



CARICOM

Human Resource Development 2030 Strategy

Unlocking Caribbean Human Potential







**The Caribbean Community
(CARICOM)**

**Human Resource Development 2030 Strategy
Unlocking Caribbean Human Potential**

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THE CARICOM HRD COMMISSION

In fulfilment of its mandate to develop the Human Resource Development 2030 Strategy and the Regional Framework for Action, the CARICOM Council of Human and Social Development (COHSOD) acknowledges the work of Members of the Commission for Human Resource Development.

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ABBREVIATIONS AND ACRONYMS

ACTI	Association of Caribbean Tertiary Institutions
ACTT	Accreditation Council of Trinidad and Tobago
BAC	Barbados Accreditation Council
BE	Basic Education Sector
BOT	British Overseas Territories
CANQATE	Caribbean Area Network for Quality Assurance in Tertiary Education
CANTA	Caribbean Association of National Training Authorities
CAPE	Caribbean Advanced Proficiency Examination
CARICOM	Caribbean Community
CBET	Competency-based Education and Training
CCTTE	Caribbean Community Task Force on Teacher Education
C-EFE	CARICOM Education for Employment
CDB	Caribbean Development Bank
CIDA	Canadian International Development Agency (now Global Affairs Canada)
COHSOD	Council for Human and Social Development
COL	The Commonwealth of Learning
CPEA	Caribbean Primary Exit Examination
CQF	Caribbean Qualifications Framework
CSEC	Caribbean Secondary Education Certificate
CSME	CARICOM Single Market and Economy
CVQ	Caribbean Vocational Qualification
CXC	Caribbean Examinations Council
DFATD	Department of Foreign Affairs, Trade and Development (Canada)
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
ECLAC	Economic Commission for Latin America and the Caribbean
eLJ	e-Learning Jamaica
EU	European Union
GAC	Global Affairs Canada (formerly CIDA and DFATD)
GDP	Gross Domestic Product
GoJ	Government of Jamaica
HRD	Human Resource Development
HFLE	Health and Family Life Education



IDB	Inter-American Development Bank
IDP	International Development Partner
ILO	International Labour Organisation
IMF	International Monetary Fund
INQAAHE	International Network for Quality Assurance Agencies in Higher Education
IVQ	International Vocational Qualification
KPI	Key Performance Indicators
NCERD	National Centre for Educational Resource Development (Guyana)
NEI	National Education Inspectorate (Jamaica)
NTA	National Training Authority
ODL	Open and Distance Learning
OECD	Organisation for Economic Cooperation and Development
OERs	Open Educational Resources
PLAR	Prior Learning Assessment and Recognition
PPP	Public Private Partnership
SLL	Skills for Lifelong Learning Sector
TE	Tertiary Education Sector
TLI	Tertiary Level Institution
TVET	Technical Vocational Education and Training
UCJ	University Council of Jamaica
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
USE	Universal Secondary Education
USAID	United States Agency for International Development
UTech	University of Technology, Jamaica
UTT	University of Trinidad and Tobago
UWI	University of the West Indies
WEF	World Economic Forum
WB	World Bank



FOREWORD – CARICOM HUMAN RESOURCE DEVELOPMENT 2030 STRATEGY

Ambassador Irwin LaRocque

Secretary-General and Chief Executive Officer
of the Caribbean Community (CARICOM)

This Strategy document, ***The CARICOM Human Resource Development (HRD) 2030 Strategy: Unlocking Caribbean Human Potential*** is an important addition to the suite of recently developed regional strategies aimed at ensuring the repositioning of the Caribbean Community for successful participation in 21st Century economy and society.

When the Conference of CARICOM Heads of Government endorsed the Strategy at its Thirty-Eighth Regular Meeting (July 2017, Grenada), it signalled renewed commitment to addressing an important element of the CARICOM Strategic Plan 2015-2019. This aims at ensuring “*an improved and acceptable quality of life for the people of CARICOM and a socially resilient Region, capable of taking on the challenges of globalization*”.

The HRD 2030 Strategy was developed through the work of a Commission on HRD, established and guided by the Council for Human and Social Development (COHSOD), in fulfilment of

a mandate from the Heads of Government. It targets the development of the ‘*Ideal Caribbean Person*’ articulated by the Leaders in 1997 and derives its values from that document. In doing so, it addresses the development of skills and competencies, not only for the economy, but also for personal development and good citizenship.

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The four Strategic Priorities which give direction to the Strategy, namely, ***Access, Equity, Quality and Relevance***, and the resultant focus on a seamless HRD system, have been specif-

ically targeted to address the significant inefficiencies and wastage in education and training systems throughout the Community.

These shortcomings have resulted in less than optimum outcomes for large segments of our youth in particular. The seamless system is intended to provide multiple pathways for success not only for students currently enrolled in institutions, but also for persons who have left the formal system, to engage in learning opportunities, with provision for certification.

The Strategy outlines specific targeted outcomes in the Basic Education (Early Childhood to Secondary), Tertiary, and Skills for Lifelong Learning Sectors. Issues addressed

include gender and achievement, the use of technology within the learning environment; skills required for 21st Century demands, development of skills for adults and out-of-school youth and capitalising on our innate creativity to ensure that it becomes a medium for personal and regional development and fostering innovation, a critical requirement for success.

The HRD 2030 Strategy will serve as a roadmap for the CARICOM Regional Education and Training Agenda. In doing so, it also seeks to



ensure that our Community can fully respond to the United Nations Sustainable Development Goals (SDGs). It applies in particular to Goal 4 which seeks to ensure *“inclusive and equitable quality education and promote lifelong learning opportunities for all”* and Goal 8 which targets *“sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all”*.

The importance of the appropriate development of our human resources cannot be overstated. This Strategy is central to the development of our Community in all its facets and will propel it towards the sustainable, viable and prosperous economy and society that we seek. It can be our bulwark against the ills that are threatening to upset our social order.

Implementation of the Strategy therefore requires a *‘whole of government’*, *‘whole of society approach’*. It was recognition of this imperative that led the HRD Commission to undertake national and sub-regional consultations in Member States and Associate Members. These consultations targeted participation from all sectors of government, the private sector and civil society, including youth, and the perspectives and suggestions shared have been taken into account in the Strategy.

I must acknowledge that the development of this Strategy could not have been achieved without the sterling financial and technical support of the Caribbean Development Bank (CDB). This Institution continues to make major contributions to the development agenda of our Community.

I congratulate the Chair of the Commission, the Deputy Prime Minister and Minister of Education, Culture, Youth and Sport, St Kitts and Nevis, Honourable Shawn Richards, and all members of the Commission, for the development of this excellent document. Lead Experts Dr. Didacus Jules, Director-General of the Organisation of Eastern Caribbean States Commission (OECS) and Dr. Paulette Dunn-Pierre, a noted expert in the area of Technical and Vocational Education and Training, must be commended for the guidance they provided. I extend my heartfelt appreciation for the time and expertise which they so willingly provided for this initiative.

I wish also to recognise the valuable input of the various persons in Member States who participated in national and sub-regional consultations and to the Ministries of Education for organising these sessions.

I also take pride in the work of my own staff of the Secretariat, in particular the Directorate of Human and Social Development, who were dedicated to the task. That team was ably led by the Assistant Secretary General, Human and Social Development, Dr. Douglas Slater.

I am confident that the implementation of this Strategy by CARICOM Member States and Associate Members, in cooperation with the CARICOM Secretariat and regional institutions, will lead to robust policies and programmes that would help us to shape that *“Ideal Caribbean Citizen”*, one who is fully prepared to participate meaningfully in 21st Century society and economy.

EXECUTIVE SUMMARY

This document is organised into two main chapters and ends with a brief concluding statement. Chapter 1 provides an Introduction to the Strategy where contextual information and a situational analysis have been presented. The issues associated with reform of education and training in the Region, the factors impacting upon the adoption of the Strategy as a needed option for the Region at this time and the approaches used in developing the Strategy are outlined in this Chapter. Chapter 2 is the actual HRD 2030 Strategy. It delineates the strategy design, outlines specific elements such as goals and strategies and also describes the implementation arrangements.

The Caribbean Community Strategic Plan (2015-2019) recognises regional human resource development as vital for social and economic prosperity, regional integration, building resilience and sustainable development. This is particularly the case because global social, economic, political, business, educational and technological changes are not only impacting our Region in more general terms, but also affect the planning, management and delivery of the education and training systems and cultures which influence educational, social and economic outcomes. Over the past three decades, the Region has experienced incremental, sometimes sustained, transformations in how it plans, manages and delivers its educational and training products and services to its citizens and others residing within our nations. Many of these transformations, from early childhood to tertiary

education levels, have been championed by individual Member States, led through regional institutional projects and facilitated by International Development Partners and business enterprises. These projects and initiatives are a testament of the Region's

The HRD 2030 Strategy recognizes the need for systemic educational reform leading to the establishment of a single, unified, rationalized and coordinated system framework

commitment to development and progress and, in many instances, the learners, graduates, teachers, leaders and icons in education have been celebrated for their successes.

Despite these developments, the Region has witnessed significant pockets of undersubscribed enrolment, underperformance and inadequate job access at many levels among its

learners who are participating in institutional and non-institutional education and training. Such issues are exacerbated by learner support deficits and gender, poverty and other socio-economic differentials which are affecting learning processes, outcomes and people productivity. The Region will continue to face dire consequences if we do not confront and overcome the inherent inadequacies and dysfunctions that pervade the Region's education and training systems. Strategic transformational initiatives will be needed to build regional capacity to reform, reorganize and reorder these systems in an attempt to enhance access, participation, equity, quality and relevance in education and training at all levels. More importantly, these systems must ensure that our people are adequately equipped with the requisite high-order knowledge-based skills, mind-sets and capacities, otherwise they will continue to experience lives of exclusion, risky behaviours, hopelessness, vulnerability and poverty.

It is within this context that the Conference of Heads of Government of CARICOM at its Twenty-Fifth Inter-Sessional Meeting in March 2014 received a submission from Dr Didacus Jules, (then Registrar of the Caribbean Examinations Council) on behalf of the CARICOM Cluster of HRD Institutions. The submission presented an analysis of the current situation in education and proposed broad parameters for a Regional Human Resource Development (HRD) Strategy. It was on this basis

that the Conference mandated that the Council for Human and Social Development (COHSOD) establish a Commission on Human Resource Development to develop the CARICOM Human Resource Development (HRD) 2030 Strategy to position the Region for 21st Century Economy and Society. In developing the HRD 2030 Strategy, the Commission engaged in over one and a half years of research, brain storming, policy dialogues and consultations, to ensure that the design would: i) establish new priority areas for the Region's HRD; ii) facilitate regional convergence of HRD policies and initiatives by Member States for effective transformational change and actions; and iii) address the measures in United Nations Sustainable Development Goals with particular reference to SDG 4 which targets inclusive, equitable quality

education and lifelong learning for all and also SDG 8 which addresses education and training of youth and adults leading to sustainable employability and employment.

The HRD 2030 Strategy recognizes the need for systemic educational reform leading to the establishment of a single, unified, rationalized and coordinated system

framework – *the Seamless Human Resource Development System* for planning and managing the entry, upward and diagonal mobility and exit of learners that reduces resource and learning duplications, repetitions and misalignment across all levels of education and training

***It documents
3 principal goals,
4 key imperatives,
3 core enablers,
15 key performance
indicators,
55 strategies
organized into
3 HRD sectors &
76 corresponding
outputs***

sectors. The system comprises actors in three sectors — basic education (early childhood to secondary), skills for lifelong learning and tertiary education. This change in the system must embrace global competitiveness issues as we deliver education and training to our people. The HRD 2030 Strategy focuses on the development of the ‘whole’ person, not just for purposes of attaining productive livelihoods as competent innovatively skilled workers and entrepreneurs, but to contribute to educating enlightened individuals who can support ‘meaningful and informed’ social and cultural changes through their daily and professional lives within their homes, communities, schools, workplaces and the global space. It is with this in mind that ‘Human Resource Development’ was defined. It is seen as all education and training delivered to citizens and others to prepare them both for the workforce and better citizenship. In brief, the Strategy prioritizes the acquisition, through learning of the attributes of the Ideal Caribbean Person (adopted by the CHOG) and what are considered 21st Century Skills and Competencies.

The HRD 2030 Strategy is a Regional road map for development of people. Taking note of the foregoing, the Strategy envisions ***Unlocking Caribbean Human Potential*** which can be accomplished by ***enabling 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.*** It documents three principal goals, four key imperatives, three core enablers, fifteen key performance indicators, fifty-five strategies organized into three HRD

sectors and seventy six corresponding outputs. The Strategy is to be deployed using a CARICOM gender-sensitive Results-Based Management System where results will be measured in the short-, medium- and long-term (by 2020, by 2025 and by 2030). The HRD 2030 Strategy is being developed into a fourteen year Master Plan with four-year action planning cycles. The Council for Human and Social Development, having received and endorsed the HRD 2030 Strategy on March 30th-31st 2017, prioritised sixteen strategies for implementation in the first four years (2017-2020). These priority strategies will form the basis for a Regional Framework for Action to be developed with participation from, *inter alia*, Member States, Regional Institutions, Private Sector Enterprises, Labour, Civil Society, and International Development Partners. The Framework for Action will be implemented using a HRD Strategy Action Plan *Capacity Building Initiative* (CBI) which is integrated within the work plans of the CARICOM Secretariat, Member States and Regional Institutions of CARICOM. The CBI will be a new mechanism for project-managed transformational changes related to the sixteen priority strategies at the regional level that will be carefully monitored and evaluated for success over the period.

It is anticipated that the implementation of the HRD 2030 Strategy and the Regional Framework for Action will redound to the benefit of the people of the Region by preparing them for brighter futures in turbulent times and changing economies and societies. It will enable the much needed transformations that will affect the operations of schools, community colleges, institutes, colleges, universities, workplaces and other learning communities.



1

Introduction to the HRD 2030 Strategy



1.1. What is the CARICOM HRD 2030 Strategy?

The CARICOM Human Resource Development (HRD) 2030 Strategy is a long-term regional development policy framework which steers the development of human resources in CARICOM. It mobilises the interests of CARICOM Member States, Associate Members, Regional Institutions, Private Sector, Civil Society and International Development Partners interests to prioritise, harmonise and converge national and regional planning processes in order to deliver effective sustainable strategies for people development. The HRD 2030 Strategy defines HRD as *all education and training (early childhood to tertiary education and skills-based learning) offered to citizens of the CARICOM Region for the development of their knowledge, skills and competencies in pursuit of regional workforce development and better citizenship*. The Strategy provides a blueprint for Member States to draft their HRD sector plans, for Regional institutions to devise their strategic

plans and for all parties to develop corresponding implementation plans. This will enable the Region to move towards a converged approach to addressing and advancing education and training.

The HRD 2030 Strategy is principally concerned with the design, development and implementation of a **globally competitive seamless HRD system**. This system will serve to eliminate wastage of resources for planning, management and delivery of education and training and produce citizens at all levels, who are equipped to function effectively in 21st Century Economy and Society. This new system will facilitate ease of access at all levels, to multiple pathways to personal achievement and employment opportunities, enabling all learners to achieve their personal goals through a diversified and regionally/internationally recognised education and training system.

1.1.1. The Seamless HRD System Model

The Seamless HRD System articulated in this Strategy is an open framework which rationalises, articulates, harmonises and develops three priority sectors (basic education, (early childhood primary and secondary education sectors), skills for lifelong learning and tertiary education) within the HRD System. The Seamless System is only operable when ten (10) principles contained in **Box 1** are applied in an

efficient and effective manner. These principles will together form the bedrock of a more agile and efficient education and training system, with enhanced capacities at all levels and in all areas.

The Seamless HRD System articulates educational levels within sectors (or sub-sectors) in a typology comprising learning

BOX 1. Principles for the Design of a Seamless System for Human Resource Development¹

1 ACCESS:

equitable access and provision of HRD for all persons;

2 ARTICULATION:

qualifications which are articulated from level to level (across all three sectors) so that several vertical, horizontal and diagonal learning pathways exist from access to completion;

3 CO-OPERATION:

ensures that all actors (governing bodies, regulatory agencies, institutions and employers operating within the three sectors) have established collaborative partnerships that facilitate effective co-operation towards effectiveness and efficiency;

4 EMPHASIS:

emphasizes learner-centredness in the design of curricula, in teaching and in learning support so that learners achieve the desired outcomes;

5 FLEXIBILITY:

facilitates operational flexibility to ensure that learners achieve desired results, for example, through creation of mechanisms for decentralization of authority to competent bodies to support effective planning, management, implementation and quality assurance and offers diverse pathways and channels for learners to achieve;

6 INTEGRATION:

integrates all three sectors within a single unified framework;

7 NON-DUPLICATION:

eliminates or avoids duplication of resource usage or learning experience. For example, in recognition of prior learning, an assessment of the learners' prior experience is credited towards another qualification the learner may choose;

8 PROGRESS:

cultivates a continuous well tracked flow of information about the learner's access, progress and performance across the system;

9 QUALITY:

based on clearly defined quality standards which are articulated across the system;

10 SUCCESS:

ensures that the student achieves optimal success from the learning experience and that deliberate effort is made for retention.

