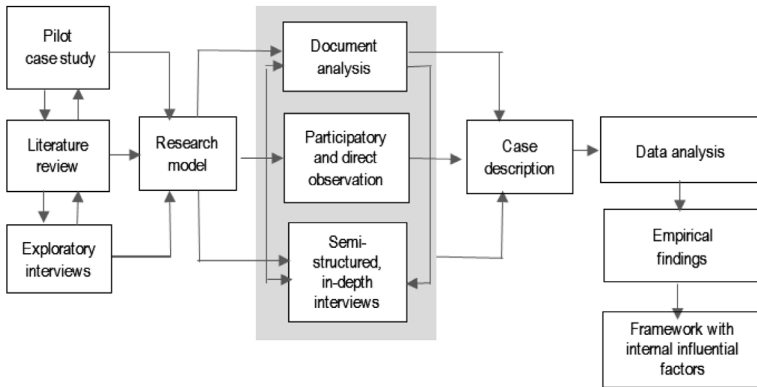
## :: Research methodology

This study can be characterized as a combination of an exploratory and an explanatory qualitative case study research. Following on what Yin (2009) and Gerring (2007) indicate, conducting a case study allowed thorough investigation of a particular, contemporary phenomenon (accreditation process) in a well-defined context (national university). Only by looking at details of accreditation processes, will it become evident if the selected variables can be actually identified as encouraging or countervailing factors during such processes.

A pilot case study was done in an *exploratory way*, applying the research method of 'organizational self-ethnography' (Hamdan, 2012). In addition, ten exploratory interviews were conducted with staff members of NQA, QANU and NVAO, three of the evaluation agencies involved in the accreditation processes in the Kingdom of the Netherlands. Together with the literature review, they contributed to the conceptualization of a research model.

Answering the research question entails the explanatory part of this study. The answer explains the variables which actually had an impact on the progress of such processes and their effect on the results. Figure 1 outlines the research process.

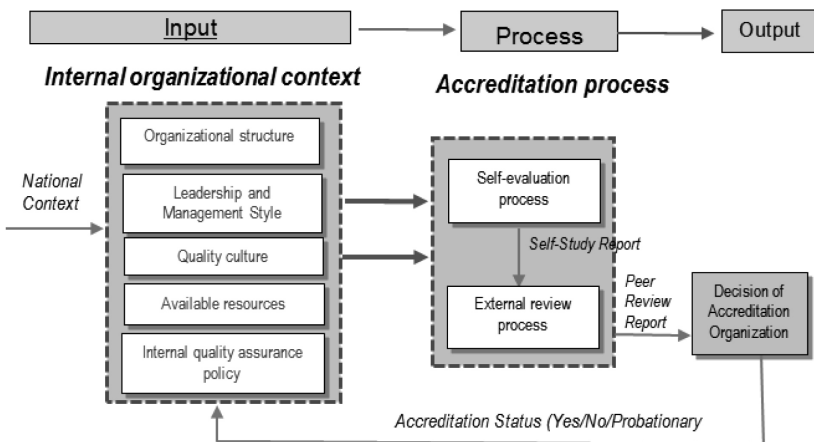
**Figure 1. Outlines the research process**



Based on Isabella, 2014, p.33

Figure 2 presents the research model. Five independent variables (internal organizational factors) may have an encouraging or hindering effect on the progress towards accreditation and eventually on the achieved outcomes (dependent variables).

**Figure 2. The Research Model**



Based on Isabella, 2014, p. 114

Participatory observation, document analysis and ten in-depth semi-structured interviews with staff members of the university were the three sources of data collection in order to obtain extensive information of the UoC case during accreditation processes. Combining these three sources supplied data acquisition from a variety of respondents and also provided more in-depth information from different perspectives, which contributed to enhance the study's validity. In addition, following on Eisenhardt (1989) to confirm the validity of the research process triangulation of the generated data took place, thereby increasing the ability to interpret the findings.

Moving throughout the challenging endeavour towards attainment of an accredited status and consistently working to maintain this status assume that the identified potential internal influential factors are predominantly present as enablers. In this study, each independent variable was operationalized in indicators with measurable components, as presented in figure 1. On the basis of high or positive values of most of its indicators an independent variable was *expected* to have a positive influence on the process of accreditation, so to be identified as a *potential* enabler (+) or in case of negative impact as a *potential* barrier (-). Whether it *actually* had the expected impact depended on the results of the analysis. In case an indicator did not act as a barrier even though not all positive conditions were present to call it an enabler, it was marked as neutral (0).

## :: Case description

The UoC was established in 1979 as a national university for the former Netherlands Antilles . With the establishment of this university the government aimed to institutionalize a national instrument for local capacity building so to promote further sustainable socio-economic development of the Antillean society, while at the same time addressing the phenomenon of brain drain (Isabella, 2013; Narain, 2004). Too many students left to study abroad after their secondary school, never returning back to their home country. Considering the achieved quantitative and qualitative output of UoC since its establishment, this university has demonstrated considerable progress in achieving the original goal of becoming a national capacity builder with its graduates occupying important positions in the private sector and in public organizations as well (Isabella, 2013).

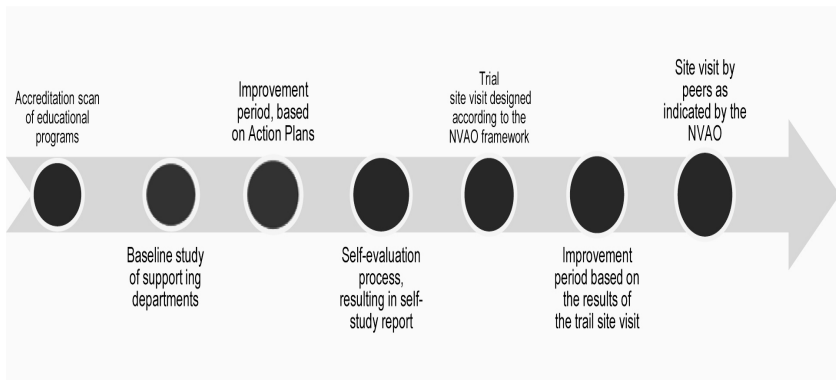
The year 2000 can be considered as the year of a great turnaround for the UoC. In that year the university started an improvement process intended to face the various organizational challenges and consequently to improve the quality of its programs, with the aim to eventually achieve an accredited status for its programs (Commissie Totaalbeeld UNA-problematiek, 2000).



