

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/341124385>

Strengthening the alignment between tertiary education and economic development: the Belizean perspective

Article in *International Journal of Training and Development* · May 2020

DOI: 10.1111/ijtd.12176

CITATION

1

READS

137

1 author:



Consuelo Waight

University of Houston

30 PUBLICATIONS 602 CITATIONS

[SEE PROFILE](#)

Strengthening the alignment between tertiary education and economic development: the Belizean perspective

Consuelo Luisa Waight

Researchers have established the role of tertiary education (TE) in economic development (ED). Globally, TE generates significant and multiple direct, indirect and catalytic economic impacts, which result in well-established benefits pertaining to both individuals and broader economies. Last year, the government of Belize published its first comprehensive trade policy to develop a competitive economy, and it acknowledged that a shortage of skilled labour and competent human capital, among other factors, are core weaknesses towards trade development. Given the timeliness of the government's trade policy, the following research question guided this study.

What can tertiary education do to strengthen alignment with economic development in Belize?

The findings revealed that three significant and interrelated factors can strengthen the link between TE and ED: they are (1) program development through strategic consultations (2) building on academic strengths and resources to increase the value proposition and (3) the implementation of talent engagement strategies.

Background

Research question

The role that tertiary education (TE) plays in Belize's economic development (ED) needs attention because the Government of Belize (GOB) has acknowledged that a shortage of skilled labour and competent human capital, among other factors, are core weaknesses inhibiting trade development (Government of Belize, 2019). Moreover, the GOB published its first comprehensive trade policy to develop inclusive and sustainable ED (Government of Belize, 2019). Also, although Belize is the only English-speaking country in Central America, it does not sufficiently utilize its human resources and its privileged language capacity to compete regionally and globally (Waight *et al.*, 2016).

□ Consuelo Luisa Waight, Email: cwright@uh.edu.

Given the GOB's focus on economic growth and acknowledgment of a skilled labour shortage, one research question guided this study: what can TE do to strengthen alignment with ED in Belize?

Tertiary education institutions and economic development

Tertiary education institutions (TEIs) are economic conveyers, and as open systems, they are acutely affected by economic, social and political forces (Newman *et al.*, 2004). The cost and value of a college education is a recurrent narrative in TEIs today (Lipka, 2014) and students, as well as stakeholders such as legislators, business leaders have expectations that TEIs exist to positively impact the economic and social development of their communities (Newman *et al.*, 2004; Trani & Holsworth, 2010). Globally, TE generates significant and multiple direct, indirect and catalytic economic impacts such as human capital, research, innovation and trade promotion, which result in well-established benefits to both individuals and broader economies (British Council, 2012). TE also strengthens a country's adaptability, absorption and transfer of knowledge and technology, which can become a competitive basis for indigenous industries in global markets (Amsden, 1992; Little & Green, 2009).

Lozano (2011) found that TE had the highest private returns among low, low to middle, high to middle and high-income economies. Mendy and Widodo (2018) shared that TE played a pivotal role in the cointegration of economic growth (EG) and human capital (HC) in Indonesia. Similarly, Pereira and Aubyn (2009) found that in Portugal TE had a more substantial effect on growth especially when there are progressive efforts to grow the technological human capital. Resultantly, the HC that TEIs produce remains salient for ED (Carnoy, 1995) because TE has the highest average private returns, approximately 8.6 per cent in comparison to primary and secondary returns at 5.6 per cent and 4.1 per cent, respectively (Becker, 1964; Lozano, 2011). Private returns are what an individual gains from investments in education (Lozano, 2011). For small, developing countries, the role of TE is even more profound because it can uplift or further isolate and marginalize economies, and subsequently societies (Peters, 2001).