¹ CARICOM Secretariat (2017). HRD 2030 Strategy Implementation. 32nd Meeting of the Council of Human and Social Development

communities where qualifications are offered in both educational and lifelong learning contexts.

As shown in **Diagram 1**, the typology shows the opportunities for upward and diagonal mobility of learners from level to level. Learners can access and exit learning programmes at a variety of educational institutions such as early childhood centres, primary and secondary schools, technical and vocational institutions, community colleges, colleges, polytechnics and teaching, corporate, research and entrepreneurial universities. It is envisaged that in the Seamless HRD System, educational institutions may offer externally validated qualifications that are designed in accordance with established national and regional quality assurance standards. Skills-based programmes, which are delivered by a variety of international organisations, state enterprises, professional bodies, employers, media entities, community-based groups and formal extension projects within communities, may be assessed and granted vocational, professional and continuing education awards that can be further validated by educational institutions for issuing prior learning credits.

The Region recognizes lifelong learning as the pursuit of every individual to ensure that he/she is prepared with the competencies and skills throughout his/her lifetime to learn, develop and earn. Traditionally, the Region has placed

prime emphasis on formal learning in schools and other institutions. Informal and non-formal learning which takes place largely outside of traditional institutional learning environments have not been as formalized nor been recognized for awards of credit, credentialing or other assessments for re-entry into the formal system. UNESCO's Medium Term Strategy 2014-2021 aims to ***'promote and support lifelong learning with a focus on adult and continuing education, literacy and non-formal basic education. The activities of the UNESCO Institute for Lifelong Learning place particular emphasis on furthering educational equity for disadvantaged groups and in countries most afflicted by poverty and conflict'***. "Skills for Lifelong Learning" is the informal and non-formal learning sector which addresses the skills, competencies and literacies to be acquired by children, youth and adults that

In the Seamless HRD System, educational institutions may offer externally validated qualifications that are designed in accordance with established national and regional quality assurance standards

would both prepare them for active citizenship, re-entry into the formal sector and productivity for employment engagement wherever and whenever it can be accommodated in their lives. This sector would also essentially address vulnerable, marginalized, disenfranchised and disengaged target

societal groups. The sector would include, inter alia: i) home schooling, ii) open learning for children and youth, iii) community-based learning for children, youth and adults, iv) government training and retooling initiatives, v) NGO-led youth development initiatives,

DIAGRAM 1. Typology Model for a Seamless Human Resource Development System

EDUCATIONAL LEVEL/SECTOR	CQF LEVEL	EDUCATIONAL QUALIFICATIONS	LEARNING COMMUNITIES/ INSTITUTIONS
Tertiary: Higher Degrees by Research	10	Earned Doctoral Degrees	TECHNICAL & VOCATIONAL
	9	Research Masters	
Tertiary: Taught Postgraduate Certifications	8	Taught Masters	
		Postgraduate Diplomas/Certificates	
Tertiary: Baccalaureate	7	Honours Bachelors	
		Bachelors	
Tertiary: Sub-baccalaureate	6	Associate Degrees/ Higher Diplomas/ Caribbean Advanced Proficiency Examinations (CAPE) Level 2 Diploma	COMMUNITY COLLEGES
	5	Caribbean Advanced Proficiency Examinations (CAPE) Level 1 Certificate/ Diploma	
Secondary	4	Advanced Certificate/ Caribbean Secondary Education Certificate (CSEC)	Secondary school: grade 12
	3	Certificate III/ Caribbean Certificate of Secondary Level Competence (CCSLC)	Secondary school: grade 11
			Secondary school: grade 10
			Secondary school: grade 9
Primary	2	Certificate II/ Caribbean Primary Exit Assessment (CPEA) or equivalent national common entrance test	Secondary school: grade 8
			Primary school: grade 6
	1	Certificate I	Primary school: grade 5
			Primary school: grade 4
Early Childhood Development		Competency Certificate	Primary school: grade 3
			Primary school: grade 2
			Primary school: grade 1
			Age 5
			Age 4
			Age 3
			Age 0-2

CVQ – Caribbean Vocational Qualifications

CVQs are aligned to qualifications in the system at levels. Skills-based lifelong learning certifications represent community-based, workforce and other work-based institutional certifications where prior learning and experience may be validated through a competency-based assessment model.

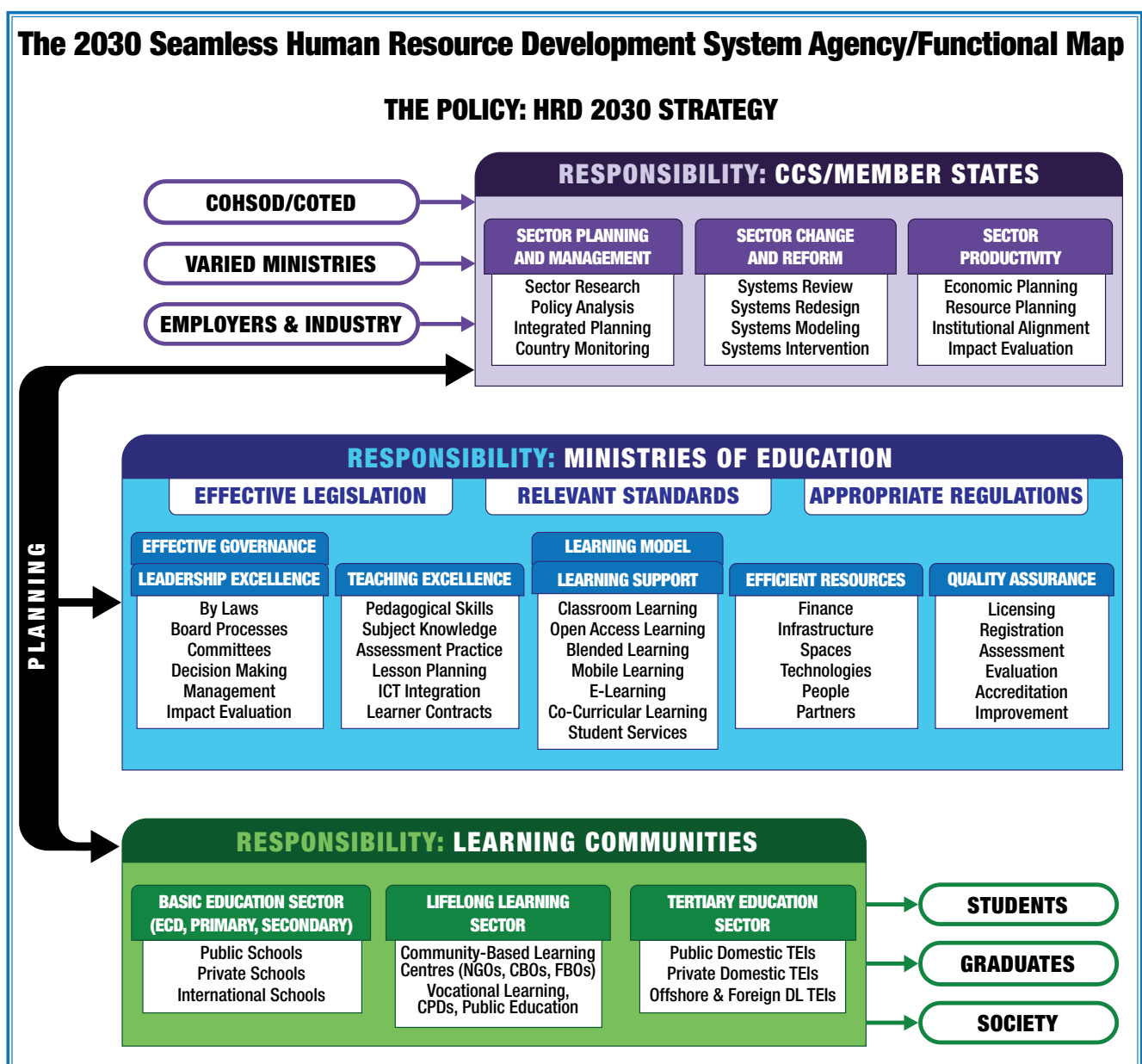
Source: (2017). A Typology Model for A Seamless HRD System. CARICOM Secretariat, Georgetown, Guyana.

vi) workforce development programmes,
vii) informal mobile, digital and online learning
i.e. open access learning and MOOCs and
viii) public education initiatives and ix) CPD
(continuing education and professional
development) programmes for career mobility,

professional learning and management/
executive leadership development.

The Seamless HRD System is to be organised
through a single unified and coordi-
nated governance model for ensuring

DIAGRAM 2. Governance Model for a Seamless Human Resource Development System



effectiveness and efficiency in education and training within the three sectors. For implementation of the Seamless System Model, a governance model (**Diagram 2**) is proposed. There are three broad-based levels of engagement and responsibilities for governance of the system. They are at the:

- i) regional level where HRD sector policies are planned, reforms managed and productivity harnessed based on inputs from CARICOM organs, Member States and employers and industry;
- ii) the national level where Member States take full responsibility for introducing policies, legislation, operating standards and regulations for the effectiveness and efficiency of the national HRD system. The operational standards may

embrace a national quality assurance mechanism for basic education, lifelong learning and tertiary education which reflect seven (7) core components or criteria such as effective governance, leadership excellence, teaching excellence, the learning model, learning support systems, efficient resources and quality assurance processes; and

- iii) the advancement of the learning communities within schools and HRD institutions to educate and train learners for the needs of Member States. It is here where the typology of learning communities exist which includes a differentiated system at all levels to include public, private, international, community-based and other kinds of learning providers.

1.1.2. The Seamless HRD System within an Ecosystem

The HRD 2030 Strategy recognises that human resource development occurs in the context of, and is influenced by, a number interacting social, economic, environmental, technological and political forces. Thus, the new Seamless HRD System will function to provide added value and support to this larger ecosystem in which HRD takes place. For this reason, the ecosystem adopts a “whole society” approach which is in-keeping with the UN Sustainable Development agenda. Brofen-

brenner’s ecological model (1994)² suggests that the ecosystem approach may examine five (5) key components which influence human development including learning in children, youth and adults. These are the micro-, meso-, exo-, macro- and chrono-systems. In short, the HRD 2030 Strategy examines these components and defines them as shown in **Diagram 3**:

- i) **Governance** (government laws and policies, historical antecedents, social

² Brofenbrenner, U. (1994). Ecological models of human development. In: International Cyclopedia of Education, Vol 3: 2nd. Oxford, Elsevier

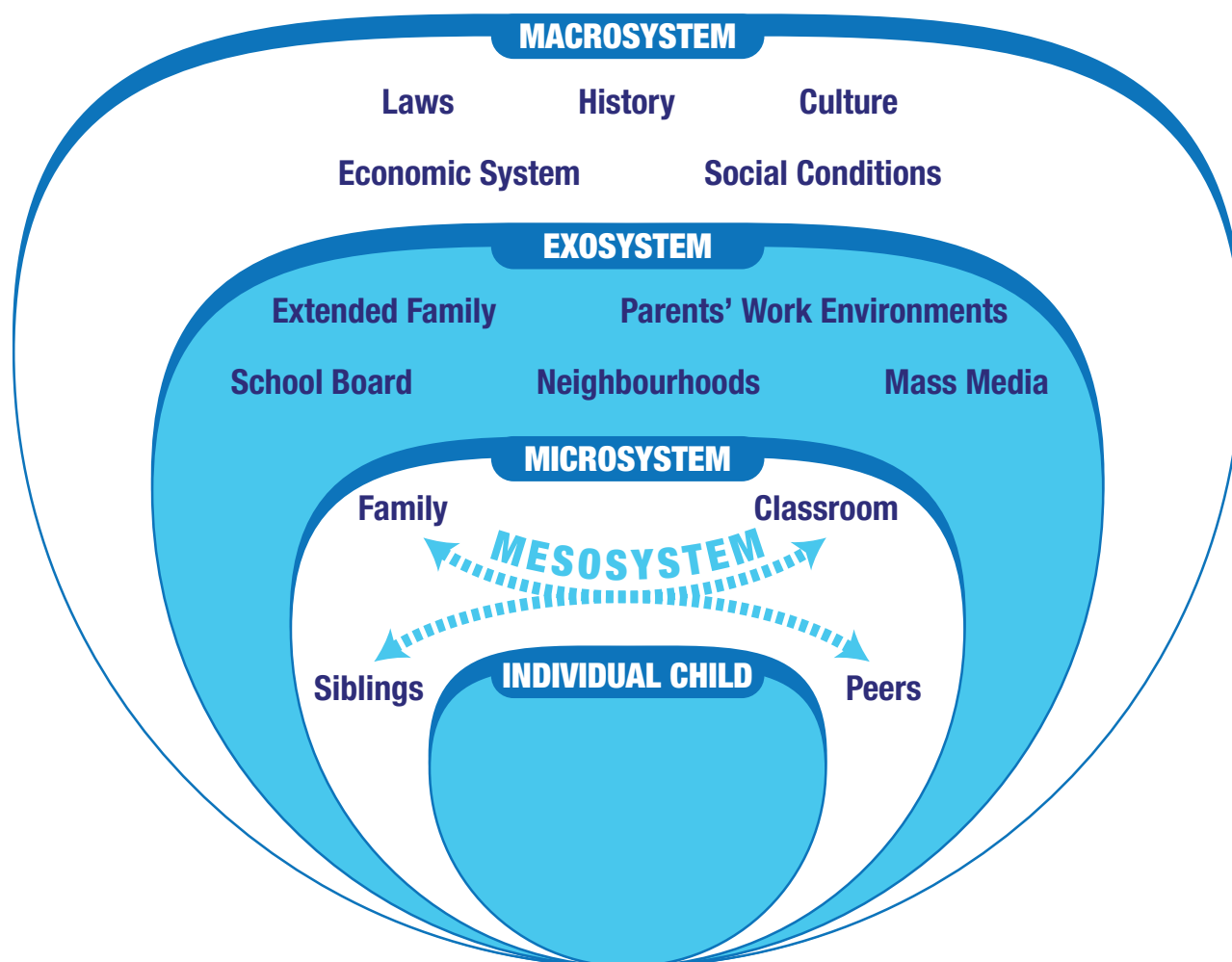
values, culture, economy, human rights, media and technology);

- ii) **Community** (neighbourhoods, psychosocial support, activities and child raising);
- iii) **Family/Home** (socio-economic class, parenting, familial relationships, nurturing and support) and

- iv) **School** (management, curriculum, effective teaching, classroom peers and services).

In terms of governance, the HRD 2030 Strategy may therefore be seen as an integral member of CARICOM's family of strategies which seek to address other issues and opportunities within the broader ecosystem. These include, but are not limited to:

DIAGRAM 3. Ecosystem Approach adopted from Bronfenbrenner's Ecological Systems Model



- ✓ The CARICOM Gender Differentials Framework,
- ✓ The CARICOM Framework for Action for Children,
- ✓ Regional TVET Strategy for Workforce Development and Economic Competitiveness
- ✓ The CARICOM Social Development and Crime Prevention Strategy and Action Plan,
- ✓ The CARICOM Strategy for Prevention of Adolescent pregnancy,
- ✓ The CARICOM Youth Development Strategy and Action Plan,
- ✓ The Petion Ville Declaration on the rights of persons with disabilities,
- ✓ The Strategy on Violence Against Children,
- ✓ The Climate Change Strategy,
- ✓ The Cultural Industries Strategy,
- ✓ The policy directions laid out in the CARICOM Strategic Plan with regard to economic and technological resilience and regional identity.

It is therefore imperative that the HRD 2030 Strategy be conceptualised, developed and implemented as a collaborative effort involving all stakeholders from the broader ecosystem.