For the UoC attaining and maintaining the accredited status for its programs serves several purposes (UNA 2001, 2005, 2006, 2011b; UoC, 2013). According to its strategic ambitions, obtaining the accredited status for all its programs not only contributes to the UoC to deliver highly qualified graduates to the local community, but it also enhance the possibilities for the university to secure a more competitive position on the international higher education market. Additionally, accreditation is considered as a key element in assuring that UoC complies with the agreements made during the 3rd tripartite meeting of ministers of education in the Kingdom of the Netherlands in 2001. During this ministers’ meeting it was agreed that nationally funded HEIs located in the Netherlands Antilles and Aruba would have to meet the same quality standards set by the NVAO for their counterparts in the Netherlands (Departement van Onderwijs, 2001). Finally, accreditation has also emerged as an important instrument to provide accountability to funding agencies, including the national government.

Figure 3 portrays the steps undertaken during the accreditation processes of UoC bachelor and master programs, according to NVAO requirements (UNA, 2008, 2009).

**Figure 3.**  
**Steps undertaken during accreditation processes at UoC**



The UoC has faced major challenges in order to meet the quality standards for higher education programs set by the NVAO (Isabella, 2011). However, after years of thorough preparation 84% of the submitted programs succeeded

in their first attempt to obtain the accredited status by the NVAO; of the 16% that received conditional accreditation, 50% still did not meet the accreditation requirements after the granted two year period for improvement and are in the process of being phased out. Table 1 provide an overview of the achieved accreditation results by the UoC programs.

**Table 1. Overview accreditation results UoC**

	total	Bachelor programmes					Master programmes				
		a	b	c	x.	y	a	b	c	x	y
<b>2010 - 2012</b>	N=25	60%	8%	0	n.a.	n.a.	24%	8%	0	n.a.	n.a.

a: accredited; b: conditional accreditation; c: non-accreditation; x: being phased out; y: to be accredited; n.a.: not applicable

### **:: Analysis of the accreditation processes**

While looking back at the accreditation experiences of the University, the faced concerns were related to international influences due to ongoing global developments, national issues originating from the local context and internal institutional challenges (Isabella, 2014; UoC, 2011a). All these factors had an impact on the internal QA and quality improvement processes and on the long on the accreditation endeavour, yet only the internal organizational factors can be swayed by this university. In order to facilitate future accreditation attempts it will be an asset if this university could strengthen the encountered positive internal influential factors (enablers) while weakening those factors that could negatively influence (barriers) the progress and outcomes of its accreditation processes. It is within this context that identifying the enablers and barriers during accreditation processes at UoC became a valuable exercise.

Gathering information by the three data collection methods, the actual influence of each indicator on the accreditation processes in the UoC was assessed. The mechanisms underlying the functioning of the indicators were unravelled and finally the actual enabling factors were identified. The impact of the five independent variables on the progress of the accreditation processes in the UoC were as follows.

## Organizational structure

Although according to its legal regulations UoC ought to be centralized, in its daily practice a decentralized organizational structure (indicator) could be detected, with the Council of Deans demanding great involvement in the decision making. This practically decentralized decision-making structure (indicator) has led to great differences among many other indicators across the faculties. However, these two indicators had barely any effect on the progress of the accreditation processes.

## Leadership and management style

All institutional leaders and deans at UoC were interested in attaining the accreditation goal. Across the several institutional leaders (indicator) during the research period the pattern was to delegate in an indirect manner (not written on paper) large responsibilities to the institutional quality manager to direct the accreditation processes at her own pace and based on her professional expertise and experience; the institutional leaders were committed, but contributed from a distance. For sure they cannot be labelled as barrier, but also neither as enabler. No managerial pattern matching could be derived at faculty level. Of the deans (indicator) 60% can be labelled as steering officers, the others allowed the institutional quality manager to lead his/her accreditation processes; they were merely participants. In any case, the institutional leader had no impact on the progress of the accreditation processes. It was largely thanks to the commitment of the deans, the institutional quality manager and other staff involved that the pursuit for accreditation of UoC's programs ensued in positive results.

## Quality culture

At UoC no general quality culture could be perceived; quite some differences existed regarding the evolving stage of a quality culture in the different faculties and several organizational cultures co-exist within UoC. The focus of the managers at all levels was mainly concentrated on reaching the accredited status instead of embedding a structural approach of continuous quality improvement and encouraging the development of a quality culture. Care for quality (indicator), shared responsibility and ownership (indicator), norms, values traditions (indicator) and communication and interaction among the internal stakeholders (indicator) could not be perceived and had a delaying influence on the progress of the accreditation processes. The absence of an embedded

and perceptible quality culture caused some years of delay in the scheduled accreditation processes. Most indicators actually did not encourage the progress of the accreditation processes, yet acted mostly as barriers; only the indicator 'Commitment of internal stakeholders' was substantially present.

### **Available resources**

UoC can be categorized as a small, resource-poor university, with insufficient human (indicator) and financial (indicator) resources. In the beginning lack of financial resources affected the progress of the accreditation processes. The regular annual budget could not serve the accreditation goal as well; additional funds were only granted for the first two years of accreditation processes. Lack of the required financial resources also had repercussions on the availability of other resources. Quality improvement activities were constantly held against the availability of funds compared to other daily routines. In any case, the NVAO's quality standards have facilitated the allocation of the limited funds primarily to related quality improvement activities. Accordingly, the lack of financial and human resources actually hampered the progress of accreditation processes. The available facilities (indicator) had no impact on the accreditation processes.

### **Internal quality assurance policy**

An institutional internal QA policy document (indicator) was available. However, the content of this policy plan was not carried out in practice. A fairly decentralized quality structure (indicator) was detected, providing the faculties only with guidelines based on the 'unity in diversity' principle, allowing each faculty to develop its own internal QA system (indicator). However, great similarities could be detected in the 'who, what and how' of these systems since they all aim to meet the NVAO's quality standards in this matter. Even though there were countless complaints by the academic staff regarding their increased work load due to the accreditation efforts, most of them were still highly committed and involved (indicator) so as to reach the accreditation goal. Additionally, a large number of external experts (indicator) were hired to assist to direct the course of the accreditation processes, so encouraging their progress. Hence, most indicators did not score well; only the involvement of stakeholders and external experts acted as enablers. A summary of all study findings are presented in table 2.

**Table 2. Summary of the study findings**

Variable	Indicators	Operationalization	Findings	Impact
Organizational structure	Organizational chart	Centralized Decentralized	Centralized	0
	Decision-making structure	Formalized Non-formalized	Not formalized	0
Leadership and management style	Role of institutional leader	Committed, involved and supportive At a distance	At a distance	0
	Management at faculty level	Steering office Merely participant	Diversified	+
Quality Culture	Care for quality	Existent Non-existent	Diversified	-
	Shared responsibility, ownership, cooperation and collaboration	High Low	Low	-
	Commitment of internal stakeholders	High Low	High	+
	Norms, values, traditions, customs, people behaviour	Present Not present	Not present	-
	Communication channels and interaction among internal stakeholders	Regulated Sketchy	Sketchy	-
Available Resources	Human resources	Sufficient Insufficient	Insufficient	-
	Financial resources	Sufficient Insufficient	Insufficient	-
	Facilities	Adequate Inadequate	Adequate	0
Internal Quality Assurance Policy	Document on Internal Quality Assurance Policy	Available Not available	Available	0

	Internal Quality Assurance System	Specified and implemented Not outlined	Not outlined	0
	Quality structure	In place Non existent	In progress	0
	Involvement of stakeholders	Structured Not structured	Not structured, but high	+
	Involvement of external experts	Extensive No involvement	Extensive	+

Based on Isabella 2014, p. 357.