Economic model of Belize

For TE to have a profound impact in developing countries, TEI leaders and faculty must understand the economic and social contexts which they serve. Belize has a natural resource-based economic model with the main focus being on tourism and the export of seafood (such as shrimps and lobster), sugar cane and bananas (Ministry of Economic Development, 2016). Besides, Belize's proximity to major markets, such as the USA, Canada and the Caribbean, is an asset. Despite the geographical advantage, however, misalignment exists between Belize's economic growth rates and population growth since the mid-1990s (World Bank, 2018). This misalignment has led to poverty rates estimated to be above 40 per cent (World Bank, 2018) and much higher than those found in neighbouring countries. Subsequently, Belize is vulnerable to external shocks, including unfavourable terms of trade developments, natural hazards and the impacts of global climate change (World Bank, 2018). Simultaneously, the government is constrained by high debt levels and severe limited fiscal space, both of which impact the ability to address and mitigate against challenges (World Bank, 2018). In February 2019, the GOB published its first national trade policy (2019–2030) with the vision 'to develop a competitive economy by utilizing trade as a significant driver for inclusive and sustainable socio-economic development' (Government of Belize, 2019, p. 13). As such, the GOB, via its centralized planning and regulation units, is focused on growing export markets by strengthening multilateral, regional and bilateral trade relations and enhancing market access (Government of Belize, 2019; Ministry of Economic Development, 2016).

In light of the above, Belize's economic model is rooted in the principles of sustainable development, poverty reduction and three notable drivers common to prosperous developing countries: a proactive role for the state, tapping into global markets and innovative social policy (Ministry of Economic Development, 2016). Subsequently,

economic outcomes in Belize depend on a synergistic balance among economic, environmental and social policies. Most important, however, the synergistic balance is highly dependent on the Belize's human capital.

Social constructionism theory

I applied social constructionism theory to this study because the economic model of Belize means that the link between TE and ED is socially constructed. Social constructionism theory posits that truth is not singular and that people are guided by context, language, culture and change. Subsequently, social constructionism rejects positivist beliefs that define the world and its people in classifications and categories (Gergen, 1999; Schultheiss & Wallace, 2012). Instead, the social constructionism perspective challenges us to be critical and give voice to taken for granted knowledge (Schultheiss & Wallace, 2012). Giving voice is imperative to prevent imitative development from advanced countries because these countries do not merely furnish a static endpoint for the process of development; instead, they are rapidly evolving (Portes, 1976). Subsequently, societal development does not occur linearly towards a static goal but rather as a dialectic exchange between national and transnational actors (Portes, 1976; Wallerstein, 1974). Arguably, local interactions may be more significant to ED than that of national and transnational actors. Social constructionism theory advances the idea that through dialog and participation, original solutions to human problems are incubated and nurtured in place of imported, expensive and unnecessarily complex devices (Illich, 1969; Portes, 1976).

Method

Phenomenological design was used to guide this study. Phenomenology is a research strategy of inquiry in which the researcher identifies the essence of human experiences about a phenomenon as described by participants (Creswell, 2013). In this study, interviews were used to explore what TE can do to strengthen alignment with the ED.

Sample

Purposive sampling was used to identify and select 20 participants for this study. The criteria used for selection included the following: (1) prior participation in the national human resource needs study conducted in 2004 (2) current employment in the same field or within a related context and (3) a minimum of 10 years of work experience in their respective sectors. The criteria were essential to the selection process because individuals who meet these criteria would be acutely aware of TE's role in ED in Belize. In the end, the interviews were conducted with 15 participants from 11 organizations (see Table 1). These participants had more than 15 years of experience and worked in the private (3), public (9) and non-governmental sectors (2).

Data collection

Semi-structured, face-to-face interviews were used to collect data. Thirteen of the fifteen interviews were recorded, and transcribed verbatim, and extensive notes taken during the non-recorded interviews. The interviews were between 40 min and one hour in length. In one instance, the interview was conducted on two separate days and this particular interview lasted for 5 h. Also, during the interviews, three participants shared five documents that were included in the data analysis process. At the end of the process, three interviewees were contacted for further clarification to confirm the accuracy of the transcripts.