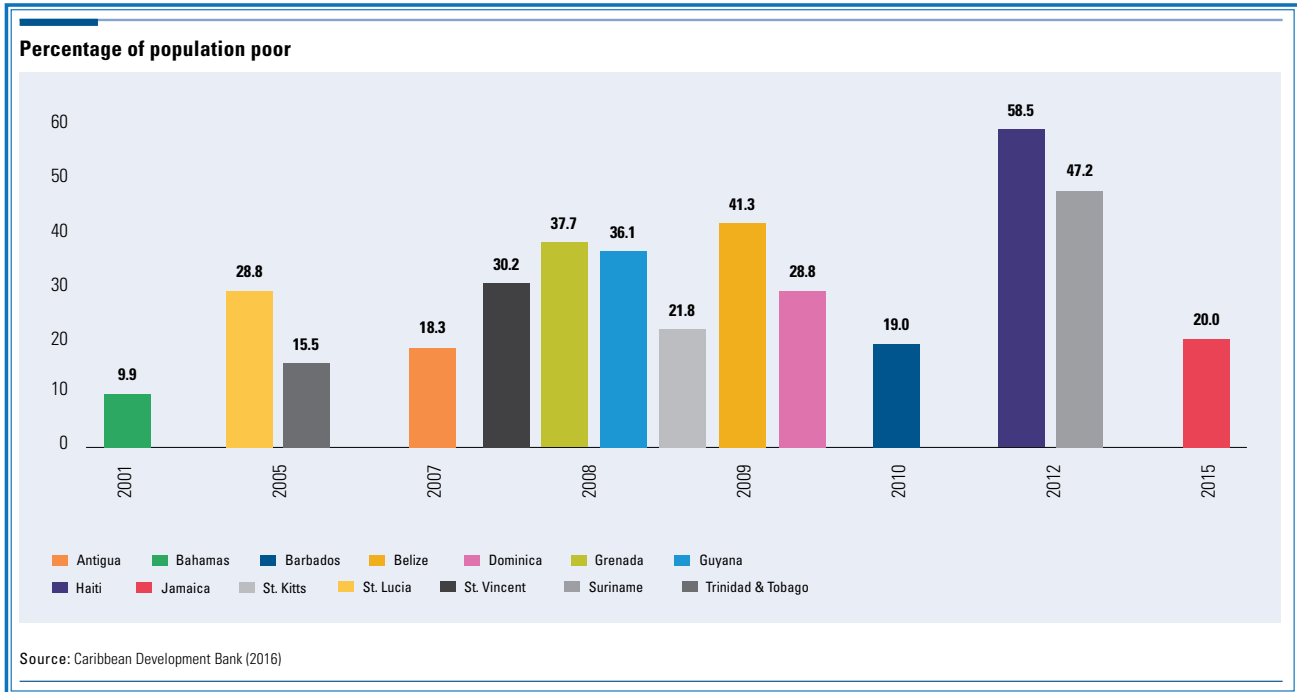
1.2. Context for the HRD 2030 Strategy

1.2.1. Caribbean Diversity, Population Dynamics and Social Challenges

As a geographical space, the Caribbean Community is populated by 19 Million persons, comprising culturally and linguistically diverse groups of people who have historical roots to Africa, India, China, the Middle East, Indonesia, and First Nations or Aboriginal civilizations. It

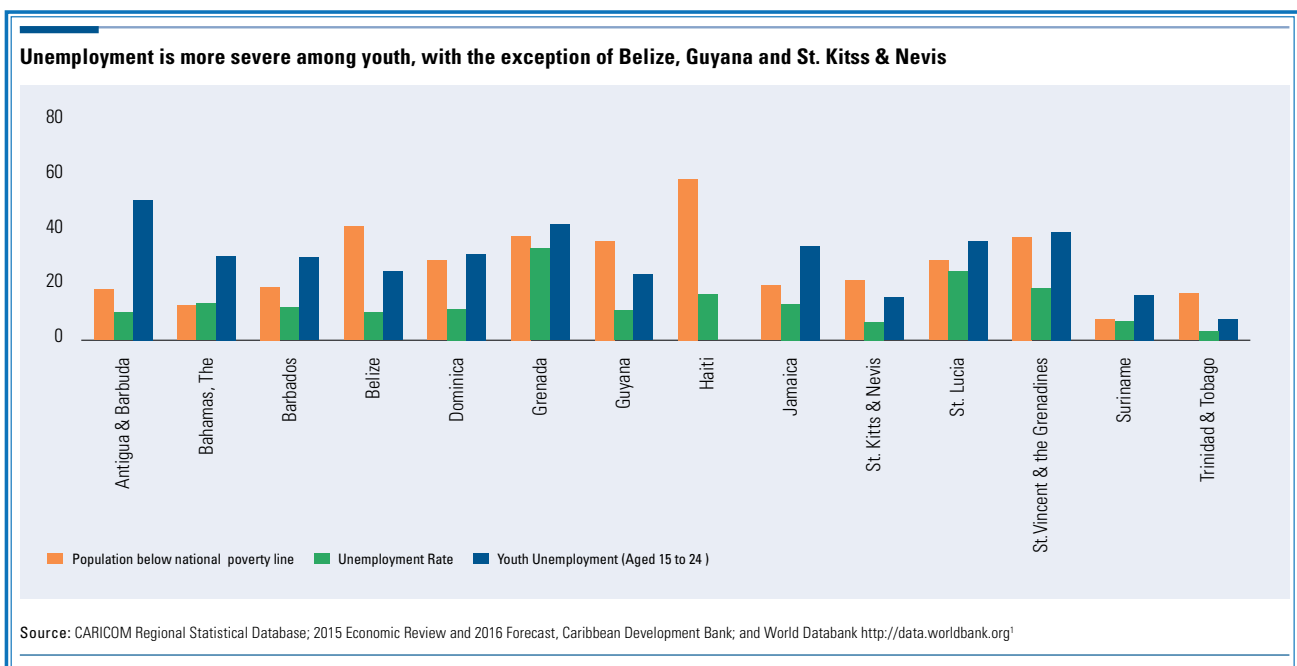
stretches from the Bahamas in the extreme north, Belize on the Central American sub-continent to Guyana and Suriname in the extreme south. Over the past decade, the Community has experienced marginal growth with a mean population growth rate of approximately 1.5%

DIAGRAM 4. Percentage of Poor Population in CARICOM



EXCERPTED FROM UNDP CARIBBEAN HUMAN DEVELOPMENT REPORT

DIAGRAM 5. Higher Unemployment Rates among Caribbean Youth



EXCERPTED FROM UNDP CARIBBEAN HUMAN DEVELOPMENT REPORT

per annum with high population growth in the British Overseas Territories such as Cayman Islands (2.7%) and the Turks and Caicos Islands (4.5%), while some territories such as Suriname and St Vincent and the Grenadines (0.1%) register low rates. This change in population growth is balanced by a crude mean annual birth rate of 18 per thousand and mean mortality rate of 6.5 per thousand. The average life expectancy for the Region is 70 years. Migration has therefore become a major issue in many territories such as the Cayman Islands and the Turks and Caicos Islands. Within this

context, the Region's development of human resources would therefore require significant investment from birth to senior adulthood, recognising that while population growth is minimal the changes and outreach in human resource development must address different people groups given their historical, geo-political, cultural and linguistic contexts.

Human resource development strategies are regarded as a collective weapon for poverty alleviation in developing countries (Li, 1994)³. While social and economic progress has been achieved over the past two decades across the Region, poverty continues to plague Caribbean countries. As can be seen in **Diagram 4** Caribbean countries are characterized by high

rates of poverty and extreme poverty rates in many countries, with Haiti being among the most severely affected⁴. Investment in people development strategies is therefore critical to facilitate the reduction of poverty in Member States.

Natural disasters have likewise been taking a severe toll on the Region. A Caribbean Development Bank (CDB) analysis of the

impact of natural disasters estimated that the hazards during that period cost the Community over US\$ 18 bn.⁵

***With the exception of
Trinidad and Tobago, youth
unemployment rates are
between 18 and 47 percent***

These disasters impacted negatively on human development, especially in the poorest and most vulnerable parts of the Region⁶. Some countries face unique situations. In the Bahamas for example, the multi-island Small State characteristic has the effect of significantly driving up the cost of education and this exacerbates the challenges of access and equity in education provision. Countries such as Haiti, Guyana, Belize and Suriname also experience additional issues because significant elements of their populations are located in far-flung areas of the country which might be difficult to reach because of geographical terrain, and the absence of reliable ICT networks. **Box 2** points to the serious socio-economic and other disparities and inequalities which often exist

³ Li, W. (1994). Human resources development and poverty alleviation: A study of 23 poor counties in China. Asia Pacific Population Journal. Sept 9 (3): 3-18

⁴ See for poverty rates, UNDP (2016) *Caribbean Human Development Report*, p.28

⁵ Cited in UNDP (2016). *Caribbean Human Development Report*, p.7

⁶ Cited in UNDP (2016). *Caribbean Human Development Report*, p.7

BOX 2. Situation of Indigenous & Tribal Groups – Case of Suriname⁷

LARGE GROUPS OF THE POPULATION [HAVE BEEN] IN A DISADVANTAGED POSITION FOR A LONG TIME... THEY ARE, IN PARTICULAR, THE **indigenous and tribal groups** IN [THE] INTERIOR. SUCH GROUPS **are deprived of much of what is necessary to lead a decent life** FROM A HUMANITARIAN STANDPOINT. THUS THEY LACK SOUND AND ADEQUATE FACILITIES IN THE AREA OF EDUCATION, MEDICAL AND SOCIAL CARE. THERE IS NO QUESTION OF STRUCTURED EMPLOYMENT AND MANY LACK A FIXED INCOME. THE PROVISIONS FOR A HEALTHY LIVING ENVIRONMENT ARE MISSING IN THE INTERIOR, WHERE POVERTY AND PROBLEMS RELATED THERETO PREDOMINATE... THE REALITY OF THE DISADVANTAGED, THE **condemnation and maintenance of the underprivileged as the ‘outcasts’** OF [THE] SOCIETY **constitutes a major risk** FOR THE SPIRITUAL WELFARE AND THE LEVEL OF CIVILISATION OF [THE] SOCIETY. IT IS A MATTER OF THE HIGHEST PRIORITY TO WORK ON A RADICAL AND THUS FUNDAMENTAL LIFTING OF THIS SITUATION.

Source: Extracted from “Suriname’s Multi-year Development Plan 2012-16” pp 66 and 67 and cited in CDB (2014). Country Strategy Paper, 2014-2018 The Republic of Suriname. http://www.caribank.org/wp-content/uploads/2016/03/BD53_14_CSP_Suriname_FINAL.pdf

⁷ See, following Box 4, the comprehensive initiatives undertaken by the Government of Suriname to rectify these challenges in terms of improving education access, equity and quality.

between populations in coastal and in the rural hinterland districts of some Caribbean countries.

With the exception of Trinidad and Tobago, youth unemployment rates in the Community are between 18 and 47 percent, representing rates twice to three times the rates for adults. Youth account for 28 to 50 percent of all unemployed persons as seen in **Diagram 5**.⁸ It is also worth noting that female youth unemployment is usually significantly higher among than that for the males even in spite of generally better education achievement. A 2016 UNDP Report points to the positive association between

education and employment prospects. The Report notes that “the data might be pointing to differences between the education levels employers want in the labour force and what the education system produces.”⁹ It also noted the need for “improving the levels, quality and relevance of education and training of the population”, especially given the high cost of youth unemployment for the Region, and its impact on economic development.¹⁰ This currently impacts HRD within CARICOM. It has also been one of the most important determinants of educational access, equity and relevance within the Region.

1.2.2. Political Systems and Governance of HRD

Building the sustainability of HRD towards the year 2030 will require the stability of CARICOM political systems which influence good governance. Political systems in the Region involve transfers of power through multi-party constitutionally determined elections. Political parties negotiate their policy priorities with the electorate, articulate the priorities in manifestos and, once successful, implement them for five-year terms at a time. Such implementation will involve government policy actions, legislation formulated through the Parliamentary machinery and Appropriation Bills for budget prioritization. If political parties consider the HRD 2030 Strategy as a key development policy

for the Region’s HRD and therefore use the Strategy to creatively negotiate their priorities for National HRD it can only be beneficial to their country’s development. This may be achieved by using a mix of governmental actions, legislations, fiscal and budgetary measures and data from the monitoring and evaluation of previously executed projects that fall within their own country education sector strategy. In this way, there will be continuity in public, private and international investments in HRD at the state level, despite resource constraints. Collectively as a Region, all Member States will move on similar pathways to implementation of a Regional HRD System within CARICOM.

⁸ UNDP (2016) *Caribbean Human Development Report*, p.38 &.73

⁹ UNDP (2016) *Caribbean Human Development Report*, pp.151

¹⁰ UNDP (2016) *Caribbean Human Development Report*, p.151

1.2.3. The Economics of Regional HRD

Several Member States have allocated large proportions of their Gross Domestic Product (GDP) to education. According to the World Bank, in 2013, education expenditures in CARICOM as a whole represented about 4 percent of GDP, comparing favourably to the Organisation for Economic Cooperation and Development (OECD) average of 5.2 percent of GDP.¹¹ In 2011, The World Bank reported that Caribbean small island states dedicated an average of 6.3 percent of GDP to education, a marked increase from the 2.8 percent allocation in 1999.¹² Whatever the 2016-17 percentage of GDP allocated to education and training, it is safe to say that

there is a sizeable commitment to education from the public purse in CARICOM countries.¹³ This commitment has occurred in a

context of severe financial difficulty for most countries in the Region since they have been experiencing declining economic conditions for over the last decade, or more. This is reflected in the debt to GDP ratio and poor growth in the majority of countries. As seen in **Diagram 6**, many Caribbean countries are

among the most indebted in the world and have debt burdens in excess of 60% and some over 90% which places them in a precarious fiscal position with their indebtedness undermining their growth and development.¹⁴

One of the most striking features of the current economic situation of regional economies is that the Caribbean has been underperforming even when measured against other parts of the developing world, including other small island developing states (SIDS). This represents a significant reversal of fortunes since as one study showed, “while in 1980 Caribbean GDP

per capita was four times higher than the of other small economies, by 2012 this ratio had fallen to less than parity – at 0.94”. The trend is predicted to continue, and Caribbean GDP is

projected to fall, in a business as usual scenario, to 0.89 of the GDP of other small economies by 2018.”¹⁵ The Caribbean Development Bank attributes the lack of growth and indebtedness of Caribbean countries, relative to even the performance of other small island developing states (SIDS), as being a reflection not only

The Caribbean has been underperforming even when measured against other parts of the developing world, including other small island developing states (SIDS)

¹¹ World Bank (2013), “Quality Counts for Skills and Growth.”

¹² Information downloaded August 19, 2016 from <http://data.worldbank.org/indicator/SE.XPD.TOTL.GD.ZS>

¹³ This significant allocation of GDP to education needs to be considered in light of the high burden of debt-to-GDP ratio of the majority of CARICOM countries. In light of their debt burdens, the commitment to education is even more significant.

¹⁴ CARTAC (2015). Caribbean Regional Technical Assistance Centre, Annual Report September 2015, P.10 http://cartac.org/wp-content/uploads/2016/01/AR_CARTAC_FINAL_WEB_Nov-13-2015.pdf; 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>

¹⁵ ECLAC (2015) The Caribbean and the Post-2015 Sustainable Development Agenda, p.8

of the region's vulnerability but also its lack of competitiveness and low productivity.¹⁶

Economic conditions have been affecting HRD sectors in the Region by determining the quantum of resources governments within restrained conditions can afford to dedicate to financing education and training. This situation in turn has had implications for the pace, amount and quality of job opportunities, which in turn determines the returns on investment in education. These impacts are felt at all levels of the education system. The precarious nature of the Region's economies and especially their high levels of indebtedness produce negative impacts on HRD as well, since it not only constrains the ability of countries to make further investments in this area, and those services such as health, and social protection which are crucial to enabling educational access and equity.¹⁷

The effects of lowering economic conditions on HRD access and equity have historically also been evident at the level of families and individuals, especially those of lower socio-economic backgrounds. Educational choices which learners and their families make both in terms of level and type of studies to be pursued are also often influenced by economic conditions within respective countries. It is worth bearing in mind that government

expenditure on HRD only represents a part of overall spending on these sectors. Private expenditures may include costs related to textbooks, writing materials, transportation, school uniforms, and lunches, among other things. Additionally, Member States have been tinkering with alternatives such as non-traditional options for delivery of HRD. Such options may be inclusive, high quality, service-driven and learner-centred with reasonably lower cost models. The potential of open learning models and modalities which will be addressed in subsequent sections of this Strategy represent critical options for HRD planning and delivery.