Reflecting on the research findings shows that 24% of the indicators had an encouraging effect on the progress of accreditation processes in UoC, while 35% obstructed this progress, causing significant delays. Nevertheless, the accreditation goal was obtained for 84% of the programs. This study demonstrates that the actual enablers, i.e. management at faculty level fortified by the high commitment and involvement of (internal) stakeholders and the extensive involvement of external experts, were by far more dominant than the force of the encountered hindering factors. The data analysis also reveals that none of the indicators of organizational structure did have any effect on the accreditation processes. However, while studying the other indicators evidently the decision making structure has an indirect effect on them. So, disregarding this indicator in future accreditation attempts is not recommended. Furthermore, the analysis reveals that even though the institutional leaders acted from a distance, the fact that the institutional quality manager received delegated mandate to direct, control and push the accreditation processes, together with the high involvement and commitment of the deans played a determinant role, underpinning the overall enabling effect of both indicators of the variable 'leadership and management style' during accreditation processes.

## :: Conclusion

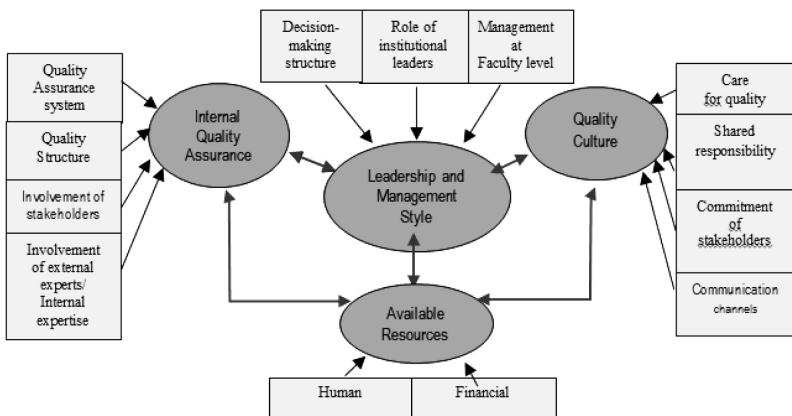
Based on the literature reviewed, each independent variable was assumed to have significant influence on the progress and outcomes of the studied accreditation processes at the UoC. The analysis uncovered the impact of each variable and the research findings contradict this preliminary, simple assumption of indispensability of each independent variable. At the end, it was evident that a compensatory relationship among the independent variables is more realistic than an additive one. It certainly became clear that a strict distinction between the variables was not realistic. In practice, the variables are highly connected

and greatly interrelated to each other; none of them can really operate independently.

The variable ‘Leadership and Management style’ appeared to be of eminent importance during accreditation processes. The driving force of institutional leaders and deans acting as steering officers will enable the development of a quality culture, manage in an effective and efficient way the available resources and also implement successfully the internal QA policy so to meet the accreditation requirements. Looking back at the analysis, the answer to the first part of the research question is that most of the enablers of the progress and outcomes of the accreditation processes in UoC were the indicators related to the ‘human factor’.

At the end a complicated and complex picture emerges to illustrate how accreditation processes are affected. After excluding and regrouping the indicators, in figure 4 a framework based on the evidence of the UoC case study is delineated, representing a comprehensive overview of the potential internal influential independent variables operationalize into indicators. This framework can be used as a model for future research so as to facilitate the design, implementation and monitoring of the progress of the accreditation processes to enhance the success rate. It can generically be used by small universities, in particular those located in less developed global regions. It may be used not only as a descriptive and prescriptive instrument, but also as an analytical tool for the design, implementation and monitoring of accreditation processes. As such, it facilitates their progress and hence makes the achievement of a successful result more feasible. This provides the answer to the second part of the research question.

**Figure 4. Framework of potential influential variables**



Based on Isabella, (2014), p. 367.

The actual impact of each variable, even of each indicator, is on the one hand dependent on external and internal contingency factors and the ability of the HEI to operate as a learning organization, and also on the degree of interdependency from one variable on the others and from one indicator on others. Pulling on an indicator sets various other indicators in motion too. In any case, this framework can be used as guidance for decision makers in HEIs to determine on which variables and/or indicators their focus should be. Yet, it is no 'one-on-one' additive model: for instance, one cup extra of financial resources does not always lead to two additional cups of human resources, nor always results in a spoonful of progress towards accredited status. In addition, this framework can form the basis for the starting up of the accreditation process, illustrating its descriptive and exploratory functions. It can be used to conduct a baseline study at the beginning of an accreditation process to identify those indicators that could have a negative impact on its progress if not addressed adequately and promptly so to turn their effect in a positive direction. Conversely, those indicators primarily identified as potential enablers could be strengthened to facilitate the achievement of the aspired accredited status. This exemplifies its analytical function. So, to conclude, the progress of the accreditation process is reliant on the force of the enablers to neutralize the impact of the barriers.



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## BIOGRAPHY NOTE

### :: Sharine Isabella

After her Master of Science study “Interdisciplinary Educational Science”, she obtained her Ph.D. degree, where she did research into the internal influencing factors during accreditation processes in higher education. Both degrees she obtained at universities in the Netherlands.

After gaining work experience in the Netherlands, she held various positions in Curaçao at the Ministry of Education, including policy secretary of the Minister of Education.

She has been working at the University of Curaçao (UoC) since 2002 and holds the position of manager of the Department of Quality Assurance (DQA), who is responsible for the development, support and supervision of internal and external quality assurance processes.

In addition to supervising the UoC programs during their accreditation processes, during the past two decades Mrs. Isabella has also assisted the University of Aruba, the University of St. Martin and the Anton de Kom University of Suriname in their accreditation efforts.

She provides training courses in the field of education and with regard to quality assurance at local, regional and international institutions for higher education as well. Mrs. Isabella is also a certified internal auditor. She acts as an external auditor for the Dutch-Flemish Accreditation Organization, NVAO, and also for the accreditation organization NOVA in Suriname. She was also vice-president of the Accreditation Agency Curaçao, a private accreditation body on Curacao.