Instrumentation

The interview guide, organized into two sections, contained 15 questions related to the economy, TE, jobs and workforce development in Belize. A pilot study was conducted

Table 1: Organizational affiliation of participants

Organizations	Frequency
1. Belize Tourism Board	1
2. Belize Tourism Industry Association	1
3. Belize Training and Employment Centre	1
4. University of the West Indies (Belize Campus)	1
5. Belize Electricity Limited	2
6. Belize Water Services	1
7. Peace Corps	1
8. Belize Muffles College	1
9. Wesley Junior College	2
10. Ministry of the Public Service	2
11. University of Belize	2

with three participants to evaluate the dependability of the interview guide. The pilot study resulted in the reordering of one question. The pilot study participants were included in the study.

Data analysis

A four-step content analysis approach, based on phenomenological philosophy, was used to analyse the data (Giorgi *et al.*, 2017). The four steps included: getting a total impression, identifying meaning units, abstracting the contents of individual meaning units and summarizing their importance. In conducting the analysis, I focused on the 'manifestations of the lived meanings and values' expressed by the participants (Giorgi *et al.*, 2017, p. 181). I first listened to the recorded interviews and then, read the transcripts to get a total impression. Second, I analyzed the data and identified 27 emergent themes. A template with the 27 themes was then created. Examples of themes were *differentiation of degrees, relationship-based hire and talent gap*. Giorgi *et al.* (2017) offered that the full description of themes should be divided into parts so that a proper analysis can be completed. Having done this, I reviewed the 27 themes for relatedness by listening to the interviews and by reviewing the transcripts. I focused on the use of language and the examples provided. Subsequently, the 27 themes were reduced to four, and in the final stage of the analysis, I summarized the importance of the themes and their meanings.

Limitations

This study does not reflect the perceptions of all the leaders in the private, public and non-governmental sectors.

Reflexivity

In 2004, I completed a related study in Belize. The study was funded by the Inter-American Bank and it focused on national human resource needs. Also, I am from Belize and completed my formative education at the University of Belize. Given my experiences, two assumptions were made prior to conducting this study: (1) that TEIs in Belize are crucial for advancement and employment opportunities; and (2) students with a university education are prepared for work. These assumptions were based on my educational experience at the University of Belize.

Integrity measures

Trustworthiness looks at the credibility of the data and dependability of the researchers' conclusions (Barker & Pistrang, 2005). To ensure the credibility of the interview guide,

I aligned the interview questions with those used in the 2004 study. Also, I conducted a pilot test of the interview guide with three participants to assess dependability. The pilot test resulted in the reordering of one question. To ensure credibility among the data transcripts, I sought clarification from three participants. Dependability relates to consistent practices in data analysis procedures. The four-step approach to data analysis (as described in the data analysis section) helped to ensure that data interpretations were consistent.

Findings

The purpose of this study was to examine what TE can do to strengthen alignment with the ED. Three interrelated factors emerged from the study, they are (1) program development through strategic consultations (2) build on academic strengths and resources to increase value proposition and (3) the implementation of talent engagement strategies.

Program development through strategic consultations

The findings revealed that strategic consultations with private, public and non-governmental stakeholders are imperative to strengthen the link between TE and ED. Presently, there are few formalized partnerships and networks that engage and link the private, public and non-governmental sectors with the TEIs at the organizational, department and program levels. When consultations occur, they are episodic. As a result, relationships are underdeveloped, and the outcomes of said consultations are unknown. The participants shared that formal partnerships that include frequent meetings with stakeholders become knowledge hubs that can provoke critical conversations about Belize's economic and social needs. Moreover, these conversations may unearth strategies for mentorships, internships, full-time employment, problem-based learning, research and possibly funding, all of which support marketable skills. The participants offered that a formal partnership, in the form of advisory boards, and consortiums, for example, can produce feedback loops that can help faculty adapt to the ever-changing workplace and workforce needs. The participants shared that although the faculty benchmarked their programs with international TEIs such as the Caribbean Area Network for Quality Assurance in Tertiary Education, the benchmark does not take into account the economic nuances of the Belizean context. One participant stated, 'TE in Belize has had a haphazard evolution, and we have not created an alignment between TE and the present and future human resource development needs'.