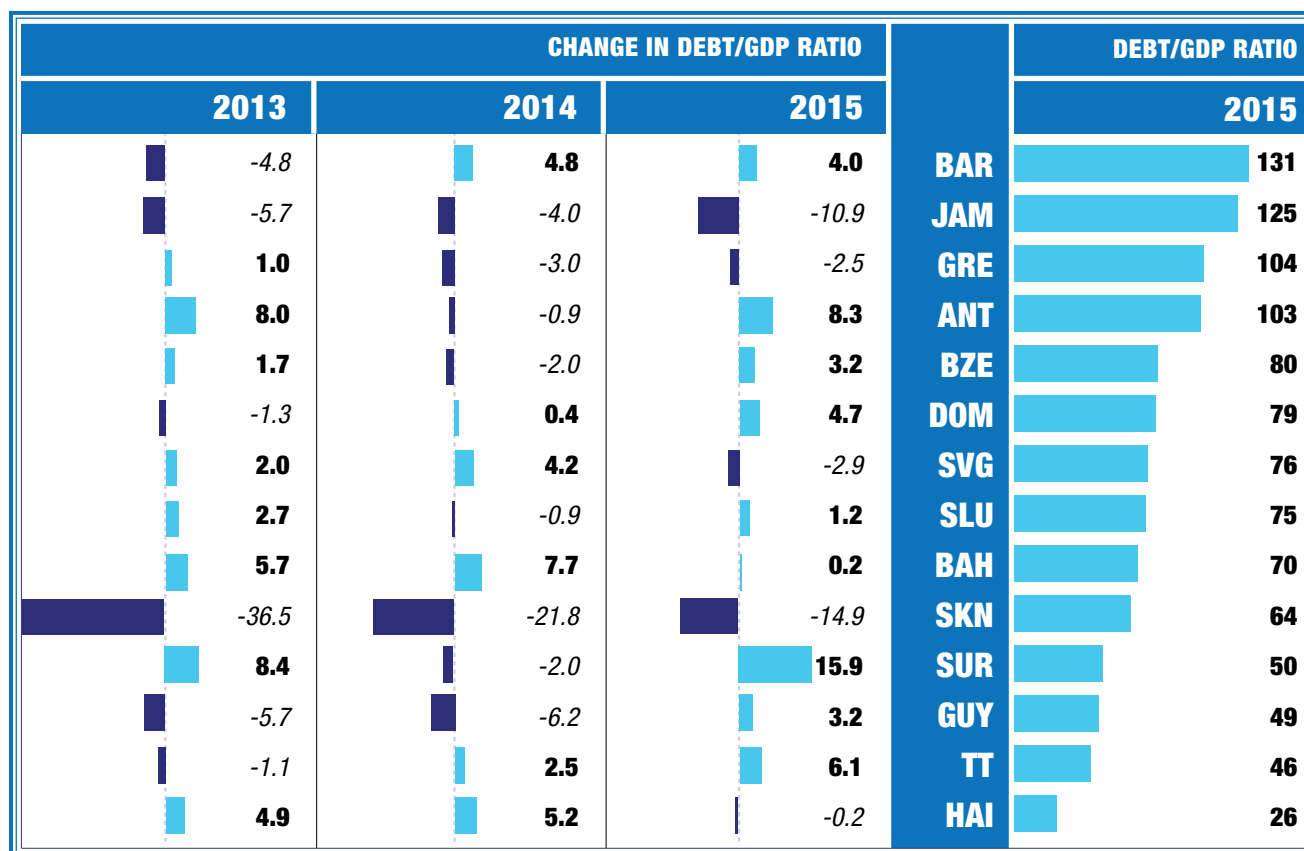
The negative ramification of economic challenges is often gendered, as economic crises have serious implications for female-headed households in the Caribbean. The severity of the impact is not restricted to resources for books, clothes, lunch and other such essentials. The crises force female heads of households to increase their participation in the labour force to earn more and these mothers therefore have less time to dedicate to providing help for their children at home with homework and lessons, among other things.¹⁸ The The past and current economic conditions in the Caribbean have had negative effects on the aspirations of individuals and families in terms of their educational expectations. Whether rich or poor, parents in the Caribbean expect that

¹⁶ CDB Economic Review 2015, p.5

¹⁷ ECLAC (2015, p.7-8) notes for example that in the case of Jamaica, in the 2015–2016 Budget Estimates of Expenditure tabled in Parliament in February 2015 the country allocated J\$310.2 billion or approximately 47 per cent of projected Expenditure to servicing debt; in the same Estimates spending on education was reduced by three 3 per cent – from J\$83.8 billion to J\$81.3 billion.”

¹⁸ Juliana S. Foster and Rhoda R. Reddock (2010) The Global Financial Crisis and Caribbean Women: A Gender Analysis of Regional Policy Responses” paper submitted to SALISES 11th Annual Conference Hyatt Regency Hotel, Port of Spain Trinidad and Tobago March 24-26th. <http://sta.uwi.edu/conferences/09/salises/documents/J%20Foster.pdf>

DIAGRAM 6. Change in Debt/GDP Ratio 2013-2015 & Debt/GDP Ratio, 2015



Source: CDB (2015) 2015 Caribbean Economic Review and 2016 Forecast, (p.10)

their children could obtain a good job in order to have productive livelihoods as responsible citizens. However, the unpromising economic conditions across the Community result in many families not having adequate financial and other resources to meet their needs. The cumulative effects of recent socio-economic conditions led the UNDP in its 2016 Caribbean Human Development Report to sound the stark warning that not only was there an increase in vulnerabilities in the Region, but also that the existing poor conditions threaten to erode human

development gains over the past decade.¹⁹

These economic crises, coupled with inadequate employment opportunities, have contributed in no small measure to the heavy migration of skilled labour from the Caribbean. Caribbean states are among the top 20% of countries in the world with tertiary-educated migrants. 50% of the Region's tertiary education graduates who are eligible to enter or continue in the labour force are lost to migration. Some territories such as Belize, Guyana, Haiti, Jamaica, and Suriname

¹⁹ UNDP (2016 Foreword) *Caribbean Human Development Report: Multidimensional progress: human resilience beyond income*. <http://www.bb.undp.org/content/barbados/en/home/presscenter/articles/2016/09/13/caribbean-human-development-report-2016-launched.html>

feature high on the brain drain issue with significant reductions in the skilled workforce in these countries²⁰. This has further undermined and complicated efforts to develop human resources in the Caribbean, despite the spin-off benefits which remittances may produce for families and economies in the Region. Despite some level of recovery from the most recent global recession, most CARICOM countries continue to struggle with the long existing challenges of weak economies with limited absorptive capacity, persistent poverty, education/employment skills mis-match, high unemployment, especially among women and youth, gender imbalances in employment, heightened vulnerability among children, the elderly, youth, persons

with disabilities, indigenous and other marginalised groups, high levels of crime and violence resulting in citizen insecurity and economic losses²¹. Other factors such as the openness and vulnerability of countries' economies to external shocks associated with changes in the global economy, prolonged slow economic growth in most countries, heavy or over reliance on few developed country markets as drivers of their economic growth, high debt to GDP ratios and limited fiscal space do impact their investment in HRD. Several Member States have been classified as high or middle-income countries, thus limiting their access to concessional financing for their development.

1.2.4. HRD for Sustainable Development

Over the past two decades, the Community has steadfastly embraced the global development agenda and the transformations associated with it. This agenda has enabled the Region to reposition itself as a Community of resilient Member States with a sustainable development agenda articulated in the CARICOM Strategic Plan (2015-2019). Following the global assessment of Member States on attaining the Millennium Development Goals, the Post-2015 Development Agenda focused on Sustainable Development Goals (SDGs). Within this framework, the Region has embraced the philosophy of education for sustainable development, SDG 4 which

emphasises inclusive and equitable quality education and lifelong learning for all and SDG 8, which focuses on youth and adult training for employability to support economic prosperity, are key pillars of Member States' development programmes.

Another key issue in the development of a globally competitive knowledge society by 2030 is the need to embrace the World Economic Forum's Global Competitiveness (GCI) and UN Human Development (HDI) Indices. Most recently, the Region with the exception of Barbados, Jamaica and Trinidad and Tobago, has not been featured within the GCI indicators

²⁰ Misha, P. (2006). *Emigration and brain drain: Evidence from the Caribbean*. IMF Working Paper. International Monetary Fund

²¹ UNDP (2016) Caribbean Human Development Report, pp.130

for basic education, higher education, labour market efficiency and innovation which are HRD measures. Conversely, when educational outcomes are assessed in the HDI rankings, 11 Member States are positioned within the High Human Development rankings and 10 are within the top 100. Despite this accomplishment, there is much room for growth for the Region to attain higher rankings.

Achieving meaningful improvements in HRD is critical to enhancing workforce productivity, global competitiveness, and innovation. For example, expansion in the number of Science, Technology, Engineering, and Mathematics (STEM) graduates at the tertiary education sector can become a major enabler for driving innovation and technological advancement.

Thus building globally competitive HRD systems is a critical determinant of economic growth and prosperity within the Region. The HRD 2030 Strategy has to take cognizance of certain key education for sustainable development principles as articulated in SDG 4:

- ✔ **Inclusiveness** that places emphasis on the provision of educational opportunities for the broadest range of learners, including those with differing abilities who need special learning contexts;
- ✔ **Equitable** provisions that call for a diversity of educational opportunities appropriate for learners who have differing learning styles and/or who may not be able to learn effectively in the traditional



classroom governed by teacher talk;

- ✔ **Quality** and excellence that include total quality management in HRD sectors including teaching and leadership innovation and effectiveness, competency-based curricula addressing 21st Century literacies and skills and linkages to the workplace and the community, availability of adequate educational

and institutional resources, and quality assurance and certification of skills, competencies and attitudes, and

- ✔ **Lifelong learning** that advocates for the availability of educational opportunities for adults, members of the workforce, second chance learners and those who decide to return to learning after the traditional school age.

1.2.5. Technological Innovations and Disruptions in HRD

A key aspect of sustainable educational development is the incorporation of innovations within an increasingly networked global space. Technological disruptions have spawned innovations in the wider world which have in the main, impacted the organization and production of learning materials and educational systems in profound ways. The Fourth Industrial Revolution, characterised by a fusion of technologies resulting in the blurring the lines between the physical, digital, and biological spheres, has increased and improved business transformations in developed countries. They are more and more utilising and advancing the potential of the internet, extranet and cybernetics such as artificial intelligence and robotics to build economic capacity. If modernised, Member States' HRD systems can yield advanced knowledge and skilled capacities like cybernetics through education, training and applied research.

With the advent of open learning, new and emerging technological innovations are being

embraced to increase equitable access for all persons who desire to learn in different contexts, eliminate the duplication of their learning experiences, reduce the cost of learning materials borne by them, enhance the attainment of learning outcomes and improve learner and teacher perceptions of learning. Digitization of is fast becoming a norm in learning processes. Personal hand held devices such as tablets, mobile phones and notebooks are increasingly being utilised by the current generation of young learners despite the reluctance of some teachers, schools and Ministries of Education to embrace them. Open or innovative schooling is known to create more accessible learning environments and materials in technologically-enhanced schools that achieve significantly advanced educational delivery to a wider population of learners with different learning abilities, skills and experiences. Such innovative schools can be designed as prototypes of a new model for remodelling or building schools. The new school model concept which has been embraced in the United

Kingdom, South Asia, the South Pacific and the Middle East has introduced new ICT-enhanced pedagogical approaches and learning environments that are retrofitted with suitable modern ergonomic fixtures and furniture, appropriately efficient 'green' or environmentally friendly and powered built spaces and quality teaching and learning resources that are focused on delivery of the learning outcomes and competencies in a curriculum designed for individual learners. The Caribbean New School Model (CNSM) which has three prototypes that are based on four quadrants which address learning spaces, curriculum, ICTs and resources is being proposed as a new paradigm model for school effectiveness.

Research in secondary, vocational and higher education institutions in the Commonwealth and other regions has shown that Open Educational

Resources (OERs) such as open textbooks, open courseware and open research materials which operate on principles of lowering cost, increasing access and enhancing quality

outcomes, have enhanced learner engagement, teaching productivity, learner

success and lifelong learning skills. The Region, through its collaborations with the OER repositories of Commonwealth of Learning, is developing its national and regional policies, models and approaches for embracing OERs and Open Learning as innovative ways to democratize access and delivery of inclusive quality education. Thus, Member States could benefit by adopting policies for open learning and utilization of OERs for teachers' use and, similarly educational institutions, may consider innovative transformation of their curricula to incorporate these modalities and materials.

The Caribbean New School Model has 3 prototypes that are based on 4 quadrants



1.2.6. Enabling the Development of the HRD System

CARICOM will benefit from having sustainability in its management of HRD as nations, and by extension, the Region develops. To this end, CARICOM has been working on several macro-economic policies to enhance regional business performance, improve foreign investment, create a level tax playing-field to facilitate the movement of goods and provide complementary measures to support regional monetary policy cooperation. This broad fiscal policy environment is meant to stimulate growth and exercise controls in national budgets within Member States which in turn will develop an environment conducive to sector growth in the HRD system. In a much similar way, CARICOM has been addressing innovativeness within the Region's governance by establishing a policy for a Single Information and Communications Technology (ICT) space that will facilitate efficiency in government, services and business processes. A critical aspect of the ICT Space considers the efficiencies and delivery of services within HRD institutions. Furthermore, the decades of experience with multiple international development partners can present a unique opportunity for renewed sustainable partnerships that will redound to the benefit of Regional HRD. Strengthened stakeholder collaborations within the three distinct inter-connected sectors may adopt a consensual dialogue approach with respect to facilitation of strategic alliances in the form of multi-stakeholder partnerships, public-private partnerships, and capacity building programmes and resource utility.

It follows that a mix of concrete strategies for simultaneously increasing investment and optimization of assets is required within

the next two decades to ensure sustained development of people in the Region. In this regard, successful implementation of the HRD 2030 Strategy will require dedicated and sustained effort to manage the new HRD system with all its component sub-sectors. The policy imperatives which have been articulated in the HRD 2030 Strategy, namely, **access and participation, equity, quality and relevance** are likely to be wholesomely addressed when each sector is effectively planned, has adequate attention on its reformation, and is resourced for productivity. The enabling environment should ideally embrace sustainable:

- ✔ Dialogues for policy development and reform;
- ✔ Mechanisms for measuring results by monitoring and evaluation;
- ✔ Adoption of methods and technologies for capturing and reporting data;
- ✔ Application of ICTs for improving the system governance and performance;
- ✔ Indigenous research and innovative applications to improve the system and its governance;
- ✔ Legislation for effective regulation of sectors;
- ✔ Approaches and mechanisms for resource management;
- ✔ Policies and modalities for prudent financial management and regulation.

1.3. How was the HRD 2030 Strategy Developed?

It is anticipated that the CARICOM HRD 2030 Strategy will be the overarching HRD policy framework that CARICOM Member States will use as the basis for developing and/or re-directing their respective national HRD-related sector strategies and Regional Institutions will adopt in their Strategic Plans. In order to prepare for this, the approach taken by the Commission in the development of the CARICOM HRD 2030 Strategy has been extensively consultative and iterative. It considered policies and strategies developed with key International Development Partners such as Commonwealth Secretariat, Commonwealth of Learning (COL), the EU, Global Affairs Canada (GAC – formerly DFATD/ CIDA), UNICEF, UNESCO, USAID and the broader global education context. It also included several other inputs:

- ✓ consultations with the Caribbean Development Bank in the design of the Project Implementation Framework and component funding schedules;
- ✓ policy positions of the Council for Human and Social Development (COHSOD) ;
- ✓ face-to-face and virtual meetings of the Commission
- ✓ research from commissioned researchers and ideas from National Focal Points;
- ✓ appreciative inquiry, context analysis, SWOT analysis, detailed alignment with

Member State education sector strategies and strategic plans of regional institutions, strategy mapping, framework designs and technical papers from specialists and technical officers on the Commission;

- ✓ contributions from Member States in nine national and sub-regional consultations;
- ✓ media publicity campaigns including social media, and
- ✓ suggestions/observations garnered from contributions by regional tertiary education stakeholders such as the Caribbean Area Network for Quality Assurance in Tertiary Education, The University of the West Indies (UWI), national universities and the Caribbean Examinations Council over the course of 2016-17.

Materials were collected from various sources and compiled in the Strategy drafts. In addition to its membership on the Commission, The CARICOM Secretariat assumed oversight for fact checking, information analysis, document reviews, making technical inputs and managing quality assurance of the processes involved in the collection and integration of the contributions from various quarters. This participatory and iterative approach ensured that all stakeholders mandated to implement the Strategy across the Member States would have ownership of the final CARICOM HRD 2030 Strategy and Regional Framework for Action Plan.

1.4. Why was the HRD 2030 Strategy Needed?

The CARICOM Strategic Plan for the *Caribbean Community 2015-2019: Repositioning CARICOM* addresses the need for major reforms in the Region's education and training systems. The Mission of the Strategic Plan highlights the importance of realising human potential as defined by the Ideal Caribbean Person with the gains of full employment, human rights,

poverty reduction, mainstreaming sustainable development, innovation, productivity and global competitiveness. The Plan takes its cue in this regard from the mandate of the Conference on the HRD 2030 Strategy and incorporates “*Advancing Human Capital Development: Key Skills, Education Reform and Youth Development*” as a distinct element (SOC₁).

BOX 3. CARICOM: The Twelve 21st C Competencies and Skills for the Caribbean Citizen

1 Knowing how to learn

2 Knowing oneself

3 Technological skills

4 Scientific literacies

5 Civic literacies

6 Problem-solving

7 Design thinking

8 Communication skills

9 Multi-lingualism

10 Ability to manage change and transformation of self and society

11 Mathematical literacy

12 Information & Communication Technology (ICT) literacy

TOP 10 SKILLS NEEDED BY 2020²²

The Region has taken note of the World Economic Forum's 2016 skills which goes even further and is projected to 2020.