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## **“ONE CARIBBEAN” FOR AN INTEGRATED UNIVERSITY SECTOR**

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UNIVERSITIES CARIBBEAN (formerly UNICA) is the recently rebranded Association of Caribbean Universities and Research Institutes. The aim of the Association is to foster cooperation among the Higher Education institutions in the Caribbean region. The Association defines the Caribbean as the geographical area comprising islands of the Antilles and coastal zones of countries surrounding the Caribbean Sea and Gulf of Mexico, including Central America and the Northern region of South America and the Guianas, thereby acknowledging the transnational, translanguingual and transcultural forces of the region.

Besides its transversal nature, the strength of this regional organisation lies in the fact that all its executive and affiliated members are the highest-ranking officials, rectors, chancellors, and presidents of Higher Education institutions in the wider Caribbean region, hence decision-making is fast and effective. These officials are fully committed to highlighting the importance of the tertiary sector to be responsive to societal needs and able to make coherent and significant contributions to the priority areas of sustainable development at the national, regional and global levels, including the environment, energy, technology and innovation.

The general mandate given UNIVERSITIES CARIBBEAN is to integrate the regional university sector and enhance its quality and regional impact. Cooperation, solidarity and mutual interests are among the core values of the organisation which aims to be the Caribbean region's voice in the areas of quality, globali-

zation, resilience, and financial sustainability. UNIVERSITIES CARIBBEAN's Triple R strategic plan (2018-2023) is built upon three pillars - Reputation, Resilience, Revenue, to improve the Reputation of the sector; to enhance the Resilience of the member universities; and to increase the Revenue position of members and sector. Projects to promote student mobility across the region, and create joint research around important regional challenges, were approved for implementation. The organising principle guiding these projects is "ONE CARIBBEAN", with two signature events: A biannual "One Caribbean Solutions" symposium to create opportunities for academics to engage with practitioners and build strategies to develop practical solutions to challenges faced by the Caribbean and Latin American region; An annual "One Caribbean Youth Forum" (#OCYF) to boost innovative entrepreneurship and create awareness among Caribbean youth representatives of their roles as future leaders of the sustainable development of their region.

Officials from UNESCO-IESALC and other UN development agencies have welcomed the launch of UNIVERSITIES CARIBBEAN and pledged commitment to the objectives of promoting greater integration and partnership across the regional universities. Partner associations and various Higher Education networks such as IAU, EUA, UDUAL, CORPUCA, OUI-IOHE, SEGIB, EU-LAC, ENLACES and ASCUN-CRECES have (re)asserted their wish to collaborate and build joint projects.

Elected as President of the new organisation in November 2018, Sir Hilary Beckles, Vice Chancellor of the University of the West Indies, informed the General Assembly that UNIVERSITIES CARIBBEAN will bring the region in line with other parts of the hemisphere and world where similar regional university organisations exist to support and direct the effective planning and networking of Higher Education programs and research. The nomination of three executive members as Vice-Presidents dedicated to Research, Outreach and Communication and the Executive Committee being constituted of rectors from the Anglophone, Dutch, Francophone and Spanish speaking Caribbean, strongly underline the translingual and transcultural dimension of this regional Higher Education organisation. UNIVERSITIES CARIBBEAN genuinely seeks to transcend national borders in order to generate innovative scholarship, joint programs of excellence and avant-garde research projects. Within the organization, transversal and translingual research units will focus on topics that are highly significant to the Caribbean region: Ecology and Sustainable Development, Maritime Technologies, Public Health and Tropical Medicine, Gender and Development Studies, Social Mobility, Cultural Memory and any other research fields relevant to the region.

The rebranded Association is thus fully committed to becoming the central actor in the development of new and innovative ideas to address the social, economic and cultural changes occurring in the wider Caribbean region. Strategic actions will involve strengthening networks and resources in a synergistic manner so as to raise the status of member institutions of the region through collaboration and create sustainable partnerships to increase the competitiveness of our institutions in the global environment. In this new era of technological advancement, ecological engineering and global innovations, UNIVERSITIES CARIBBEAN vows to play a decisive role in the social and sustainable development of the region, implement its new strategic plan, strengthen connections among its members and encourage new affiliations throughout the Caribbean and the Americas. Ultimately, the regional organisation seeks to create an interactive platform in order to boost its members' visibility, sustainability and overall commitment to serving their communities and use Higher Education to promote Caribbean unity and uniqueness, locally and globally.



## BIOGRAPHY NOTE

### :: Dr. Myriam Moïse

Myriam Moïse is an Associate Professor at Université des Antilles (Martinique), a permanent researcher at the Caribbean Social Sciences Research Unit (LC2S/CNRS-UMR 8053) and a 2019-2020 Fulbright Research Fellow. In 2018, she was appointed Secretary-General of UNIVERSITIES CARIBBEAN, the organization of Caribbean Universities and Research Institutes (formerly UNICA).

Myriam Moïse holds a Doctorate in Anglophone Studies from Université de la Sorbonne Nouvelle in Paris, and a PhD in Literatures in English from the University of the West Indies in Trinidad. Her research fields include Postcolonial Studies, Gender Studies and Discourse Analysis, with a special focus on the literary and artistic productions by women of African Caribbean descent. She has published a number of articles in peer-reviewed scholarly journals (Commonwealth Essays&Studies, PoCo Pages, Vertigo, Wagadu) and book chapters in edited collections, namely in *Diasporic Women's Writing of the Black Atlantic: (En)Gendering Literature and Performance* (Routledge 2014), *Ville et Environnement: Regards Croisés sur le monde postcolonial* (Michel Houdiard 2014) and *Anthology Vodou I Remember* (Lexington Books 2016).

Dr Moïse is very committed to developing research and educational projects in the Caribbean region: She was recently elected an Executive member of the Caribbean Studies Association and has been working as a French advisor for the Caribbean Examination Council (CXC) since 2018. She is currently engaged in various research activities including the coordination of the European Union's Horizon 2020 Research and Innovation program "Connected Worlds: The Caribbean, Origin of Modern World" under the Marie Skłodowska Curie grant agreement, which aims to strengthen cross-sector and cross-border international collaboration (CONNEXCARIBBEAN-823846).

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## **“UNE CARAÏBE” POUR L’UNITÉ DU SECTEUR UNIVERSITAIRE**

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UNIVERSITÉS CARAÏBE (anciennement UNICA) est l’Association des universités et instituts de recherche de la Caraïbe, récemment renommée. L’Association a pour objectif de favoriser la coopération entre les établissements d’enseignement supérieur de la région caribéenne. L’Association définit la Caraïbe comme la zone géographique comprenant les îles des Antilles et les zones côtières des pays entourant la mer des Caraïbes et le golfe du Mexique, y compris l’Amérique centrale et la région septentrionale de l’Amérique du Sud et les Guyanes, reconnaissant ainsi les forces transnationales, translinguistiques et transculturelles de la région.

