**The CARICOM
Human Resource Development
2030 Strategy**

HRD at a Glance

The Mandate

The XXV Inter-Sessional Meeting of the Conference (March 2014) mandated the Council for Human and Social Development (COHSOD) to establish a CARICOM Commission on Human Resource Development, to shape a Regional Education and Human Resource Development 2030 Strategy that would –

- ✔ form the basis for converged action by Member States

- ✔ create a framework for the CARICOM Education Agenda

The Strategy was approved by XXXII COHSOD, 30-31 March, 2017 and endorsed the XXXVIII Conference, 4-6 July, 2017.

The HRD 2030 Strategy

The HRD 2030 Strategy is intended to address general deficiencies and shortfalls in the education system by reforming/redesigning the three inter-connected sectors within a single unified seamless HRD system in the areas of:

ACCESS, RELEVANCE, EQUITY AND QUALITY

The three Sectors are:

- ✔ basic education – Early Childhood Development (ECD), primary and secondary

- ✔ lifelong skills learning

- ✔ tertiary education

The HRD Concept

1. All education and training (early childhood to tertiary education and workplace development) offered to citizens of the CARICOM Region for the development of their knowledge, skills and competencies to enable a resilient workforce, better prepared for twenty first century demands.

2. Modes of education delivery in **BOTH** formal education and training institutions, non-formal and informal learning will seek to deliver open, flexible, distance and online learning.

The Vision

Unlocking Caribbean Human Potential

Purpose of the Strategy

- To provide a methodology for the development and implementation of a globally competitive seamless HRD system aimed at:

  - eliminating wastage in the planning, management and delivery of education and training; and

  - producing citizens at all levels, who are equipped to function effectively in 21st Century Economy and Society

- To serve as the primary framework for regional cooperation in Human Resource Development

- To offer an outline for the development of sector plans at the national level

The Values

By 2030, every student, graduate, teacher, school administrator, parent, youth person, child, entrepreneur, employee and leader affected by the HRD system will aspire to achieve the attributes of the Ideal Caribbean Person by promoting:

- **Good Citizenship -** respect for national laws, governments and people; contribute to national community and promote the ideals of CARICOM

- **Integrity -** display of morality and ethics in daily lives

- **Professionalism -** demonstrate competency and performance in private and working lives

- **Diversity & Multiculturalism -** respect and appreciate differences in people and their ways of life

- **Innovation -** cultivate new and creative ways of problem solving

- **Excellence -** high performance achievers

The Mission

To enable our people as they progress from their earliest years to senior adulthood to reach their full potential in their personal and working lives, contributing to their families, communities and national and regional development

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The Structure of the Strategy

The Strategy is organised into four main imperatives: Access, Equity, Relevance and Quality.

It comprises 54 strategies with 76 corresponding outputs to be achieved in the short, medium or long term.

Strategy Structure

4 main imperatives
54 strategies
76 corresponding outputs

Strategic Priorities

1. Improving educational access, equity, quality and relevance

2. Developing creativity and innovation

3. Ensuring inclusive social and economic progress

4. Building resilience at the level of the individual, family, community, nation, and the region as a whole

5. Promoting overall well-being for the citizens of the Region

THE TWELVE 21ST C COMPETENCIES AND SKILLS FOR THE CARIBBEAN CITIZEN

1 Knowing how to learn
2 Knowing oneself
3 Technical vocational skills
4 Scientific literacies
5 Civic literacies
6 Problem-solving
7 Design thinking
8 Communication skills
9 Multilingualism
10 Ability to manage change and transformation of self and society
11 Mathematical literacy
12 Information and Communication Technology (ICT) literacy

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IMPERATIVES	SECTORS		
	BASIC EDUCATION (BE)	SKILLS – LIFELONG LEARNING (LL)	TERTIARY EDUCATION (TE)
ACCESS & PARTICIPATION **Outcome 1:** Broadened and deepened access and participation in all HRD sectors	**1.1.** Provide universal access for enrolment and completion in BE **1.2.** Introduce multiple curricular pathways for learners in schools **1.3.** Provide adequate student support services to learners in schools	**1.4.** Increase skills offerings for youth and adults **1.5.** Increase open schooling, digital learning and distance learning access for children, youth and adults in the Region, Diaspora and beyond	**1.6.** Increase enrolment in TE addressing priority development needs **1.7.** Support flexible pathways in TE to facilitate learners' needs
EQUITY **Outcome 2:** Strengthened equity in the access to and provision of HRD in all HRD sectors	**2.1.** Establish policy governing equitable BE access **2.2.** Reduce BE gender and engagement disparities **2.3.** Increase enrolment and participation addressing geographic and socio-economic needs **2.4.** Increase support for disability and special learning needs in BE **2.5.** Provide adequate learning opportunities to migrant, displaced and refugee children	**2.6.** Provide second chance learning or alternative learning options for out-of-school youth and adults **2.7.** Provide support to facilitate workplace skills learning in small, micro and medium enterprises and to self-employed persons	**2.8.** Increase enrolment in TE addressing geographic, gender, special vulnerabilities and other socio-economic needs
QUALITY **Outcome 3:** Improved quality in delivery in all HRD sectors	**3.1.** Develop a CARICOM BE Quality Management Model **3.2.** Design and introduce a Caribbean New School Model (CNSM) to enhance pedagogical and learning success **3.3.** Promote student-centred curricula **3.4.** Enhance and align learning outcomes and assessment practices to improve learning outcomes in BE **3.5.** Enhance teacher training and training for educational leaders **3.6.** Continuously upgrade skills of in-service teachers **3.7.** Enhance school support programmes and infrastructure **3.8.** Promote accountability in the professional practice of teachers	**3.9.** Enhance and align learning outcomes and assessment practices to improve learning outcomes in skills-based programmes **3.10.** Enhance instructor development and train the trainer programmes to improve competency-based delivery	**3.11.** Establish a CARICOM governance mechanism that supports coordinated TE sector planning and development **3.12.** Develop a coordinated TE system that is benchmarked against global qualifications mobility and comparability models **3.13.** Articulate regional universities and colleges to ensure operational efficiency and effectiveness **3.14.** Establish a CARICOM TE accreditation framework **3.15.** Attract, train, certify and retain competent leaders, faculty and staff to build TE sector capacity
RELEVANCE **Outcome 4:** Assured relevance to learners' and Member States' development needs in all HRD sectors	**4.1.** Align curricula plans and qualifications to 21C literacies, core competencies and skills **4.2.** Introduce multiple curricular pathways for learners in schools **4.3.** Create a range of models to support BE work integrated learning (e.g. apprenticeships and school to work programmes) **4.4.** Create a range of models to support service learning in BE **4.5.** Mainstream TVET and workforce development modalities into a competency-based education and training (CBET) approach in BE **4.6.** Implement curricula in BE to address personal, health and family development	**4.7.** Align skills-based programmes to 21C literacies, core competencies and skills **4.8.** Introduce multiple curricula pathways and modalities to address personal, health and family development among youth and adults	**4.9.** Align TE curricula to 21C literacies, core competencies and skills **4.10.** Support curricula pathways in TE to be aligned to the CQF, employment needs and ODL modalities **4.11.** Promote a regional research and innovation mechanism to enhance development and competitiveness in the Region