IN 2015		IN 2020
Complex Problem Solving	1	Complex Problem Solving
Coordinating with Others	2	Critical Thinking
People Management	3	Creativity
Critical Thinking	4	People Management
Negotiation	5	Coordinating with Others
Quality Control	6	Emotional Intelligence
Service Orientation	7	Judgment and Decision Making
Judgment and Decision Making	8	Service Orientation
Active Listening	9	Negotiation
Creativity	10	Cognitive Flexibility

Source: World Economic Forum, Future of Jobs Report

²² Downloaded August 10, 2016 from <https://www.weforum.org/agenda/2016/08/10-skills-you-need-to-thrive-tomorrow-and-the-universities-that-will-help-you-get-them>

The relevant components of this Plan are to:

- a) ...develop a holistic Regional Human Resource Development Strategy to 2030 which would focus, inter alia, on enabling knowledge-based growth through demand-led education and training at all levels, addressing the linkages between culture, sport and education, [and] the social and personal skills necessary for the 21st Century economy and society; leveraging new technologies; appropriate teacher development, leadership at all levels of the System; quality and equity imperatives, and financing, efficiency and sustainability;
- b) ...[facilitate] training and development to build capacity in key skills, and

the movement of skills identified as required for successful implementation of regional integration initiatives and advancement of the CARICOM agenda (for example, for implementation of strategies in the Strategic Plan);

- c) ...[support] youth development initiatives to address youth entrepreneurship, employment, multilingualism, healthy lifestyles, leadership skills, citizenship, regional identity, and preparation for participation in governance.²³

Jules (2015) identified twelve 21st Century (21C) competencies and skills that are aligned to the attributes of the Ideal Caribbean Person and the top 20 Skills in the World Economic Forum Future of Jobs Report.

1.4.1. **Developments and Best Practices in HRD**

Over the last 50 years, CARICOM has made significant progress in facilitating access, equity, quality and relevance as it developed education and training systems and policies to respond to the unique characteristics and peculiarities of the Region. These achievements at the national and regional levels provide an important context for the development of the CARICOM HRD 2030 Strategy. The Region has since made promising gains towards the universalisation of primary and secondary education

and when measured against the UN Millennium Development Goals (MDGs), it performed favourably, by having 100% enrolment at the primary level (except Haiti). Several Member States are approaching universal secondary education with increased access at early childhood education. Several Member States are also working towards or have exceeded the targets of 15% tertiary education participation.

Another important milestone was the production

²³ *Ibid.*, pp. 20-22.

of the Revised Treaty of Chaguaramas which incorporates the CSME. The Revised Treaty has been largely instrumental in facilitating the development of skilled workers and university graduates who by virtue of their qualifications are eligible to travel for employment throughout the Region. Standardized skills certification and accreditation of tertiary education programmes across the Region are critical for implementation of the free movement of skilled persons' regime in the CSME. The Caribbean Examinations Council (CXC) and The University of the West Indies (UWI) are two regional educational

bodies that have served the Region well for decades to advance the skilled free movement agenda. CXC certification is recognised internationally. The Institution has provided benchmarking for secondary education across the Region, has introduced a standardised primary education exit examination, and is now leading in its use of technology to supplement school-based instruction. Similarly, established national universities, e.g. The Universities of Bahamas, Belize, Guyana, Technology-Jamaica, Suriname and Trinidad and Tobago and others have played an important role in provision at



the tertiary level. The establishment of The UWI Open Campus, as well as the upgrade and enhancement of national colleges to national universities in some Member States, represent major milestones in the Region's effort to significantly broaden and democratise access to tertiary education and in enhancing HRD particularly with respect to the most disadvantaged groups and areas within CARICOM.

7 Member States have so far been approved by COHSOD to offer the CVQ, and others are currently putting systems in place for approval

Another significant development within the past decade was the reorientation of TVET systems to adopt a demand-led competency based approach based on Occupational Standards developed in collaboration with Industry, and the establishment of the Caribbean Vocational Qualification (CVQ) based on regionally approved occupational standards of competence. These regional standards are derived in the main from national occupational standards, which are quality assured by the Caribbean Association of Training Authorities (CANTA) and approved by COHSOD. This has also served to facilitate the movement of additional categories of persons in the CSME. Seven Member States have so far been approved by COHSOD to offer the CVQ, and others are currently putting systems in place for approval. There have been several initiatives to establish regional public goods such as regional strategies, frameworks, standards and curricula and supporting materials in other areas including Health and Family Life Education (HFLE), Early Childhood Development and Child Protection and Regional standards for the

teaching profession. Several policies have been considered or approved regionally which can be considered in the CARICOM HRD 2030 Strategy. Over the past decade, proposals were also entertained for development of a Regional Policy for National Teaching Councils, a Regional Framework for Action for Children, a Regional Open and Distance Learning Policy Framework and a Regional Tertiary Education Council.

A significant regional public good which was approved by the COHSOD at the time of approval of this Strategy, is the CARICOM Qualifications Framework (CQF). Developed over the past five years, the CQF represents an important reference, translation and harmonization device for Member States to develop corresponding national frameworks to map all qualifications awarded by education and training institutions within a 10-level classification system. This is important to facilitate mobility of students and graduates seeking further education or employment within the CARICOM Region as well as extra-regionally. The framework is germane to the operation of a seamless HRD system and can be used by students, educators, parents, employers and others to rationalize, develop and/or interpret the various curricula and programmes offered within their countries.

In order to give effect to regional standardization and harmonization of the quality of tertiary education institutions and programmes, a proposed Inter-Governmental Agreement for the

establishment of a Regional Accreditation Body for Education and Training was developed, but has not yet been implemented. This Agreement has yet to receive ratification by the requisite number of Member States to bring it into force. Over the past decade however, several Member States have established National Accreditation Bodies based on a CARICOM Model Legislation which serves to facilitate the development of a regional tertiary accreditation system. Parallel with these developments, the CARICOM Accreditation Authority for Medicine and Health Related Professions (CAAM-HP) was established by

Agreement among CARICOM Member States in 2003 and has been in operation since that time. The Region has also supported the establishment of a similar regional agency for engineering, technologists and technicians. Tertiary education programmes offered at community colleges and universities in the Region are recognised internationally because of the work of the Association of Caribbean Tertiary Institutions (ACTI) and the Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE) through its international umbrella body.²⁴

²⁴ The establishment of a CARICOM Accreditation Council and an OECS Accreditation Council are under discussion. National accreditation bodies include the University Council of Jamaica (UCJ), the Barbados Accreditation Council (BAC), the Accreditation Council of Trinidad and Tobago, the Accreditation Councils of Guyana and St. Lucia, and the National



1.4.2. Problems and Issues Experienced in HRD

Despite the significant accomplishments mentioned in 1.4.1. above, Member States recognise that severe systemic and cultural deficiencies threaten the ability of the Region to address future needs and the contribution of their respective HRD sectors to national and regional development. The deficiencies are shown in **Table 1** in this section. The deficiencies are expressed in the low level of performance among secondary students, male disengagement from the education system, large numbers of out-of-school children and youth not engaged in education, employment nor training,²⁵ an unregulated phenomenon of “private tutoring/extra lessons” provision²⁶, and the mismatch between the skills of graduates and the needs of a 21st Century economy and society, and the relative lack of employment opportunities for both secondary and tertiary education graduates. Women, too, who now constitute the highest percentage of graduates at the secondary and tertiary education levels, have been unable to increase in their access to work commensurate with their increased graduation numbers, earn higher incomes, or find a place in

leadership and decision-making roles in national and/or regional public and private sector institutions.

The Caribbean Secondary Examination Certificate (CSEC) system, which serves the region’s top academic students well, does not address the needs of the majority of students in the system. Only about 30 percent of the eligible age cohort is permitted to write CSEC examina-

tions annually, and of that group, only 25 percent achieve five passes or more including Mathematics and English Language,²⁷

while 25 percent obtain no passes in subjects.²⁸ Passes in Mathematics and English Language are compulsory for entry into most tertiary education programmes. However, only very small percentages of students pursue many of the CSEC technical subjects such as Information Technology and the sciences that could lead to better employment opportunities upon graduation.

Table 1 below shows a summary of some of the persistent problems and issues encountered in the three HRD sectors which makes a case for a ‘governance by sector’ approach.

A powerful mechanism for equalising opportunities for all Caribbean persons

Accreditation Boards of Antigua and Barbuda, The Bahamas, Belize, St. Christopher and Nevis, and St. Vincent and the Grenadines. However, at present, there are only the listed accreditation bodies established.

²⁵ It is estimated that there are approximately 89,000 primary-aged children out-of-school in the Caribbean Commonwealth countries. Jamaica accounts for 66.5% of these out of school children and 20.9% are in Guyana. Menefee, Trey and Bray, Mark (2016) *Education in the Commonwealth for Equitable Development*. London: Commonwealth Secretariat p.174)

²⁶ See for example Saran Stewart & Frank Tuitt, (2014): ‘*Extra Lessons in Jamaica and Antigua: A Comprehensive Qualitative Analysis Using Critical Inclusive Pedagogy*.’ Presentation to the World Education Research Association conference, Edinburgh, 19-21 November.

²⁷ Five passes at Levels 1, 2 and 3 including Mathematics and English Language are the current baseline for entry into tertiary education.

²⁸ The CXC Registrar reported these statistics at the HRD Commission’ consultation, Barbados, 2016.

TABLE 1. Summary Problems and Issues in HRD by Sector

BE Basic Education (EARLY CHILDHOOD ²⁹ , PRIMARY, SECONDARY)	LL Skills for Life- long Learning	TE Tertiary Education
<ul style="list-style-type: none"> ▶ Inadequacy of trained teachers at all levels, and weaknesses in teacher professional development ▶ Weak provision and facilities at all levels for learners with special needs ▶ High drop-out rates at primary and secondary levels in some countries ▶ Lack of quality second chance programmes ▶ School environments are essentially not child-friendly ▶ Unregulated proliferation of private tutoring ▶ Lack of systematic parental involvement and participation ▶ Inadequate interface between private and public schools ▶ Inadequate supervision of private education providers ▶ Lack of recognition of importance of non-formal education in supporting formal education provision and in enhancing education outcomes ▶ Challenges with access to quality education for marginalised communities in rural areas ▶ Inadequate access and use of educational technologies in classrooms ▶ Slow integration of technical and vocational education at this level ▶ Crises in Mathematics and deficits in English Language and Literacy teaching 	<ul style="list-style-type: none"> ▶ Insufficient use of ICTs to promote access and quality of youth and adult skills development through lifelong learning programmes ▶ Absence of diverse mechanisms and curricular pathways to support learning needs in youth and adult ▶ Weak interface/quality between formal and non-formal training institutions and workforce development imperatives and modalities e.g. regional and national special purpose agencies, CBOs, NGOs and community extension projects ▶ Insufficiency and low quality of many second chance programmes ▶ Insufficiency and low quality of teachers trained in skills development programmes ▶ Weak use of non-formal education to enhance lifelong learning outcomes 	<ul style="list-style-type: none"> ▶ Escalating cost of TE programmes to learners and governments ▶ Low tertiary education enrolment rates in most countries compared to developed nations ▶ Limited structures and mechanisms to regulate growing differentiation of large numbers of public, private, offshore and online TE institutions, programmes and qualifications in sector with diverse needs and provisions ▶ Unevenness in quality among TE institutions and programmes ▶ Inadequacy of mechanisms, alternatives and technology-enabled modalities to support quality access ▶ Misalignment of programme and research outcomes with labour market and development priorities ▶ Underperformance and declining participation of males ▶ Inadequate provisions for disabled, gifted and other special learners ▶ Perpetuation of false dichotomy between “academic” education and technical and vocational education; weak interfaces and pathways ▶ TVET institutions enable learners with minimum or no qualifications; perception that TVET is for slow learners

²⁹ * See for discussion of early childhood education issues, Sheron C. Burns (2017) “Achieving quality in early childhood education in the Caribbean depends on teacher preparation”. *Journal of Early Development and Care*, Available at: <http://www.tandfonline.com/doi/abs/10.1080/03004430.2017.1310723?journalCode=gecd20>

1.4.3. A New Philosophy for HRD

The Philosophy

The CARICOM HRD 2030 Strategy is underpinned by the philosophy and values of education and training for better citizenship and workforce development in the Caribbean, which are rooted in the region's historical experiences, and derived from a number of CARICOM and international sources. These include CARICOM's determination of the attributes of "The CARICOM Ideal Caribbean Person". The philosophy is consistent with, and informed by, the regional frameworks developed and adopted at the CARICOM level to guide educational development, including:

- ✓ The Strategic Plan for the Caribbean Community 2015-19
- ✓ The Regional Framework for Action for Children (2002-15)
- ✓ The Caribbean Joint Statement on Gender Equality and the Post 2015 and SIDS Agenda (2013)
- ✓ Regional TVET Strategy for Workforce Development and Economic Competitiveness (2013)

The Strategy is premised on the expectation that HRD will happen in a coherent and integrated sector-managed framework supported by a triple helix model or tripartite negotiating arrangement involving government, the private

sector (industry) and international development partners working with the sectors. This 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

"The CARICOM Ideal Caribbean Person"

morally, creatively, and productively in a democratic society. It supports the view that integrated planning

and development at the sector level must demonstrate relevance, fitness of purpose and organisational excellence principles to propel Caribbean citizens, societies and economies into the global environment. The Region's HRD system must therefore be multi-tracked, providing different learning paths in an integrated, articulated and unified system, and must also allow for learning through flexible and modular alternatives as appropriate. The CARICOM HRD 2030 Strategy recognises the interface between TVET and traditional education modalities, and places equivalent value on both areas to be integrated as competency-based, performance-oriented education and training. This relationship between the areas is managed through a matrix of regional and national qualification frameworks which establish national standards and levels for outcomes of all education and training, allowing the various qualifications to be interpreted against each other.

The Five (5) Guiding Principles:

The principles underlying this Strategy's success include:

1. **Overall Approach:** the processes for Strategy development and implementation should be inclusive, participatory, iterative, continuous and evidence-based;
2. **Integration:** the Strategy serves to strengthen the integration of the Region in its HRD approaches, opportunities for its citizens' advancement and regional development through the CSME;
3. **Emphasis:** while HRD remains among the highest priorities in the Region to ensure the citizens' personal development, and opportunities for an improved quality of life for children, adults, workers — all people, regardless of age, gender, ethnicity, religious belief, or abilities, the Strategy must reflect key priorities in HRD for the Region as a whole;
4. **Participation:** the education sector plans or policies of individual Member States, the OECS sub-region education sector strategy and strategic plans of regional institutions should inform the direction, emphasis and actions of the Strategy;
5. **Communication:** opportunities to continuously engage in the Strategy development and implementation should follow the Communications Strategy for the HRD Strategy — using social media, virtual conversations, online posts, and face-to-face meetings.

1.4.4. Call to Action by CARICOM

In 2014, the CARICOM Conference of Heads of Governments mandated the establishment of the HRD 2030 Strategy to be facilitated by a CARICOM Commission on Human Resource Development. The mandate was based on presentation made to the Conference by the HRD Cluster of CARICOM Institutions. The presentation outlined the

current situation in the region and proposed broad directions for a 2030 HRD Strategy. The Commission was subsequently established in 2015 by the COHSOD which considered the broad parameters for the HRD 2030 Strategy design and development. The Strategy was developed over the period 2015-17.

1.4.5. SWOT Analysis – HRD Policy and Practice in CARICOM

A review of regional and international trends and contexts relating to HRD policy and practice which was undertaken as part of the research to support this Strategy,

including a sector-based analysis of problems and issues in **Table 1**, highlighted several strengths, weaknesses, opportunities and threats:

STRENGTHS 	WEAKNESSES 
<ul style="list-style-type: none"> + Existence of a number of capable public, private, international, offshore and online HRD organisations/ institutions operating in different territories across the Region. + Regional umbrella HRD bodies such as regional accreditation agencies such as CAAM-HP and CACET and professional associations, regional educational authorities such as CXC and the UWI and global development partners able to facilitate knowledge and skills transfer and developing capacity involving good practice across national, regional and international boundaries. + Regional policy making bodies such as the COHSOD, the CARICOM Secretariat and various IDPs can enable regional, bi-lateral and multi-lateral collaboration and partnerships. + Existence of regional HRD policies, including the Articles of The Revised Treaty of Chaguaramas, regional public goods, the brand of regionalism and mechanisms to support integration. 	<ul style="list-style-type: none"> - Lack of effective coordination among HRD entities and across the Region. - Weak vertical and horizontal integration of HRD sectors across the Region. - Ineffective allocation of resources based on equity and returns on investment in regional HRD. - Uneven access to and ineffective use of ICTs to support modernisation of HRD sectors. - In some respects delivery in HRD institutions still being largely supply driven and therefore some delivery is still heavily focused on theory and not enough on practice. - Dominance of outdated philosophy, goals, practices and guiding principles of education. - Lack of innovative modalities and approaches in multi-stakeholder and inter-sectorial partnerships to support HRD. - Lack of absorptive and self-generating capacity within HRD sectors. - Inadequate articulation of regional HRD and other development priorities.
OPPORTUNITIES 	THREATS 
<ul style="list-style-type: none"> 📁 Skills and knowledge base existing within the Caribbean Diaspora communities. 📁 Strong emphasis among International Development Partners in supporting SDGs, and scaling up good practice. 📁 Possibilities of mobilising innovative mix domestic, corporate and international funding to support HRD. 📁 Emergence of strong and global compacts, multi-stakeholder entities engaged in HRD. 📁 Major advances in ICT networks, applications and capabilities to support HRD efficiency. 	<ul style="list-style-type: none"> 💣 Lack of implementation and monitoring and evaluation capacities among HRD sectors to support the required changes. 💣 Misunderstood and mismanaged migration of skilled labour from the Caribbean. 💣 Slow implementation of CSME provisions including recognition of skills. 💣 Unrealistically high expectations of pace of HRD transformation. 💣 Persistence of economic stagnation, and lack of fiscal space among regional governments. 💣 Failure to effectively communicate HRD reforms to stakeholders, and obtain buy-in and support. 💣 Strong conservative values, attitudes and dispositions, and inclination to resist change, especially among influential elite groups who are currently the greatest beneficiaries of the existing HRD sectors.