Outre son caractère transversal, la force de cette organisation régionale réside dans le fait que tous ses membres exécutifs et affiliés sont les plus hauts responsables, recteurs, chanceliers et présidents des établissements d’enseignement supérieur de la région. La prise de décision est donc rapide et efficace. Ces responsables sont pleinement résolus à souligner l’importance du secteur tertiaire dans sa capacité à répondre aux besoins de la société et à contribuer de manière cohérente et significative aux domaines prioritaires du développement durable aux niveaux national, régional et mondial, y compris l’environnement, l’énergie, la technologie et l’innovation.

Le mandat général confié à UNIVERSITIES CARIBBEAN est d’intégrer le secteur universitaire régional et d’en améliorer la qualité et l’impact régional. La coopération, la solidarité et les intérêts mutuels font partie des valeurs fondamentales

de l'organisation, qui entend être la voix de la région Caraïbe dans les domaines de la qualité, de la mondialisation, de la résilience et de la viabilité financière. Le plan stratégique [Triple R] de UNIVERSITÉS CARAÏBE (2018-2023) repose sur trois piliers (Réputation, Résilience, Revenu): améliorer la Réputation du secteur; renforcer la Résilience des universités membres; et augmenter le Revenu des membres et du secteur.

Des projets visant à promouvoir la mobilité des étudiants dans la région et à créer des réseaux de recherche conjoints autour d'importants défis régionaux ont été approuvés et seront mis en œuvre. L'organisation oriente tous ses projets selon le principe « UNE CARAÏBE », avec deux événements caractéristiques: un symposium biennuel "One Caribbean Solutions" afin de créer des opportunités de discussion entre les universitaires et les praticiens du terrain pour qu'ils construisent ensemble des stratégies d'élaboration de solutions pratiques face aux problèmes rencontrés par la Caraïbe et l'Amérique latine; un forum annuel de la jeunesse "One Caribbean Youth Forum" (#OCYF) afin d'encourager l'entrepreneuriat innovant et d'inciter les jeunes à prendre conscience de leurs rôles en tant que futurs leaders du développement durable de leur région.

Des responsables de l'UNESCO-IESALC et d'autres agences de développement des Nations Unies ont salué le lancement d' UNIVERSITÉS CARAÏBE et se sont engagés à promouvoir une plus grande intégration et un meilleur partenariat entre les universités de la région. Des associations partenaires et autres réseaux d'enseignement supérieur tels que IAU, EUA, UDUAL, CORPUCA, OUI-HOHE, SE-GIB, EU-LAC, ENLACES et ASCUN-CRECES ont (ré)affirmé leur souhait de collaborer et de construire des projets communs. Élu Président de la nouvelle association en novembre 2018, Sir Hilary BECKLES, Vice-Chancelier de l'Université des West Indies, a informé l'Assemblée Générale que UNIVERSITÉS CARAÏBE alignerait la région sur d'autres régions du continent et du monde où des organisations universitaires régionales similaires existent pour soutenir et diriger la planification et la mise en réseau efficaces des programmes et de la recherche dans le domaine de l'enseignement supérieur.

La nomination de trois membres exécutifs en tant que vice-présidents chargés de la Recherche, de la Sensibilisation et de la Communication et le Comité Exécutif, composé de recteurs de la Caraïbe anglophone, néerlandophone, francophone et hispanophone, soulignent fortement la dimension translinguistique et transculturelle de cette organisation régionale d'enseignement supérieur.

UNIVERSITÉS CARAÏBE cherche véritablement à transcender les frontières nationales afin de générer des études innovantes, des programmes communs d'excellence et des projets de recherche avant-gardistes. Au sein de l'organisa-

tion, les unités de recherche transversales et plurilingues seront encouragées par les moyens nécessaires à poursuivre leurs investigations dans les domaines les plus signifiants pour la région: L'écologie et le développement durable, les technologies maritimes, la santé publique et la médecine tropicale, les études sur le genre et le développement, la mobilité sociale, les mémoires culturelles et toutes autres recherches dans des domaines pertinents pour la région.

Dans sa nouvelle version, l'association s'engage donc à prendre une part centrale dans le développement d'idées novatrices afin de répondre aux nombreux enjeux liés aux transformations sociales, économiques et culturelles de la zone Caraïbe. Les actions stratégiques incluent le renforcement des réseaux et des ressources de manière synergique afin d'améliorer le statut des institutions membres par une démarche collaborative et la création de partenariats durables qui augmenteront la compétitivité de ces institutions à l'échelle mondiale. Dans cette période marquée par les avancées technologiques, l'ingénierie écologique et les innovations globales, UNIVERSITÉS CARAÏBE s'engage à jouer un rôle décisif dans le développement social et durable de la région, à mettre en œuvre son nouveau plan stratégique, à renforcer les liens entre ses membres et à encourager de nouvelles adhésions dans la Caraïbe et les Amériques. A terme, l'association vise à créer une plate-forme interactive afin de renforcer la visibilité et la pérennité de ses membres, tout autant que leur engagement à servir leurs communautés et à utiliser l'enseignement supérieur dans le but de promouvoir l'unité et l'unicité de la Caraïbe, localement et mondialement.

**:: Dr. Myriam Moïse**

Myriam Moïse est Maître de Conférences à l'Université des Antilles (Martinique), chercheure statutaire du Laboratoire Caribéen de Sciences Sociales (affiliation CNRS, LC2S-UMR 8053) et lauréate de la bourse Recherche Fulbright 2019-2020. Depuis sa nomination en 2018, elle est Secrétaire Générale de UNIVERSITÉS CARAÏBE, l'Association des universités et instituts de recherche de la Caraïbe.

Myriam MOÏSE a obtenu un Doctorat en Études anglophones à l'Université de Paris 3 La Sorbonne Nouvelle et un PhD Literatures in English à l'Université des West Indies, Trinidad. Ses domaines de recherche concernent les études postcoloniales, les études sur le genre, et l'analyse du discours, plus particulièrement les textes produits par les femmes afro-caribéennes. Ses articles ont été publiés dans des revues internationales (Commonwealth Essays & Studies, PoCo Pages, Vertigo, Wagadu) et ses chapitres dans des ouvrages collectifs, notamment dans *Diasporic Women's Writing of the Black Atlantic: (En) Gendering Literature and Performance* (Routledge 2014), *Ville et Environnement: Regards Croisés sur le monde postcolonial* (Michel Houliard 2014) et *Anthology Vodou I Remember* (Lexington Books 2016).