In exploring the reasons for the disconnect between TEIs and ED, the participants expounded on three cultural dimensions: relationships, being and status. They shared that although relationships are central to the Belizean livelihood, these relationships do not always lead to knowledge exchange and transformation. Instead, programs are protected and insulated from feedback, and polarization emerges. Subsequently, inertia prevails, siloed paths emerge because TE operates in isolation from other sectors, and TEIs remain in a vacuum. This paralysis is complicated because while faculty and stakeholders across various sectors may cross paths under other circumstances, conversations about economic and workforce needs are elusive. The participants felt that the TEIs' inaction is possibly due to a preference for 'being.' Being, in the Belizean context, was described as satisfaction with the historical practices, because they offer a sense of security and control. Besides, status is important in the Belizean context (i.e. the titles Dean or Professor may signify expertise, power, in decision making) and creating spaces or situations, where knowledge and authority may be challenged is minimized because *being* is more appealing than taking action against the status quo. Subsequently, formal partnerships where stakeholders can ask critical questions, and instigate change are unattractive. The inaction, however, perpetuates an inside-out educational experience that does not reflect and engage with the economic needs of Belize.

Although companies continue to hire graduates, they are keenly aware that the human capital is not adequately prepared to contribute to performance and innovation. An employer described the talent acquisition relationship this way:

We hire the students not because they are prepared to do the work, but because we do not have options.

In the end, participants offered that strategic partnerships with all sectors, especially the private sector, are essential to TEIs engagement with ED. The participants noted, however, that before partnerships are formed, TE leaders need to communicate their institution's ED stance and account for its alignment in their programs, degree plans and what occurs in the classroom.

Build on academic strengths and resources to strengthen value proposition

The participants shared that the lack of strategic partnerships between TEIs and the private and public sectors has led to imitative programs and this *inside-out approach* to program creation has stifled ED. Consequently, participants suggested that TEI leaders identify and use their academic strengths and resources to strengthen the value proposition of programs that align with ED and omit those that have low employment and resultantly, a negative return on investment. Two areas of low-value creation were identified. First, participants felt that there is a lack of differentiation among and between the nine associates and two undergraduate tourism programs. They shared that presently, the primary value that students receive is the location where classes are held. The participants felt that these programs fail to prepare students for the broad assortment of tourism jobs adequately. They offered that the tourism industry is one of the primary revenue drivers for Belize and represents 25 per cent of the workforce. The participants shared that despite the impact of the tourism industry on Belize's economy, most of the tourism programs operate in silos. The program leaders rarely convene among themselves or with tourism stakeholders to discuss the industry's current and future trajectory, employment needs and essential competencies. The participants offered that many of tourism textbooks are archaic and do not reflect the Belizean context. The Belize Tourism Industry Association, for example, has 350 members who remain mostly untapped for internships, mentoring and service-learning. The following quote captures the need to improve the value proposition of the tourism programs,

graduates may have the tourism-related theory, but they do not have people, service, and communication skills. Also, they do not have basic work experience. They rarely do internships or volunteer in tourism-related organizations.

The participants also indicated that successively, graduates come to work with inadequate English skills, limited critical thinking skills and lacking interpersonal and professional skills. The participants recognized that English literacy is complex and systemic and it impacts communication skills. This quote captures the saliency of communication skills:

because we are opening up new tourism markets, the need for multilingualism is imminent, but we must first focus on English literacy across all levels of education. Although we are an English-speaking country, our graduates are unable to use the language for work effectively.

Besides, the participants said that TE needs to reframe how they teach; learning needs to occur in the context of work and not just theory.