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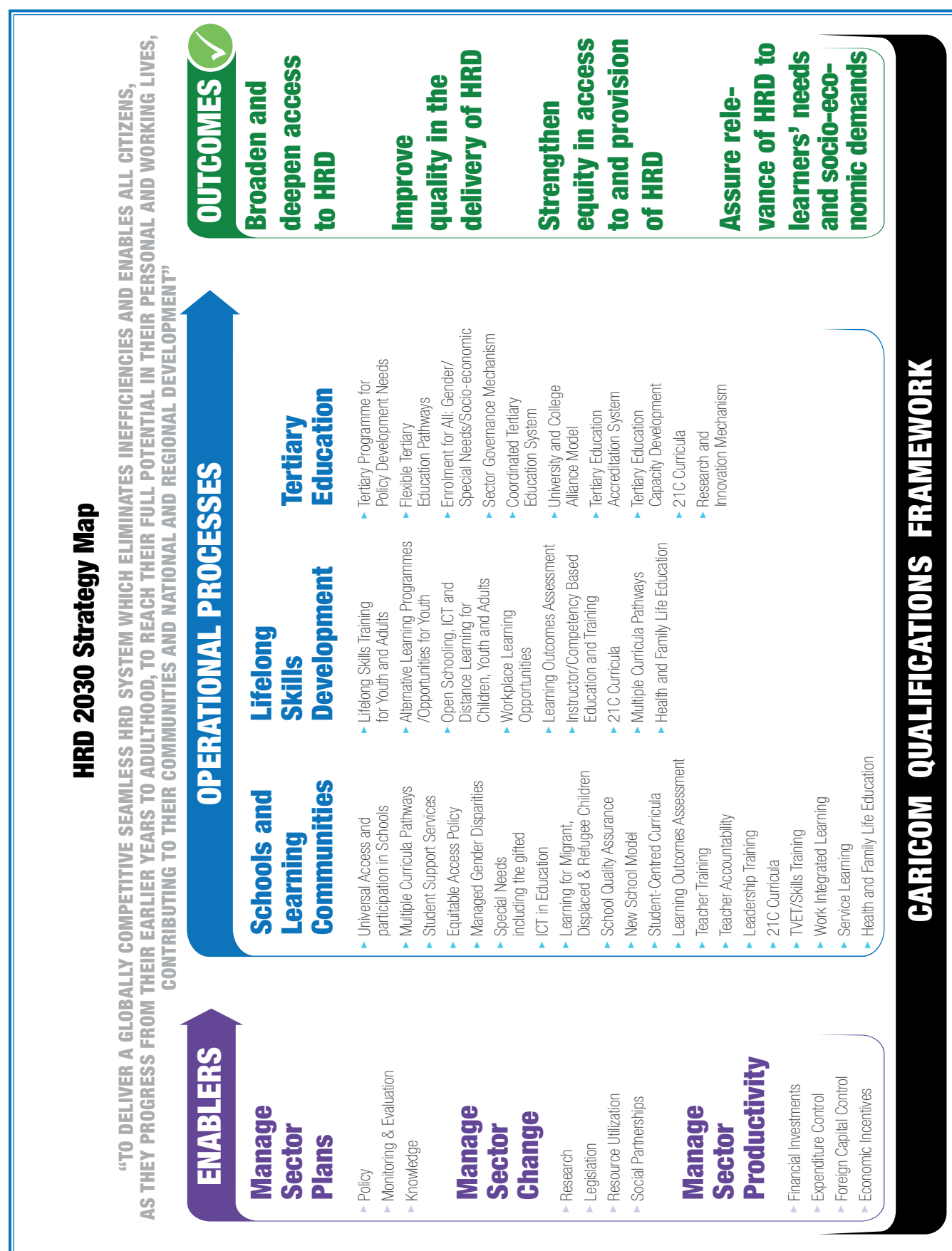




2

The HRD 2030 Strategy

DIAGRAM 7. Strategy Map for HRD 2030 Strategy



2.1. Strategy Organisation

The Strategy is organised into two broad sections. The first section provides an overview of the socio-economic and other contexts in which the strategy was developed, and offers a rationale for its development. Section two of the Strategy is further divided into two parts, namely, the Strategic Direction, and the Strategic Implementation. The Strategic Direction provides an outline of the vision,

mission and core values, goals and imperatives driving the strategy. The second segment, the Strategic Implementation, addresses the critical issues including targets, and monitoring and evaluation, which will need to be considered in the implementation phase, and articulates a roadmap and steps for the strategy's implementation. The Strategy is summarized in a Strategy Map shown in **Diagram 7**.



2.2. Strategic Direction

2.2.1. Vision Statement

Unlocking Caribbean Human Potential

The Vision articulates the belief in the personal power of every Caribbean citizen, and endorses the fact that HRD holds the keys to the achievement of high levels of personal, national and regional success. The Vision encourages learners of all ages to expect positive outcomes from HRD in their own lives, to use their gains to enhance their families and communities, and to contribute positively to national, regional and global development.



2.2.2. Mission Statement

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

The Mission emphasises the commitment and radical reforms outlined in the Strategy to providing all Caribbean peoples, no matter their age, gender, ethnicity, spiritual beliefs, abilities, location, nationalities, political aspirations, social conditions, or economic status in society, with opportunities for constructive learning and personal growth in knowledge, skills and attitudes from the earliest days of life, through the school system, into the workplace, in their homes and communities, and throughout their lives that will facilitate personal fulfilment and encourage their contribution to the development of the community, the nation and the region.

2.2.3. Core Values

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

- 1. Good Citizenship** – that is, they respect their national laws, governments and people, contribute to their national community and promote the ideals of CARICOM
- 2. Integrity** – that is, they display morality and ethics in their lives
- 3. Professionalism** – that is, they display competency and performance in their working lives
- 4. Diversity and Multiculturalism** – that is, they respect and appreciate differences in people and their ways of life
- 5. Innovation** – that is, they develop new and creative ways of solving problems in the world
- 6. Excellence** – that is, they achieve high performance in their learning

2.2.4. Goals

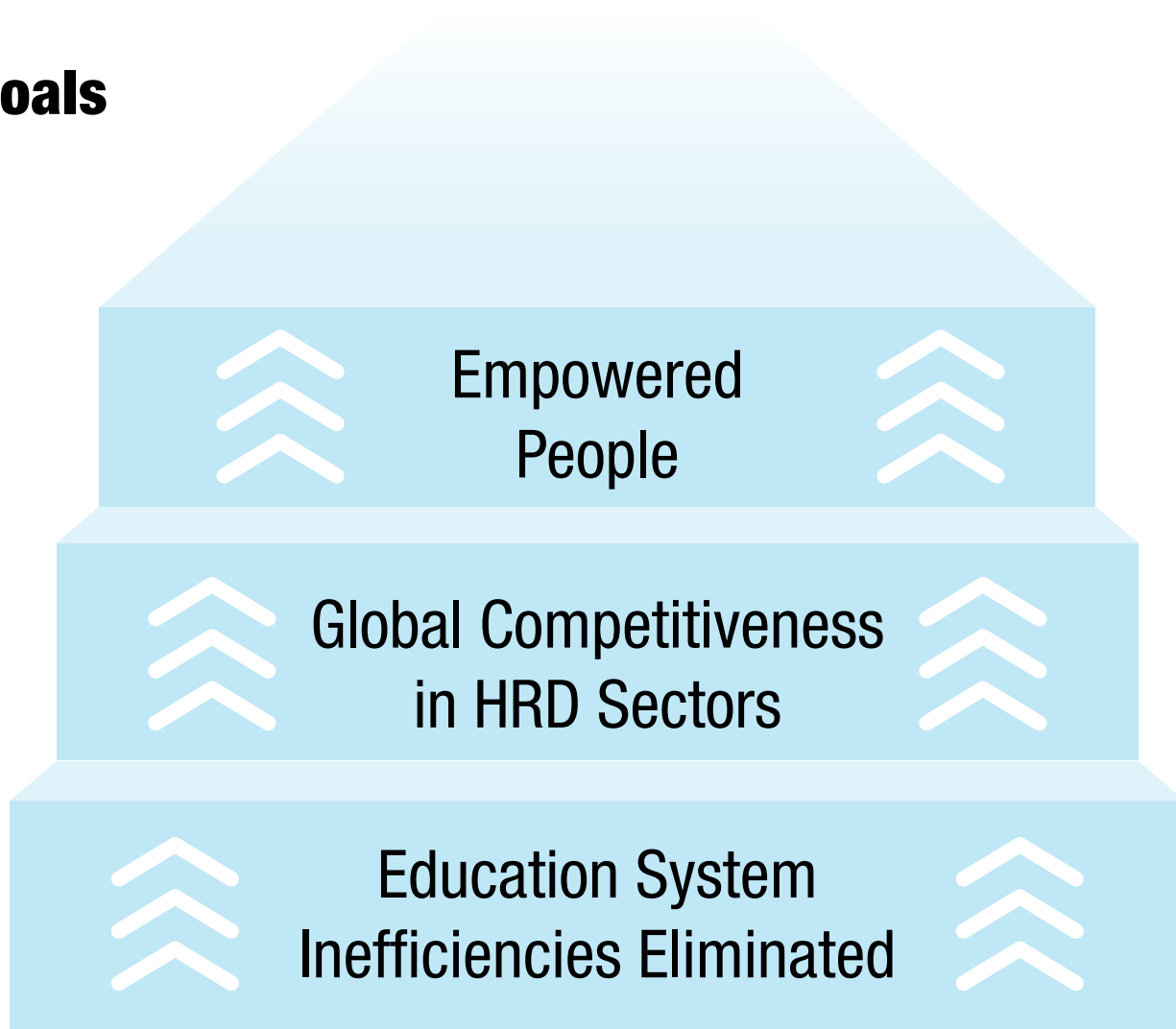
By 2030, the Region should have a Seamless Human Resource Development System that:

1. Empowers our people and contributes to the development of the attributes of the Ideal Caribbean Person
2. Establishes a globally competitive system
3. Eliminates inefficiencies in the planning, management and delivery of Human Resource Development sectors.

comprising three distinct sectors, that is, the basic education, skills for lifelong learning and tertiary education sectors

DIAGRAM 8. The 3 Goals

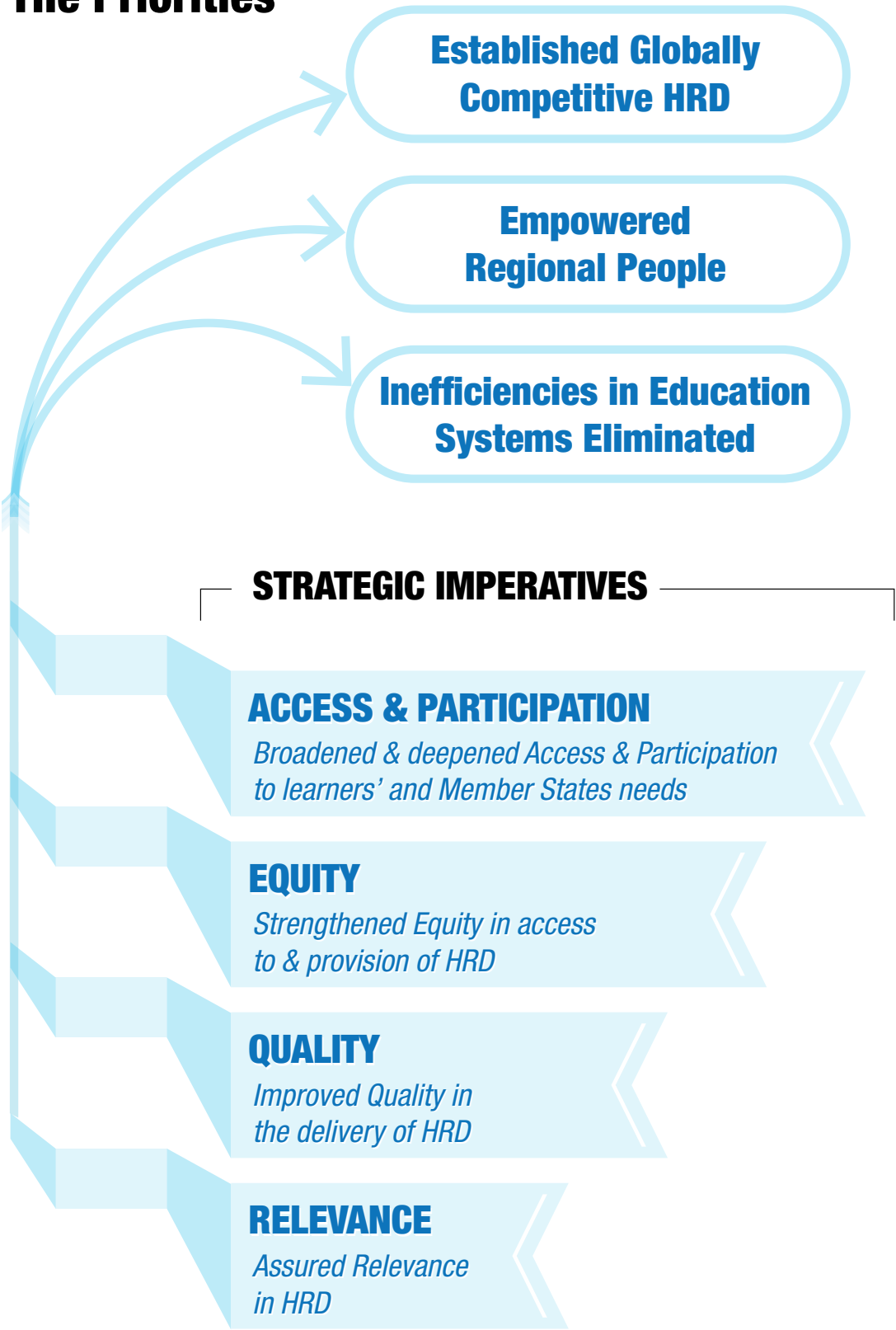
Goals



Source: CARICOM Secretariat

DIAGRAM 9. The Priorities

The Priorities



2.2.5. Strategies Organized by Imperative for Each HRD Sector

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 outputs for each of the strategies above are listed in **Appendix 1**.

Outcome 5:
*Attained Policy Imperatives
with adequate support mechanisms
in place*

SPECIFIC OUTCOMES

Sustainable efficiencies created

Knowledge created, shared and communicated

HRD sectors linked with development sectors

Financing modalities coordinated

Accountability systems in place

Convergence and partnerships achieved

Communities and parents intimately involved

Sector policy research conducted

Governance/Legislative reforms delivered

Stakeholder dialogue managed

2.2.6. Cross-Sectoral Enablers

The policy enablers are the operational management controls which will make the HRD 2030 Strategy successful. They are applied across the entire HRD system through all three HRD sectors.

Enablers shall work synergistically with the four (4) policy imperatives. The outcomes specified above can be achieved when the Region pursues the following:

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



2.3. Strategic Implementation

2.3.1. Theory of Change (ToC) Model

The CARICOM Strategic Plan (2015-2019) highlights four main benefits of development of a Results-Based Management (RBM) Framework (pp. 116-117). The system ensures that plans are results-based, evidence-based, developmental and collaborative. Supported by the Caribbean Development Bank, the CARICOM Secretariat has designed a gender-sensitive RBM System which uses a

Plans are results-based, evidence-based, developmental and collaborative

Theory of Change (ToC) Model. In this regard, the HRD 2030 Strategy adopts a ToC Model which will be used for effective country-based and institutional planning, management, monitoring and evaluation to bring about the anticipated changes which are documented in the Strategy.