Dr MOÏSE est très impliquée dans la mise en place de projets de recherche et d'éducation dans la région Caraïbe: Elle a été élue membre du comité exécutif de la Caribbean Studies Association et depuis 2018, elle intervient en tant que conseillère pour le Français auprès du Caribbean Examination Council (CXC). Elle est actuellement impliquée dans plusieurs activités de recherche dans la Caraïbe et les Amériques, dont la coordination d'un programme « Recherche et Innovation » de l'Union Européenne Horizon 2020 "Connected Worlds: The Caribbean, Origin of Modern World" financé par la convention Marie Skłodowska-Curie qui vise à renforcer les collaborations transversales et transnationales (CONNECCARIBBEAN-823846).

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## **“UN CARIBE” PARA LA INTEGRACION DEL SECTOR UNIVERSITARIO**

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UNIVERSIDADES CARIBE (anteriormente UNICA) es la Asociación recientemente renombrada de Universidades e Institutos de Investigación del Caribe.

El objetivo de la Asociación es fomentar la cooperación entre las instituciones de educación superior en la región del Caribe. La Asociación define el Caribe como el área geográfica que comprende las islas de las Antillas y las zonas costeras de los países que rodean el Mar Caribe y el Golfo de México, incluida América Central y la región norte de América del Sur y las Guayanas, reconociendo así las fuerzas transnacionales, translinguales y transculturales de la región.

Además de su naturaleza transversal, la fortaleza de la asociación radica en el hecho de que todos sus miembros ejecutivos y afiliados son los más altos funcionarios, rectores, cancilleres y presidentes de instituciones de educación superior en la región del Caribe, lo cual permite la toma de decisiones rápida y eficiente. Estos líderes están totalmente comprometidos a insistir en la importancia de que el sector terciario tome en cuenta las necesidades de la sociedad y contribuya de manera coherente y significativa a las áreas prioritarias del desarrollo sostenible a nivel nacional, regional y global, incluyendo el medio ambiente, energía, tecnología e innovación.

El mandato general encomendado a UNIVERSIDADES CARIBE es la integración del sector universitario regional y la mejora de su calidad e impacto regional. La cooperación, la solidaridad e intereses mutuos son el fundamento de los valores de la organización que busca convertirse en la voz de la región en las

áreas de calidad, globalización, resiliencia y sostenibilidad financiera. El plan estratégico [Triple R] de UNIVERSIDADES CARIBE (2018-2023) se basa en tres pilares (Reputación, Resiliencia, Crédito), o sea, mejorar la reputación del sector; fortalecer la resiliencia de las universidades miembros; e incrementar los créditos de los miembros y el sector.

Se han aprobado y se implementarán proyectos para promover la movilidad estudiantil en la región y crear redes conjuntas de investigación en torno a importantes desafíos regionales. La organización dirige todos sus proyectos de acuerdo con el principio “UN CARIBE”, con dos eventos característicos: un simposio “One Caribbean Solutions” para crear oportunidades de discusión entre académicos y profesionales en el campo para construir juntos estrategias para desarrollar soluciones prácticas para enfrentar los desafíos que enfrenta la región del Caribe y América Latina; un foro juvenil anual “One Caribbean Youth Forum” para alentar el emprendimiento innovador y alentar a los jóvenes a tomar conciencia de sus roles como futuros líderes del desarrollo sostenible en su región.

Funcionarios de UNESCO-IESALC y otras agencias de desarrollo de la ONU dieron la bienvenida al lanzamiento de UNIVERSIDADES CARIBE y se comprometieron a promover una mayor integración y asociación entre las universidades de la región. Las asociaciones asociadas y otras redes de educación superior como IAU, EUA, UDUAL, CORPUCA, YES-IOHE, SEGIB, EU-LAC, ENLACES y ASCUN-CRECES han (re)afirmado su deseo de colaborar y construir proyectos conjuntos. Elegido presidente de la nueva asociación en noviembre de 2018, Sir Hilary BECKLES, vicerrector de la Universidad de West Indies, informó a la Asamblea General que UNIVERSIDADES CARIBE alinearían la región con otras regiones del hemisferio y el mundo donde Existen organizaciones académicas regionales similares para apoyar y dirigir la planificación efectiva y la creación de redes de programas de educación superior e investigación.

El nombramiento de tres miembros ejecutivos como vicepresidentes dedicados a la investigación, el desarrollo de asociaciones y la comunicación, y el Comité Ejecutivo, compuesto por presidentes y rectores de universidades con sede en el Caribe de habla inglesa, español, francés y holandés, destacar aún más el objetivo de la asociación para avanzar en la regionalización de la educación superior en el Caribe desde una perspectiva translingüística y transcultural.

UNIVERSIDADES CARIBE tiene como objetivo ir más allá de las fronteras nacionales para generar estudios innovadores, programas de excelencia co-construidos y programas de investigación de vanguardia. Dentro de la organización, se alentarán las unidades de investigación intersectoriales y multilingües por

los medios necesarios para continuar sus investigaciones en las áreas más importantes de la región: ecología y desarrollo sostenible, tecnologías marítimas, salud pública y medicina tropical, estudios sobre género y desarrollo, movilidad social, recuerdos culturales y otras investigaciones en áreas relevantes para la región.

En su nueva versión, la asociación se compromete a asumir un papel central en el desarrollo de ideas innovadoras para satisfacer los numerosos problemas relacionados con los cambios sociales, económicos y culturales en el Gran Caribe. Las acciones estratégicas incluyen el fortalecimiento de redes y recursos de manera sinérgica para mejorar el estado de las instituciones miembros a través de un enfoque de colaboración y la creación de asociaciones sostenibles que aumentarán la competitividad de estas instituciones a nivel mundial. En este período marcado por los avances tecnológicos, la ingeniería ecológica y las innovaciones globales, UNIVERSIDADES CARIBE se compromete a desempeñar un papel decisivo en el desarrollo social y sostenible de la región, para implementar su nuevo plan estratégico, para fortalecer vínculos entre sus miembros y fomentar nuevas membresías en el Caribe y las Américas. En última instancia, la asociación tiene como objetivo crear una plataforma interactiva para mejorar la visibilidad y la sostenibilidad de sus miembros, así como su compromiso de servir a sus comunidades y utilizar la educación superior para promover la unidad y la singularidad del Caribe, localmente y globalmente.



## NOTA BIOGRÁFICA

### :: Dr. Myriam Moïse

Myriam Moïse es profesora asociada de la Universidad de Antillas (Martinica), investigadora estatutaria del Laboratorio de Ciencias Sociales del Caribe (afiliación CNRS, LC2S-UMR 8053) y laureada Fulbright 2019-2020. Desde su nombramiento en 2018, es Secretaria General de UNIVERSIDADES CARIBE, la Asociación de Universidades e Institutos de Investigación del Caribe.