Second, the participants referred to the science, technology, engineering and mathematics (STEM) programs. They indicated that although there are approximately 54 STEM-related associate programs and 7 STEM-related undergraduate programs, employers are unable to find a qualified STEM workforce. Like tourism, STEM program leaders are inward-focused and rarely gather among themselves, and with external stakeholders, to discuss needs. The lack of dialogue stifles awareness about program strengths and their applicability in the workplace. As such, conversations about inter-discipline or multi-discipline collaborations that can maximize resources such as expertise and laboratories, across institutions are nonexistent. The following quote highlights the participants' views on the STEM programs:

TEIs approach STEM with a broad brush, we teach STEM courses with under-equipped laboratories, and instead of funding all STEM initiatives, we should devote resources to those that are strengths.

The participants indicated that TE leaders should investigate what value, beyond the degree credentials, the students and stakeholders receive from the programs.

Therefore, instead of proliferating the same programs across the country, the participants felt that TE leaders should work together to strengthen and diversify program offerings. In so doing, TEIs may maximize talent and resources. It is better to have two or three top-notch biology laboratories than to have six under-resourced, archaic laboratories. As such, TEIs should consider purposeful ways of how together they can elevate the quality of tourism and STEM programs. For example, with synergistic collaborations, tourism programs with specific foci such as hospitality and culinary specializations may emerge. Similarly, STEM collaborations can strengthen the quality and outcomes of electrical and mechanical engineering programs.

Talent engagement strategies

When participants were asked what TEIs can do to strengthen consultations and collaboration, they offered that TEIs need a talent engagement strategy (TES) that includes four major components: transparent hiring, talent assessment, talent retention and advancement. First, the participants offered that TEIs need transparent hiring practices to ensure that relationships do not supersede expertise. Relationship-based hiring may negatively impact the value proposition provided to students and communities because a relationship-based hire may not have the appropriate skills and knowledge for the job. For example, a participant observed that a person with a bachelor's degree in biology, who lacked tourism experience, was hired to teach a tourism course. The relationship-based hiring practice undermines talented professionals and their underutilization leads to disengagement forcing the educated elites to look for employment elsewhere.

Second, the participants offered that TE leaders should conduct a talent assessment to identify their current and future faculty needs. The talent assessment is essential to evaluate the feasibility, sustainability and competitiveness of existing and future programs. The participants stressed that creating academic programs without the talent source is detrimental to students and ED. It is unknown, for example, what proportion of Belizeans have STEM and tourism graduate and post-graduate degrees and if these individuals have linkages with TEIs. Third, the TE leaders should focus on talent retention. The participants wondered if mandatory retirement for qualified and productive faculty members made sense when their replacements do not match the equivalent education and experience. The TE leaders need to advocate for retirement strategies that support TEIs' talent shortage. Lastly, given the talent shortage, faculty engagement and advancement should be a significant priority for TE leaders. In collaboration with GOB, TE leaders should set yearly goals and tactics towards the advancement of TEIs' workforce. Although academic leave for the pursuance of a doctorate is an excellent tactic, developmental workshops for faculty in the areas of problem-based learning, academic leadership and strategic consultations are warranted.

Discussion

The results suggest that TEIs are not adequately responding to ED and, as such, are not strong economic players in their communities (Newman *et al.*, 2004). TE in Belize is primarily a siloed, closed operation, organized mostly through the imitative lens (Portes, 1976). The findings showed that there is a need for TE leaders to posit their institution's ED focus. TE leaders also need to translate, align and account for the ED focus at all levels in their institutions. An essential step in this alignment is creating meaningful partnerships with private, public and non-governmental stakeholders. These partnerships are crucial because the link between TE and ED is not only about economics, but also of social cohesion and resilience (di Paola & Moullet, 2013). For example, the misalignment between tourism education and the tourism industry minimizes the employment potential, and this can lead to mistrust in and intolerance of TE and the society (Janmaat *et al.*, 2013).