Using the ToC, a Logic Model was devised (CARICOM Secretariat, 2017). The Logic Model



DIAGRAM 10. Phases in the Action Planning Process

Phases



illustrates: i) the required impacts and outcomes, ii) the anticipated social, economic, educational and behavioural changes to attain these impacts and outcomes, iii) the timeframes by which these

changes are to be achieved and iv) the Key Performance Indicators (KPIs) which are used as measures to attain these impacts and outcomes. The Logic Model is shown below in **Table 2:**

TABLE 2. Theory of Change for HRD 2030 Strategy

OUTCOME	ANTICIPATED CHANGE	RESULT DATE	KPI
IMPACT (Mission Statement)	Enable people to reach full potential in their personal and working lives, and to contribute to their families, communities and national and regional development	2030	-UN-HDI Ranking by country -GDP by country or region -as % investment in HRD -% satisfaction in HRD
INTERMEDIATE (Goals)	1) Empower our people 2) Contribute to the development of the Ideal Caribbean Person 3) Establish a globally competitive seamless HRD system with 3 sectors 4) Eliminate inefficiencies in planning, management and delivery of HRD sectors	2023-2025	-% change in population's income -% change in curricular learning outcomes -GCI Rank on relevant pillars -% change in HRD public sector expenditures -% change in sector completion rates (ECDI, PCR, SCR, TCR)
IMMEDIATE (Imperatives and Enablers)	1) Broadened and deepened access and participation in HRD 2) Strengthened equity in access to and provision of HRD 3) Improved quality in the delivery of HRD 4) Assured relevance to learners' and Member States' needs 5) Access, participation, equity, relevance and quality attained with adequate support mechanisms	2020	-GERs per HRD sector (BE/SLL/TE) -GERs by socio-economic indicators -% change in school inspections and accreditations -% change in unemployment -% change in social utility for R&D -% change in HRD investments and expenditures

* The KPIs herein stated are specifically for measuring the degree of change for each sector against the anticipated impact and outcomes at the Regional Level. These KPIs have been benchmarked against and aligned to the Sustainable Development Goal 4 targets and indicators which are reported by Member States.

2.3.2. Strategy Modules

The HRD 2030 Strategy is a 14 year plan which will be organized into three discrete phases consisting of four-year action planning cycles.

Thus, the HRD 2030 Strategy has five modules in implementation. A module may include several of the following components over a defined period:

MODULE COMPONENT	DEFINITION
Priority Strategies	Top strategies in the HRD Strategy which have been prioritized by Member States and Regional Institutions for implementation in 4 years
Key Transformational Initiatives (KTI)	Complex, essential, breakthrough (sometimes disruptive) and enabling initiatives which are executable over a defined period. They may engage multiple stakeholders, with multiple source funding and address multiple related strategies in the HRD 2030 Strategy
Action Plan	Agreed set of 4 year actions with costs, risks, targets and resources that are associated with the outputs of a KTI which has to be implemented
Change Management Plan	A plan of action which identifies approaches to bring about cultural and systemic changes that support the implementation of the action plan
Work Programme Plan	A two-year programme of work established by the CARICOM Secretariat with its stakeholders that are implementing the Regional Framework for Action. The Work Programme Plan is aligned to the 4-year Action Plan cycle
Monitoring Plan	A plan which facilitates quarterly assessments by project partners and annual assessments by the Secretariat to provide performance monitoring data in accordance with the RBM System
Evaluation Plan	A plan which facilitates external mid-term and ex-post project evaluations of projects and strategy evaluations by the Secretariat in 2024 and 2029 to provide performance evaluation data in accordance with the RBM System



BOX 6. The implementation schedule for the five modules is as follows:

The Schedule



2.3.3. Framework for Action

Using the Logic Model, a Regional Framework for Action is developed to support the implementation of actions to be taken in the short-, medium- and long-term. By working with key actors and stakeholders, the 14-year HRD Master Plan will be implemented in three

4-year Regional Action Planning (RAP) cycles. Each RAP cycle will require action planning workshops with key actors and stakeholders. These workshops will be coordinated by the CARICOM Secretariat which will collaborate closely with the OECS Secretariat as the

primary stakeholder for education planning and programme delivery within OECS Member States. The first action planning cycle begins in 2017 and ends in 2020 when the short-term results are to be achieved. Each year, annual

monitoring will take place to determine whether or not targets are being achieved. At the end of that cycle a performance evaluation would be conducted to determine the extent to which the relevant KPIs have been attained.

2.3.4. **Actors in Implementation**

The implementation of the HRD 2030 Strategy requires the mobilization for action by groups of key actors who have stakes in the fulfilment of the Key Transformational Initiatives

(KTIs) in the Regional Framework for Action. In general, actors fall within four levels in the Framework for Action. They are illustrated in **Table 3** below:



TABLE 3. Levels in the HRD 2030 Strategy Regional Framework for Action

FRAMEWORK LEVEL	STAKEHOLDER GROUP	SUB-GROUP	INSTITUTIONS/TYPES
1A	Member States	Core	Education Ministries
		Support	Planning, Finance, Social Development, Economic Development, Health Ministries etc
1B	Associate Members	Core	Education Ministries
		Support	Planning, Finance, Social Development, Economic Development, Health Ministries etc
2	Regional Institutions in Education	Educational	CACET, CAAMHP, CXC, Council of Legal Education, The UWI
		Networks	Association of Caribbean Tertiary Institutions, Caribbean Association of National Training Agencies, Caribbean Area Network for Quality Assurance in Tertiary Education
3	Regional Partners	Employers/Labour	Caribbean Congress on Labour, Caribbean Employers' Confederation
		Specialized Agencies	Caribbean Disaster and Emergency Management Agency, Caribbean Public Health Agency, Caribbean Tourism Organization
4	International Partners	Development	CDB, COL, COMSEC, DFID, EU, Global Affairs Canada, IADB, ILO, OAS, PAHO, UNESCO, UNICEF, USAID, World Bank et al.
		Overseas States	Americas, Africa, Asia, MENA, South Pacific
		Commercial	Multinational Corporations

These actors play varying roles from coordinating the implementation to facilitating the enabling environment for Action Plan execution. In general terms, those institu-

tions in levels 1, 2 and 3 are implementers but may also work as enablers and those in 4 are primarily enablers although they may play active roles in project execution.

2.3.5. **Balanced Score Card Methodology**

The Balanced Score Card (BSC) has been adopted by many regional ministries and institutions as the methodology for strategic planning and management. The CARICOM Secretariat has adopted BSC as an approach in its Strategic Business Plan.

While the Regional Framework for Action has

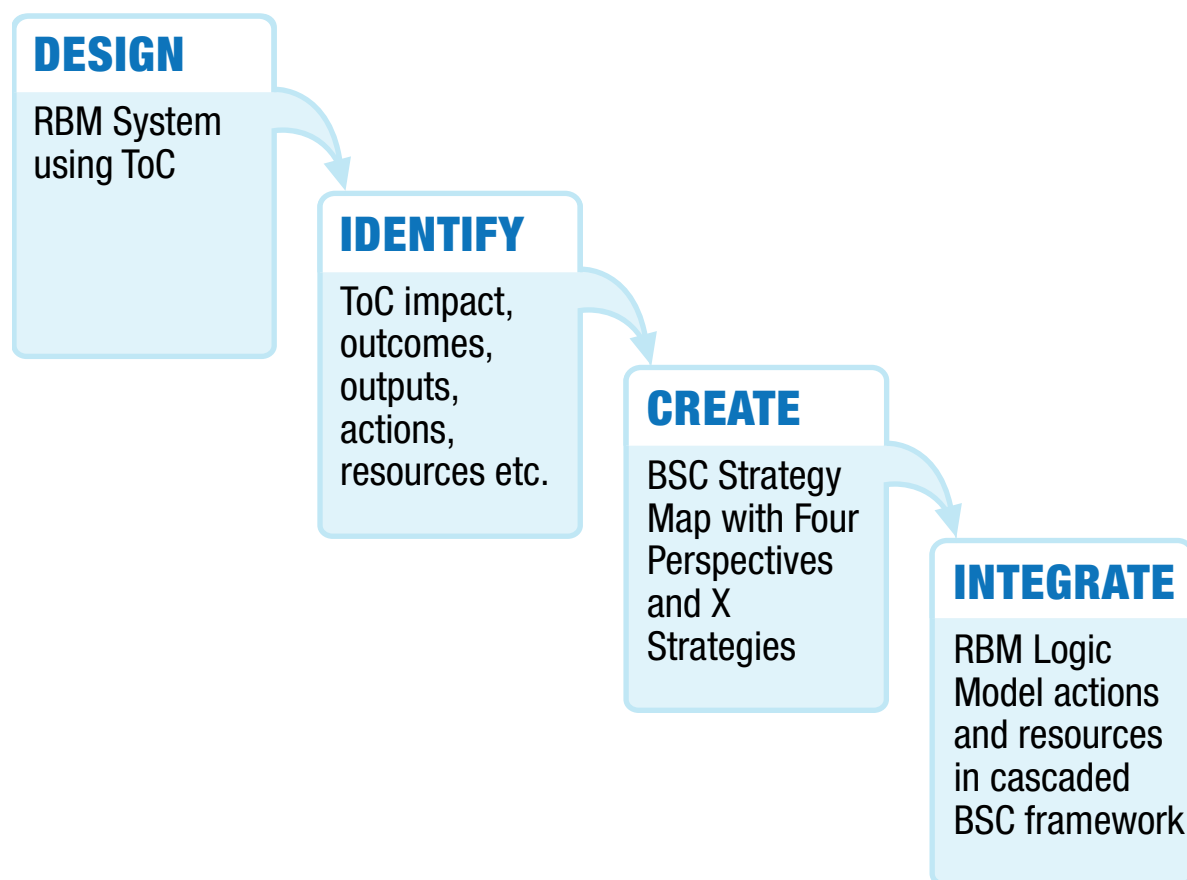
adopted RBM for planning, monitoring and evaluation of work plans that facilitate social change across the Region, stakeholders may incorporate the RBM outcomes, outputs and actions within their BSC designs. BSC can therefore be embraced by stakeholder organizations to develop their own strategy maps and frameworks for managing their strategic

priorities and perspectives (in 4 areas — finance, processes, organizational learning and customers) and cascading it across large complex decentralized ministries and

organizations. This involves the disaggregation of strategies and distribution of functions across multiple units to support strategy deployment and analysis for RBM.

DIAGRAM 11. Proposed BSC Framework Model for Cascading the HRD 2030 Strategy

BSC Framework



2.3.6. Priorities for Implementation

The Thirty - Second Meeting of the COHSOD (March 2017) undertook a strategy prioritization exercise and has identified 16 top priority strategies with corresponding outputs to be attained by 2020. Priority strategies are those which Member States and Regional Institutions have considered as critical and therefore necessary for implementation in the short-term. Priority strategies are urgent for reform of HRD models, processes, policies, laws or standards.

Without them, the Region will find itself moving along the same path towards stagnation and unresolved issues which have been considered in Table 1. While these priority strategies are essential, they can be accompanied by other supporting strategies documented in the HRD 2030 Strategy as these strategies can together facilitate the desirable outcomes to be achieved by the priority strategies.

2.3.7. Mobilization for Action

Supporting strategies that are linked to priority strategies may be viewed as critical success factors (CSFs) that must be achieved in order to attain these priority strategies. By connecting these supporting strategies as sub-sets of the priority strategy in sequence, a Key Transformational Initiative (KTI) is created. The KTI is the regional initiative that is implementable and can bring transformational change to multiple Member States and Regional Institutions that are collaborating on attaining the outcomes identified at a project level. KTIs have certain common characteristics. KTIs:

- i) Are **complex change projects** that implement one or more strategies;
- ii) May **yield breakthroughs** to existing complex problems within systems;
- iii) Can **disrupt existing approaches and practices** and have the opportunity to use alternatives that are unconven-

tional and high technology driven;

- iv) Engage **multiple stakeholders** in a collaborative participating results-driven process;
- v) Manage implementation using a **capacity development** approach using project management offices.

The HRD 2030 Strategy Regional Framework for Action will be deployed in a Regional HRD Capacity Building Initiative (CBI) managed by the CARICOM Secretariat. The CBI will adopt a capacity development model that creates clusters of actors (project champions, partners and investors) who have high stakes in KTIs. Clusters may be:

- ✓ **Country Clusters** – Member States or Associate Members which collectively have responsibility for specific strategies which are designed as a Country KTIs;

- ✓ **Institutional Clusters** – Regional Institutions (HRD and private sector) which collectively have responsibility for specific strategies which are designed as Institutional KTIs;
- ✓ **Hybrid Clusters** – A mix of Member States, Associate Members or Regional Institutions which collectively have

responsibility for specific strategies which are a mixed bag of KTIs.

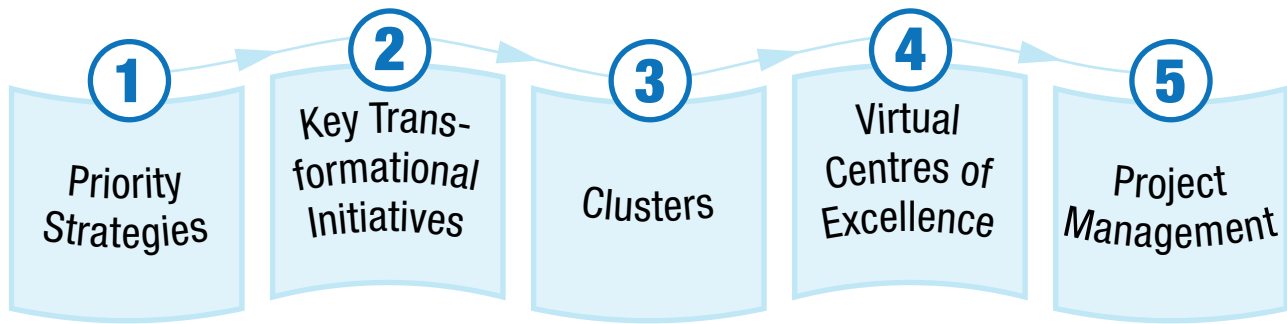
These clusters will be configured as *Regional Centres of Excellence* which are virtual project management centres for initiation, planning, control, execution and monitoring of capacity development projects that implement KTIs.

TABLE 4. Priority Strategies for 2017-2020 Action Planning

SECTOR	IMPERATIVE/ ENABLER	STRATEGY NO.	STRATEGY
BASIC EDUCATION (BE)	Access & Participation	1.1	Provide universal BE access for enrolment and completion
	Equity	2.1	Establish a policy governing equitable access to BE
	Quality	3.2	Design and introduce a Caribbean New School Model (CNSM) to enhance pedagogical and learning success
	Relevance	4.3	Create a range of models to support BE work integrated learning (e.g. apprenticeships & school to work programmes)
SKILLS FOR LIFELONG LEARNING (LL)	Equity	2.6	Provide second chance or alternative learning options for out-of-school youth and adults
	Quality	3.9	Enhance and align learning outcomes and assessment practices to improve learning outcomes in skills programmes
	Relevance	4.8	Introduce multiple curricular pathways and modalities for youth and adults to address personal, health, family development and other skills-based programmes
TERTIARY EDUCATION (TE)	Access & Participation	1.6	Increase enrolment in TE addressing priority development needs
	Equity	2.8	Increase enrolment in TE addressing geographic, gender, special vulnerabilities and other socio-economic needs
	Quality	3.11	Establish a CARICOM governance mechanism that supports coordinated TE sector planning & development
	Quality	3.12	Develop a coordinated TE system that is benchmarked against global qualifications mobility and comparability models
	Quality	3.14	Establish a CARICOM TE accreditation framework
	Relevance	4.10	Align TE programmes to 21C literacies, core competencies and skills
	Relevance	4.12	Promote a regional research and innovation mechanism to enhance development and competitiveness in the Region
ALL THREE SECTORS	Sector Planning	5.1.	Strengthen HRD sector policy planning and execution e.g. by sustained awareness, dialogue exchange, leadership development and innovation capacity building
	Sector Reform	5.7.	Engage key stakeholders (teachers, parents, students, state agencies, community-based organizations, labour, private sector etc) in HRD system reform
	Sector Productivity	5.10.	Improve efficiency in public and private sector expenditures in HRD sectors

DIAGRAM 12. Capacity Development Model for the HRD CBI

Capacity Development



As the Regional Framework for Action and its corresponding RAP cycles are developed and implemented, the principal actors are engaged at:

- 1. Quarterly Project Monitoring meetings;
- 2. Capacity Building Centres of

Excellence Annual Conferences;

- 3. Performance Evaluation meetings held every 2 years (mid at year 2 and final at year 4);
- 4. RAP Workshops held every four years.



3

Conclusion



Achieving the vision and goals outlined in this strategy will require a ‘whole systems’ approach based on unprecedented levels of institutional convergence, programmatic coherence, and multi-stakeholder partnerships and commitment.

It also demands making obsolete, historically constructed silos in all areas of education including learning in formal, non-formal and informal environments, and distinctions between academic and technical and vocational education. While the magnitude of the effort and the cost of transforming the HRD sectors in the Region may be of concern to some, the greater worry ought to focus on the risks and consequences associated with the failure to act now in a decisive manner. Without determined and focused action, current and future generations of children, youth and adults risk being

relegated to worsening circumstances of poverty, unemployment, socio-economic disenfranchisement, disengagement, and despair. This fact has been long recognised and accepted by many of the principal stakeholders including learners, business, governments, families, civil society, policy-makers, and especially those children, youth, adults and the marginalised, whom the education systems continue to fail. It is against this background that this HRD 2030 Strategy therefore provides an approach and strategy for the comprehensive overhauling of HRD system and models in CARICOM countries.



Glossary of Terms

Access

The conditions e.g. policies, modalities, procedures, facilities and environment which enable learners to be admitted and matriculate successfully into a curriculum, course or programme of study at a school, institution or any learning environment.