Myriam MOÏSE obtuvo un doctorado en estudios anglófonos en la Universidad de París 3 La Sorbonne Nouvelle y un doctorado en literatura en inglés en la Universidad de West Indies, Trinidad. Sus intereses de investigación incluyen estudios poscoloniales, estudios de género y análisis del discurso, con énfasis en textos producidos por mujeres afro-caribeñas. Sus artículos han sido publicados en revistas internacionales (Commonwealth Essays & Studies, PoCo Pages, Vertigo, Wagadu) y sus capítulos en trabajos colectivos, incluyendo *Diasporic Women's Writing of the Black Atlantic: (En) Gendering Literature and Performance* (Routledge 2014), *Ville et Environnement: Regards croisés sur le monde postcolonial* (Michel Houdiard 2014) y *Anthology Vodou I Remember* (Lexington Books 2016).

La Dra. MOÏSE está muy involucrada en la implementación de proyectos de investigación y educación en la región del Caribe: fue elegida miembro del Comité Ejecutivo de la Asociación de Estudios del Caribe y actúa como consultora de francés en el Examen del Caribe Consejo (CXC) desde 2018. Actualmente participa en varias actividades de investigación en el Caribe y las Américas, incluida la coordinación de un programa de investigación e innovación de la Unión Europea Horizonte 2020 "Connected Worlds: The Caribbean, Origin of Modern World", financiado por la Convención Marie Skłodowska-Curie, cuyo objetivo es fortalecer las colaboraciones transversales y transnacionales (CONNECCARIBBEAN-823846).

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## INSTRUCCIONES

### :: Instrucciones a los autores

#### 1. Enfoque temático y alcance

**Educación Superior y Sociedad (ESS)** es una revista científica, semestral, arbitrada e indexada, cuyo objetivo de difundir resultados de investigación; identificar brechas de conocimiento y desarrollar tendencias temáticas; traer al ámbito del debate cuestiones y problemas actuales; promover la investigación en y sobre la educación superior; disseminar información sobre políticas y buenas prácticas; contribuir al establecimiento de puentes entre los resultados de la investigación y la formulación de políticas públicas sobre Educación Superior; facilitar y estimular en el escenario académico internacional la discusión compleja, transdisciplinaria y de alto impacto social para el desarrollo efectivo de la sociedad, promueve el intercambio de ideas, de experiencias y el debate crítico; busca estimular la organización de redes y la cooperación entre actores, fortaleciendo las condiciones para la innovación en la educación superior. Su objetivo misional es constituirse en una plataforma comunicacional para investigadores y un repositorio de investigaciones relacionadas con la educación superior en América Latina y el Caribe.

**Educación Superior y Sociedad (ESS)**, se propone abordar temas de investigación con resultados epistémicos y metodológicos que inicien la discusión continental sobre temas como aseguramiento de la calidad, responsabilidad social, diversidad cultural, internacionalización del espacio de la educación superior, investigación, conocimiento y desarrollo.

## 2. Cobertura Temática

**Educación Superior y Sociedad (ESS)**, es una revista de ciencias sociales, especializada en temas relacionados con educación superior en América Latina y el Caribe, con énfasis en:

- Aseguramiento de la calidad de la educación
- Pertinencia y responsabilidad social
- Diversidad cultural e interculturalidad
- Integración regional e internacionalización
- Investigación y producción de conocimiento
- Contexto global y regional de la educación superior

Educación Superior y Sociedad (ESS) está dirigida a la comunidad académica universitaria de la región y del mundo. A investigadores de las ciencias sociales, a estudiantes universitarios de la región y del mundo, al público en general interesado en temas de reflexión y análisis sobre la educación superior.

## 3. Forma y preparación de manuscritos

**3.1.** El artículo debe contener información sobre:

- a) Título
- b) Nombre completo de autor o autora
- c) Resumen curricular (en instituciones, área docente, de investigación, título y fuente de las publicaciones anteriores (de haberlas). El tipo de letra o fuente a usar: Times New Roman 12.

**3.2.** El interlineado: a doble espacio (2,0), para todo el texto con única excepción en las notas a pie de página.

**3.3.** Entre párrafo y párrafo no deberá existir espacio libre.

**3.4.** El primer renglón de todo párrafo deberá llevar sangría de 0,7 cm, de esta manera se diferenciarán los párrafos sin la necesidad de dejar un espacio libre.

**3.5.** El trabajo debe poseer título y resumen en español, inglés, francés y portugués. Este resumen debe tener una extensión de una cuartilla o entre 100 y 150 palabras y especificar: propósito, teoría, metodología, resultados y conclusiones. Al final, deben ubicarse tres Palabras claves o descriptores.

- 3.6.** Deben enviarse en formato digital Word 2007 (en adelante). La extensión de los artículos deberá estar comprendida entre 15 y 20 cuartillas incluyendo referencias.

#### **4. Estructura del texto**

En una parte introductoria debe especificarse el propósito del artículo; en la sección correspondiente al desarrollo se debe distinguir la base teórica y metodológica; las conclusiones sólo podrán ser derivadas de los argumentos manejados en el cuerpo del trabajo y las referencias en el formato APA 2018.

#### **5. Citas textuales**

Si son de menos de 40 palabras, se colocan dentro del texto entre comillas, al finalizar la cita se coloca la referencia entre paréntesis de autor, año y número de página. Si las citas son de más de 40 palabras se coloca en un bloque de texto separado, sin comillas, con sangría izquierda de 2,54 cm, 1.5 de interlineado. La referencia se coloca al finalizar la cita entre paréntesis. Las referencias a la fuente contienen el apellido del autor, seguido entre paréntesis por el año de publicación, luego p. y el número de página. Por ejemplo: Hernández (1958, p. 20).

#### **6. Lista de referencias**

Se coloca al final del texto, con el siguiente subtítulo, en negritas y al margen izquierdo: **Referencias.**

Cada registro se transcribe a un espacio, con sangría francesa. Entre un registro y otro se asigna espacio y medio. Debe seguirse el sistema APA 2018.