Tertiary education has the highest private returns among all economies (Lozano, 2011). Subsequently, in addition to partnerships, TE leaders must strengthen the value proposition of its degree offerings. The value must go beyond academic credentials and delivery location, to include marketable skills. Cognitive and marketable skills, not the attainment of the degree, are powerfully related to the individual earnings, to the distribution of income and most significantly, to economic growth (Hanushek, 2016). Conrad (2011) mentioned that Caribbean education systems must move away from the expansionist mode and place emphasis on effectiveness, equity, relevance and competence, especially in critical thinking. So, instead of proliferating the same programs across the country, TE leaders need to work together to identify relevant programs and enrich those offerings. In so doing, TEIs maximize talent and resources. Harbison (1967) indicated that no country could have all the education, which it thinks necessary or desirable. Instead, a nation must *promote or emphasize* programs, which have high priority and discard or tone down those, which have low priority.

For partnerships and synergistic collaborations to yield ED outcomes, the faculty is core because the faculty directly impacts the quality of Belize's human capital. Consequently, TE leaders must address the challenges that undermine and restrict top talent at their institutions. For example, mandatory retirement for highly productive faculty is unproductive when TEIs lack qualified talent. Little and Green (2009) stated that educated people are instrumental to a country's advancement because their expertise determines how the country will engage with globalization and international agreements. Most importantly, educated people prepare a country to deal with the present and successive phases of economic and social development.

The findings also highlight that TEI leaders and faculty must draw attention to how culture, the software in our heads (Hofstede, 1991), supports the status quo and resists changes. Although relationships, for example, are the core of the Belizean livelihood, we must be alert to how relationships protect the status quo. An example of preserving the status quo is hiring an unqualified family member or friend. Gergen (1978) shared that our current ways of speaking express a whole landscape of meaning that largely remains hidden to us in everyday life and that transcending these images opens up alternative moves and directions.

Conclusion

Tertiary education leaders can strengthen the link between TE and ED through the following: formal partnerships with external stakeholders that yield strategic consultations, enrich relevant programs to increase cognitive and marketable skills and craft a talent engagement strategy that advances the workforce of TEIs. These three strategies, while not exclusive, help TE leaders to prepare the strategic capability of Belize.

References

- Amsden, A. (1992), *Asia's Next Giant. South Korea and Late Industrialization*, (Oxford: University Press).
- Barker, C. and Pistrang, N. (2005), 'Quality criteria under methodological pluralism: implications for conducting and evaluating research', *American Journal of Community Psychology*, **35**, 3–4, 201–12.
- Becker, G. S. (1964), *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education* (New York: National Bureau of Economic Research).
- Carnoy, M. ed. (1995), *International encyclopedia of economics of education* (Tarrytown, NY: Elsevier).
- Conrad, D. A. (2011), 'The level-specific effects of education on economic growth: evidence from four Caribbean countries', *The Journal of Developing Areas*, **45**, 279–90.
- British Council. (2012), *The shape of things to come: Higher education global trends and emerging opportunities 2020*. Available at <https://www.britishcouncil.org/education/ihe/knowledge-centre/global-landscape/report-shape-of-things-to-come-1> (accessed 10 October 2018).
- Creswell, J. W. (2013), *Research Design: Qualitative, Quantitative, and mixed Methods Approaches* (Thousand Oaks, CA: Sage publications).