THE STRATEGY HAS FOUR MAIN IMPERATIVES:

ACCESS

GLOBALLY COMPETITIVE SEAMLESS EDUCATION

EQUITY

RELEVANCE

QUALITY

OUTCOME 5:
Attained Policy Imperatives with adequate support mechanisms in place.

THE ENABLERS
The enablers are the operational management controls which work collaboratively with the four (4) policy imperatives to ensure that the HRD 2030 Strategy is successful. They are applied across the entire HRD System.

MANAGING HRD SECTOR PLANS	MANAGING HRD SYSTEMS CHANGE AND REFORMS	MANAGING HRD SECTOR PRODUCTIVITY BY LEVERAGING CAPITAL ASSETS
5.1. Strengthen HRD sector policy planning and execution (e.g. by sustained awareness, dialogue exchange, leadership development and innovation capacity building)	**5.4.** Research indigenous Caribbean approaches and innovative solutions for HRD reform	**5.8.** Maintain adequate levels of state investment in HRD
5.2. Utilise Results-Based Management (RBM) for HRD sector monitoring and evaluation	**5.5.** Establish effective legislation for the HRD system	**5.9.** Attract strategic financial investments for HRD
5.3. Embrace Knowledge Management (KM) methods and technologies for integrating HRD sectors within a single HRD system	**5.6.** Establish regional governance systems for efficient resource utilisation in HRD sectors	**5.10.** Improve efficiency in public and private sector expenditures in HRD sectors
	5.7. Engage key stakeholders (teachers, parents, students, state agencies, community-based organisations, labour, private sector etc) in HRD system reform	**5.11.** Optimise extra-regional capital flows resulting from dependencies on foreign education services
		5.12. Create macro and micro economic incentives for HRD sector development
		5.13. Promote stronger and sustainable partnerships for effective HRD

Proposed Mechanism

The HRD 2030 Strategy has included a Regional Implementation Plan which details the Key Transformational Initiatives (KTIs) to be undertaken

Implementing partners are:

- Member States, Regional Institutions.
- OECS Commission and the CARICOM Secretariat

Regional Action Plan

The KTIs are translated into the Regional Action Plan (REP) which is implemented in three phases: 2017–2020, 2021–2025 and 2026–2030.

The REP outlines:

- Required impacts & outcomes
- Anticipated social, economic and behavioural changes required to attain impact
- Time Frames
- Key performance indicators as measures for assessment

Ministers of Education & Technical Officers at the XXXII COHSOD identified 16 top priority strategies & corresponding outputs to be attained by 2020

The Key Transformational Initiatives (KTI)

INITIATIVE 1

Establish Caribbean Centre of Excellence for HRD Innovation, Reform and Quality Improvement

Outcome 1.1
Caribbean New School Model in Early Childhood, Primary and Secondary Education

Outcome 1.2
Skills for Lifelong Learning Enhancement for Out-of-School and Remote Youth & Adults

INITIATIVE 2

Develop Regional Education and Skills Sectors and System Capacity

Outcome 2.1
Global Seamless HRD System Capacity Development

Outcome 2.2
CARICOM Basic Education and Lifelong Learning Skills Sector Management Capacity Development

INITIATIVE 3

Transform CARICOM Economic Capacity and Global Competitiveness through Regional Tertiary Education System

Outcome 3.1
CARICOM Tertiary System Governance

Outcome 3.2
CARICOM Tertiary Education Accreditation/EQA Register

Outcome 3.3
Multi-and Inter-Disciplinary Industry-Based Research and Innovation Centres

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KTI: The Caribbean New School Model (CNSM)

The CNSM is being proposed as a new PARADIGM for school effectiveness

The model pays careful attention to:

- Suitable modern fixtures and furniture and technologies

- Appropriately efficient 'green' or environmentally friendly and powered built spaces

- Quality teaching and learning resources that are focused on delivery of the learning outcomes and competencies in a curriculum designed for effective teaching and learning.

The HRD system must be a powerful mechanism for equalising opportunities for all Caribbean persons, through all ages and stages, regardless of family income or home environment, recognising the rights of all individuals to access education, and providing for the fullest possible development of each learner for living morally, creatively, and productively in a democratic society.

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