#### **7. Sistema de arbitraje: evaluación externa por pares y anónima**

El Equipo de Producción Editorial de **Educación Superior y Sociedad (ESS)**, una vez comprobado que el artículo cumple con las normas relativas a estilo y contenido indicadas en las normas para los autores sobre la presentación de originales, lo enviará a dos expertos revisores anónimos de Comisión de Arbitraje, integrado por académicos e investigadores de América Latina y el Caribe,, según el modelo doble ciego. La valoración incidirá en el interés del artículo, su contribución al conocimiento del tema tratado, las novedades aportadas, la corrección de las re-

laciones establecidas, el juicio crítico desarrollado, los referentes bibliográficos manejados, su correcta redacción, etc., indicando recomendaciones, si las hubiera, para su posible mejora. Basándose en las recomendaciones de los revisores, el Equipo de Producción Editorial de de Educación Superior y Sociedad (ESS) comunicará a los autores el resultado motivado de la evaluación por correo electrónico, en la dirección electrónica que hayan utilizado para enviar el artículo y que registraron en la web de ESS (OJS). El Equipo de Producción Editorial comunicará al autor principal el resultado de la revisión (publicación sin cambios; publicación con correcciones menores; publicación con correcciones importantes; no recomendado para su publicación), así como las observaciones y comentarios de los revisores. Si el manuscrito ha sido aceptado con modificaciones, los autores deberán reenviar una nueva versión del artículo, atendiendo a las demandas y sugerencias de los evaluadores externos. Los artículos con correcciones importantes podrán ser remitidos al Equipo de Producción Editorial para verificar la validez de las modificaciones efectuadas por el autor. Atendiendo al grado de cumplimiento de las modificaciones solicitadas por el árbitro, el Equipo de Producción Editorial se pronunciará sobre si procede o no la publicación del artículo. Dicha decisión será comunicada al autor por el/editor/a de la revista.

## **8. Dibujos, gráficos, fotos y diagramas**

Deben estar ubicados dentro del texto, en el lugar que les corresponda.

## **9. Periodicidad**

**Educación Superior y Sociedad** es una revista semestral, cuyas publicaciones se realizarán en dos oportunidades año: en los meses de julio y diciembre. Es posible que que por circunstancias específicas (números especiales o colecciones aniversarias) las publicaciones se realicen durante el semestre I y II.

## RULES FOR AUTHORS

### :: Rules for Authors

#### 1. Thematic approach and scope

**Educación Superior y Sociedad (ESS)** is a biannual, refereed and indexed scientific journal; its main objectives are to disseminate research results; identify knowledge gaps and develop thematic trends; bring current issues and problems to the realm of debate; promote research in and about higher education; disseminate information about policies and good practices; contribute to the establishment of bridges between the results of research and the formulation of public policies on Higher Education; facilitate and stimulate the complex, trans-disciplinary and high-impact social debate for the effective development of society in the international academic scenario; promote the exchange of ideas, experiences and critical debate; encourage the organization of networks and cooperation between actors, strengthening the conditions for innovation in higher education. Its mission is to become a communication platform for researchers and a repository for research related to higher education in Latin America and the Caribbean. To celebrate the 25th Anniversary of **Educación Superior y Sociedad ESS**, we intend to publish a special collection, that will address research topics with epistemic and methodological results in order to instigate a continental discussion on topics such as quality assurance, social responsibility, cultural diversity, internationalization of higher education, research, knowledge and development.

## 2. Thematic coverage

**Educación Superior y Sociedad (ESS)**, is a social science journal, specializing in topics related to higher education in Latin America and the Caribbean, with emphasis on:

- Ensuring the quality of education
- Relevance and social responsibility
- Cultural diversity and inter-culturality
- Regional integration and internationalization
- Research and production of knowledge
- Global and regional context of higher education

**Educación Superior y Sociedad (ESS) Sociedad** (Higher Education and Society) is aimed at the regional and worldwide academic community, it is for social sciences researchers, regional and worldwide university students, people interested in topics of reflection and analysis on higher education.

## 3. Structure and preparation of manuscripts

- 3.1.** The article must contain the following information: a) Title  
b) Author's full name c) Curriculum summary (in institutions, teaching area, research, title and source of previous publications - if any) Typeface to be used: Times New Roman 12.
- 3.2.** The line spacing: double space (2.0), for all the text with exception of footnotes.
- 3.3.** There must be no blank spaces between paragraphs.
- 3.4.** The first line of every paragraph should have an indentation of 0.7 cm, in this way the paragraphs will be differentiated without the need of leaving a blank space.
- 3.5.** The work must have a title and summary in Spanish, English, French and Portuguese. This summary must have a length of one page or between 100 and 150 words and it must specify: purpose, theory, methodology, results and conclusions. Three keywords or descriptors must be located at the end.

**3.6.** The work must be sent in Word 2007 digital format (or later versions). The extension of the articles should be between 10 and 20 pages including references.

#### **4. Structure of the text**

The purpose of the article must be specified in an introductory section; the theoretical and methodological basis must be distinguished in the section corresponding to development; and the conclusions can only be derived from the arguments handled in the body of work.

#### **5. Textual quotes**

If it has less than 40 words, it will be placed inside the text between quotation marks, and the reference will be placed at the end of the quote between parenthesis, author, year and page number. If the quote has more than 40 words, it will be placed in a separate text block, without quotation marks, with a left indentation of 2.54 cm, 1.5 line spacing. The reference will be placed between parentheses at the end of the quote. References to the source contain the author's last name, followed by parentheses for the year of publication, then p. and the page number. For example: Hernández (1958, p.20).

#### **6. List of references**

It is placed at the end of the text, with the following subtitle, in bold letters and to the left margin: References. Each register is transcribed leaving a space, with French indentation. Space and a half are assigned between one register and another. The APA 2018 system must be followed.

#### **7. Arbitration system: external evaluation by peers and anonymously**

Once the Publishing Production Team of **Educación Superior y Sociedad ESS** has verified that the article complies with the rules regarding style and content indicated in the rules for authors on the presentation of originals, it will send it to two anonymous review experts of the Arbitration Commission, which is composed by academicians and researchers from Latin America and the Caribbean, according to the double blind model. The assessment will evaluate the interest of the article, its contribu-



tion to the knowledge of the subject, the novelties provided, the correction of established relationships, the critical judgment developed, the bibliographic references handled, their correct wording, etc. indicating recommendations, when needed, for its possible improvement

Based on the recommendations of the reviewers, the ESS Publishing Production Team will communicate to the authors the result of the evaluation by electronic mail, to the electronic address that they have used to send the article and that they registered on the ESS website (OJS). The Publishing Production Team will communicate the result of the review (publication without changes, publication with minor corrections, publication with important corrections, not recommended for publication), to the main author; as well as the observations and comments of the reviewers. If the manuscript has been accepted with modifications, the authors must forward a new version of the article, taking into account the demands and suggestions of the external evaluators. The articles with important corrections may be sent to the Publishing Production Team to verify the validity of the modifications made by the author. In response to the degree of compliance with the modifications requested by the arbitrator, the Publishing Production Team will decide on whether or not the article will be published. This decision will be communicated to the author by the journal's editor.

## **8. Drawings, graphics, photos and diagrams**

They must be located within the text, in their corresponding place.

## **9. Periodicity**

**Educación Superior y Sociedad** is a biannual journal that will emit issues twice a year: in July and December. It is possible that, due to specific circumstances (special numbers or anniversary collections), publications will be made during semester I and II.