- Gergen, K. J. (1978), 'Towards generative theory', *Journal of Personality and Social Psychology*, **36**, 1344–60.
- Gergen, K. J. (1999), *An Invitation to Social Construction* (Thousand Oaks, CA: Sage).
- Giorgi, A., Giorgi, B. and Morley, J. (2017), 'The descriptive phenomenological psychological method', in C. Willig and W. S. Rogers (eds), *The SAGE handbook of qualitative research in psychology*, (London, UK: Sage Publications Ltd), pp. 176–92.
- Government of Belize. (2019), *The national trade policy (2019–2030)*. Available at <https://www.dgft.gov.bz/wp-content/uploads/2019/03/National-Trade-Policy-2019-2030.pdf> (accessed 1 March 2019).
- Hanushek, E. (2016), 'Economic Growth in Developing Countries: The Role of Human Capital', in K. Mundy, A. Green, B. Lingard and A. Verger (eds), *The handbook of global education* (Oxford: John Wiley & Sons), pp. 81–96.
- Harbison, F. (1967), *Educational Planning and Human Resource Development: Fundamentals of Educational Planning Series, No. 3* (Paris, France: United Nations Educational, Scientific, and Cultural Organization. International Institute for Educational Planning. (ERIC Document Reproduction Service No. ED035068).
- Hofstede, G. (1991), *Cultures and Organizations: Software of the Mind* (London: McGraw-Hill).
- Illich, I. (1969), *Celebration of Awareness* (New York: Doubleday).
- Janmaat, J. G., Dura-Bellat, M., Green, A. and Méhaut, P. (eds). (2013), *The Dynamics and Social Outcomes of Education Systems* (London, UK: Palgrave Macmillan).
- Lipka, S. (2014, August 8). *Arguments for the Value of College, Even as Completion Lags*. The Chronicle of Higher Education. Available at chronicle.com (accessed November 11, 2014).
- Little, A. W. and Green, A. (2009), 'Successful globalization, education and sustainable development', *International Journal of Educational Development*, **29**, 166–74.
- Lozano, R. V. (2011). *Investigating returns to investments in education: an empirical study estimating returns to primary, secondary and tertiary education for different countries of economic development* (Doctoral dissertation). Available at ProQuest. (UMI 3471225).
- Mendy, D. and Widodo, T. (2018), 'Do education levels matter on Indonesian economic growth?', *Economics and Sociology*, **11**, 3, 133–46.
- Ministry of Economic Development. (2016), *Growth and sustainable development strategy*. Available at http://cdn.gov.bz/mof.gov.bz/files/FINAL%20GSDS_March_30_2016.pdf (accessed 12 February 2019).
- Newman, F., Couturier, L. and Scurry, J. (2004), *The Future of Higher Education: Rhetoric, Reality, and the Risks of the Market*, (San Francisco, CA: Jossey-Bass).
- di Paola, V. and Moullett, S. (2013), 'The Mismatch Between Level of Education and Job Qualifications. A Source of Mistrust and Intolerance Depending on National Context?', in J. G. Janmaat, M. Duru-Bellat, A. Green and P. Méhaut (eds), *The Dynamics and Social Outcomes of Education Systems* (London, UK: Palgrave Macmillan).
- Pereira, J. and St. Aubyn, M. (2009), 'What level of education matters most for growth? Evidence from Portugal', *Economics of Education Review*, **28**, 67–73.
- Peters, B. E. (2001), 'Tertiary education development in small states: constraints and future prospects', *Caribbean Quarterly*, **47**, 2/3, 44–57.
- Portes, A. (1976), 'On the sociology of national development: theories and Issues', *American Journal of Sociology*, **82**, 1, 55–85.
- Schultheiss, D. E. and Wallace, E. (2012), 'An Introduction to Social Constructionism in Vocational Psychology and Career Development', in P. McIlveen and D. E. Schultheiss (eds), *Social Constructionism in Vocational Psychology and Career Development* (Boston, MA: Sense Publishers), pp. 1–8.
- Trani, E. P. and Holsworth, R. D. (2010), *The Indispensable University* (Lanham, MA: Rowman & Littlefield Publishers).
- Waight, C. L., Delgado, R. E. and Lopez, J. (2016), 'Human Resource Development in Latin America', in T. N. Garavan, A. M. McCarthy and M. J. Morley (eds), *Global Human Resource Development: Regional and Country Perspectives*, (New York: Routledge).
- Wallerstein, Immanuel (1974), *The modern world-system - Capitalist agriculture and the origins of the European world economy in the sixteenth century* (New York: Academic Press).
- World Bank. (2018), *Promoting a sustainable natural resource-based economic model while enhancing resilience to climate change and natural hazards*. Available at <https://www.worldbank.org/en/results/2018/07/30/promoting-a-sustainable-natural-resource-based-economic-model-in-belize> (accessed 10 February 2019).