Accreditation

Processes and outcomes from external quality assurance audits or evaluations by competent bodies that provide institutions and programmes with opportunities for enhancement, change and standards compliance that are established by Member States.

Action Learning

A unique learning and problem solving strategy involving taking concrete action and reflections on results, as means of improving problem solving within these organisations.

Action Plan

Agreed set of 4 year actions with costs, risks, targets and resources that are associated with the outputs of a KTI which has to be implemented.

At-Risk

A term used to refer to students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.³⁰

Basic Education

Range of compulsory educational activities that produce the foundational knowledge, skills, abilities and attitudes needed by children to become active citizens in society and be prepared for higher levels of learning. Basic education is organised into three sub-sector levels: i) early childhood development (ages 0-8) which occurs in early childhood education centres (ages 0-4) and includes primary education up to age 8, ii) primary education from ages 5-11 (may extend beyond 11 years depending on the learner) and iii) secondary education from ages 11 to 18 (may include learners who are older depending on learning abilities).

³⁰ Source: Glossary of Education Reform, <http://edglossary.org/at-risk/>

Balanced Scorecard (BSC)

Proposed by Kaplan and Norton (1992) and promoted by the Balanced Scorecard Institute (BSI), a management system or methodological framework for creating strategy maps, communicating and cascading strategy, prioritizing projects and services, measuring progress and success and planning continuous improvements in accordance with targets in a Strategic Plan. BSC is typically organised in four strategic perspectives or pillars, that is, finance, customers, operational processes and organisational learning and change. *In the HRD 2030 Strategy, these perspectives are outcomes (customer/stakeholder results), imperative strategies (operational processes) and enabler strategies (finance and organisational learning and change).*

Capacity Development

A term referring to more than the provision of training. It includes a wide range of structured programmes involving several components, including the following:

- *Human resource development*, the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively.
- *Organisational development*, the elaboration of management structures, processes and procedures, not only within organisations but also the management of relationships between the different organisations and sectors (public, private and community).

- *Institutional and legal framework development*, making legal and regulatory changes to enable organisations, institutions and agencies at all levels and in all sectors to enhance their capacities.³¹

Caribbean New School Model (CNSM)

A basic education model for developing, upgrading or remodelling early childhood centres and primary and secondary public and/or private schools based on national standards established by Ministries of Education. There are three prototypes for architectural blueprints, organisational design, capacity development and standards compliance: i) Innovative Schools (Open Learning model); ii) Resource-intensive Schools and iii) Pedagogically-enhanced Schools.

Change Management Plan

A plan of action which identifies approaches to bring about cultural and systemic changes that support the implementation of the action plan.

Competency-Based Education and Training (CBET)

Refers to “systems of instruction, assessment, and reporting that are based on learners demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education or training levels. In public schools, competency-based systems use state learning standards to determine academic expectations and define “competency” or “proficiency” in a given course, subject area, or grade level.”³²

³¹ Definition downloaded August 20, 2016 from <http://www.gdrc.org/uem/capacity-define.html>

³² Source: The Glossary of Education Reform. <http://edglossary.org/competency-based-learning/>

Competitiveness

The set of institutions, policies, and factors that determine the level of productivity of an economy, which in turn sets the level of prosperity that the country can achieve.

Digital Learning

Learning facilitated by technology that gives students some element of control over time, place, path and/or pace, and involves the utilisation of various mixes of instruction, technology, digital content.

Distance Learning

A mode of teaching and learning characterized by separation of teacher and learner in time and/or place for most part of the educational transaction, mediated by technology for delivery of learning content with possibility of face-to-face interaction for learner-teacher and learner-learner interaction, provision of two-way didactic communication, and acceptance of industrial process for division of labour, and economies of scale.

Ecosystem

As defined by Bronfenbrenner (1994, 2004), an ecological system that permits holistic human development. It comprises five socially organised inter-related subsystems that support and guide the processes of learning and development in people. *In the context of the HRD 2030 Strategy, the ecosystem is composed of governance, community, home/family and school which influences child learning, growth and development into adulthood.*

Education

Processes for cultivation of learning undertaken in the belief that all should have the chance to improve the quality of life. ...educators look to act with people rather on them. Their task is to... bring out or develop potential.³³ Any deliberate learning opportunity that leads to formal certification recognised for entry into further learning opportunities and workforce engagement. Education includes formal institutionally-based learning opportunities at early childhood, primary, secondary and tertiary education levels.

Equity

Personal or social circumstances such as gender, ethnic origin or family background etc which are not viewed as barriers to accessing or fulfilling educational potential through formal or non-formal education and training opportunities.

Evaluation Plan

A plan which facilitates external mid-term and ex-post project evaluations of projects and strategy evaluations by the Secretariat in 2024 and 2029 to provide performance evaluation data in accordance with the RBM System.

Formal Education

In school/in classroom learning which is hierarchically structured, using a pre-determined curriculum that is delivered by teachers/instructors in a systematic intentional way and which is assessed as cohorts or classes.

³³ Smith, M. K. (2015). "What is education? A definition and discussion." *The encyclopaedia of informal education*. Downloaded August 12, 2016 from <http://infed.org/mobi/what-is-education-a-definition-and-discussion>

Human Resource Development (HRD)

All formal, informal and non-formal education and training provided to all learners from early childhood to tertiary education and lifelong learning. It serves to develop all human potential, that is, personal, social and organisational skills, knowledge and abilities, and includes employee training, career development and succession planning within the context of organisational and country development.

Impact

The sustainable change of state of a community of beneficiaries who have contributed to the implementation of a programme. This is usually achieved through a consequence of several intermediate outcomes being attained. In the context of the HRD 2030 Strategy, the impact is measured when the mission statement is achieved.



Inclusiveness

An approach which encourages people to think about and act in the interest of universal acceptance and welfare of all learners regardless of differences. Inclusiveness strongly considers those with special learning needs in classrooms and outside of learning spaces and thus the options available to them to be fully engaged in teaching, learning, support and assessment.

Informal Education

A system of education that is not classroom based, state operated, planned, organised or sponsored, and does not lead to any certification. It is largely self-directed by the learner and driven by individual motives and interests.

Information and Communications Technology (ICT)

Range of technologies and tools used to create, collate and communicate information and knowledge. ICTs are used in daily life to prepare documents, talk to others through phone, listen to radio and watch television programmes. Some ICTs are one-way, while others facilitate two-way communication. Some can include only one medium (telephone), while other can handle more than one medium (computer and television).

Key Transformational Initiatives (KTI)

Complex, essential, breakthrough (sometimes disruptive) and enabling projects which are executable over a defined period. They may engage multiple stakeholders, with multiple source funding and address multiple related strategies in the HRD 2030 Strategy.

Lifelong learning

Utilisation of both formal and informal learning opportunities over the course of peoples' lives (especially youth and adults) for those with or without prior access to formal education. LL is done in order to enable people to develop their out-of-school competencies and often focuses on continuous improvement and updating of their skills, knowledge, attitudes and dispositions so as to achieve employment and personal fulfilment.

Mobile Learning or M-learning

Learning which takes place across multiple contexts utilising using portable personal mobile electronic devices such as mobile phones, notebooks, handheld computers, MP3 players, and tablets.

Monitoring Plan

A plan which facilitates quarterly assessments by project partners and annual assessments by the Secretariat to provide performance monitoring data in accordance with the RBM System.

Non-formal Education

The intentional and systematic provision of education, usually outside of traditional schooling, in order to meet the unique needs or situations of learners in order to maximise or support learning which would normally take up the time of formal school teachers.

Open and Distance Learning³⁴

System of teaching and learning characterized by separation of teacher and learner in time and/or place; uses multiple media for delivery of instruction; involves two-way communication and occasional face-to-face meeting for tutorials and learner-learner interaction.

Open Education Resources

as defined by the OER Paris Declaration 2012, any “teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and respects the authorship of the work”

Open Learning

Policies and practice of openness in entry requirements (with minimal or no restriction on qualifications), choice of courses, place of study and time, etc. It is an educational philosophy where learning can happen anywhere, anytime from any resource, and therefore, this can be seen as a practice in face-to-face institutions.

Outcome

The social or behavioural change anticipated as a consequence of choosing a specific intervention eg. Strategy or improvement activity. The outcome is to be considered a level at which results are achieved and can be: i) immediate, that is, achieved in the short-term and are completed at the end of the level of an individual project or related projects. They usually bring about changes in skills, knowledge and awareness among beneficiaries and ii) intermediate outcomes are longer-term and are completed at the end of a component of programme or related programmes. They usually bring about change in behaviours or practices among beneficiaries. *In terms of the HRD 2030 Strategy the immediate outcomes are attained at the end of Key Transformational Initiatives which would result in the Strategy Imperatives being measured at the end of the first 4-year action plan cycle at 2020. The intermediate outcomes would result in a mid-term Strategy performance evaluation so that the goals are measured by 2025.*

Participation

In the context of the HRD 2030 Strategy is defined as the initial and continuous enrolment of a cohort of learners in a curriculum course or programme of study towards completion/graduation.

³⁴ See Commonwealth of Learning’s Open and Distance Learning: Key Terms and Definitions. <http://oasis.col.org/handle/11599/829>

Prior Learning Assessment and Recognition (PLAR)

May also be referred to as Recognition of Prior Learning (RPL). Is defined as the processes that allow individuals to identify, document, have assessed and gain recognition for their prior learning. The learning may be formal, informal, non-formal or experiential and may be counted to credit within tertiary education institutions³⁵.

Priority Strategies

Top strategies in the HRD Strategy which have been prioritized by Member States and Regional Institutions for implementation in 4 years.

Productivity

Effectiveness of an effort which involves human performance, budgetary and cost measures and quality indicators that together yield the desired outputs based on the planned inputs. In the HRD 2030 Strategy, the productivity factors will involve a set of cost centres (identified as financial/investment strategies) to produce an output for ensuring performance.

Professional Development

Structured and programmed learning opportunities such as short courses within the lifelong learning domain. They are offered by employers or accessible to employees to upgrade employees' skills and knowledge for career development.

Quality

Educational outcomes that encompass the knowledge, skills and competencies to be acquired in learners through a curriculum that is taught (by self or instructional person), assessed and reviewed and which has enabling conditions within an institutional or non-institutional environment. The curriculum is designed using standard operating procedures and processes, is informed by occupational, social and other information, leads to an award from an awarding body and evaluated against quality standards.

Regional Centres of Excellence (RCoE)

Specially designed clusters of organisational entities for capacity development with core focus on phased project management delivery of Key Transformational Initiatives in the HRD 2030 Strategy. RCoEs are largely virtual in design but can be stand-alone multi-purpose multi-stakeholder governed units which has shared arrangements for capacity development and project implementation.

Reform

Systemic changes (radical breakthrough, disruptive, incremental or improvements) in policies, models or practices that are required to produce a social outcome that is different from what was previously done.

³⁵ Downloaded August 18, 2016 from <http://capla.ca/what-is-rpl/>

Relevance

Learning experiences that meet the needs of personal aspirations, interests and cultural experiences of learners whilst being connected to real-world issues, problems and contexts. Relevant education will ensure that learners who complete the learning experience can adapt to the society which includes being employable in accordance with labour market needs. Relevance also applies to research being done by researchers in institutions (including universities and corporate enterprises) that meet the needs of society at the local, community, national, regional and/or global levels.

Results-Based Management

A management-by-objectives planning, monitoring and evaluation approach used by development organisations to design, plan and measure performance of a programme. It is centred on having performance indicators and targets for measurement of impacts, outcomes and outputs.

Seamless HRD

The single integrated, harmonized and coordinated system of formal, informal and non-formal education and training delivered throughout three sectors; basic education, lifelong learning and tertiary education.

Sector

A distinct division within a country's economy with defined and common characteristics where business activities are concentrated to yield a desirable outcome or impact. It may be based on yielding desired outcomes in a certain population of individuals, organisations or industries. *In the HRD System, there are three sectors with sub-sectors: i) Basic Education (early childhood development, primary and secondary subsectors); ii) Lifelong Learning (second chance education, continuing education, professional development, spiritual development and public education); and iii) Tertiary Education (vocational institutes, community colleges, colleges, polytechnics and universities (teaching, research, corporate and entrepreneurial)).*

Strategy

In public policy terms, it is a long-term development policy which has specific goals, objectives (or sub-strategies), outputs and performance and quality management approaches for ensuring efficiency, effectiveness, sustainability and impact at the programme level. A Strategy can be developed at the local, sectoral, national or regional level. It is to be distinguished from a Strategic Plan which is usually developed for a network of bodies or specific organisation.

Strategy Map

A diagram which depicts the relationships between the mission, primary goals and objectives (strategies) that are implemented and the perspectives for enabling the strategy such as the financial, customer, internal processes and organisational learning and change factors.

In the HRD 2030 Strategy, the Strategy Map articulates the mission, goals and strategies that are connected to the imperatives and enablers.

Technical and Vocational Education and Training (TVET)

As defined by UNESCO, “those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic life”.³⁶

Tertiary Education

Educational process and outcomes expected of learners who have successfully completed at least five years of secondary schooling or equivalent. As agreed by UNESCO and the OECD, tertiary education is delivered by institutional and non-institutional actors at four levels: i) sub-baccalaureate (certificates, diplomas and associate degrees or lifelong learning equivalents); ii) baccalaureate (bachelors and honours/ special bachelors degrees or lifelong learning equivalents); iii) postgraduate taught (graduate diplomas and taught masters or lifelong learning equivalents); and iv) postgraduate research (research masters and doctoral degrees or lifelong learning equivalents). *Other terms such as post-compulsory, post-secondary, further and higher education may be equivalent to or sub-sets of tertiary education.*

Theory of Change (ToC)

A logic model or mechanism for managing social change that accompanies a public policy or programme. The ToC articulates impacts, outcomes (immediate and intermediate) and outputs which are programmatized by a public entity and this logic model is used for planning, execution, monitoring and evaluation of the programme.

³⁶ See for UNESCO’s definition of TVET: <http://www.unesco.org/new/en/newdelhi/areas-of-action/education/technical-vocational-education-and-training-tvet/>

Training

The organised procedure by which people learn knowledge and/or skill for a definite purpose.

Training refers to the teaching and learning activities carried on for the primary purpose of helping... [people] acquire and apply the knowledge, skills, abilities and attitudes needed for a particular job³⁷.

Universal Access

Enabling conditions for all persons at a particular educational level to obtain equal opportunity in educational participation i.e. enrolment, regardless of their social class, gender, ethnicity background or physical and mental disabilities.

Work Programme Plan

A two-year programme of work established by the CARICOM Secretariat with its stakeholders that are implementing the Regional Framework for Action. The Work Programme Plan is aligned to the 4-year Action Plan cycle.

³⁷ Beach, D. S. (1980). *Personnel: the Management of People at Work*. Quoted by Smriti Chand, "Training: Meaning, Definition and Types of Training." Downloaded August 18, 2016 from <http://www.yourarticlelibrary.com/human-resource-development/training-meaning-definition-and-types-of-training/32374>

APPENDIX 1:

Outputs for All Strategies by Imperative/Sector

Basic Education Sector

IMPERATIVE	STRATEGY	OUTPUTS
1) Access and Participation	1.1. Provide universal access for enrolment and completion in basic education	1.1.1. All eligible students enrolled and completing schooling every year
	1.2. Introduce multiple curricular pathways for learners in schools	1.2.1. CPEA, CSEC, CAPE, CVQ and other curricula options in different modalities offered to students
	1.3. Provide adequate student support services to learners in schools	1.3.1. Comprehensive student support programmes in ECD, Primary and Secondary schools operationalized
2) Equity	2.1. Establish a BE policy governing equitable access	2.1.1. Published BE Equitable Access Policies
	2.2. Reduce gender and engagement disparities in BE	2.2.1. Educational leaders trained in gender-sensitive enrolment methods
	2.3. Increase enrolment and participation addressing geographic and socio-economic needs	2.3.1. Educational leaders trained on enrolment methods for students with disabilities, special needs, gifted needs, low income families, distance from schools, performance offered
	2.4. Increase support for disability and special learning needs in BE	2.4.1. Comprehensive special needs programmes introduced in schools
	2.5. Provide adequate learning opportunities to migrant, displaced and refugee children	2.5.1. Educational leaders trained on access and enrolment policies and to design campaigns for migrant, displaced and refugee children

IMPERATIVE	STRATEGY	OUTPUTS
3) Quality	<p>3.1. Develop a CARICOM School Quality Assurance Model</p> <p>3.2. Design and introduce a Caribbean New School Model (CNSM) to enhance pedagogical and learning success</p> <p>3.3. Promote student-centred curricula</p> <p>3.4. Enhance and align learning outcomes and assessment practices to improve learning outcomes in BE</p> <p>3.5. Enhance teacher training and training for educational leaders</p> <p>3.6. Continuously upgrade skills of in-service teachers</p> <p>3.7. Enhance school support programmes and infrastructure</p> <p>3.8. Promote accountability in the professional practice of teachers</p>	<p>3.1.1. Member States operationalize National BE Quality Frameworks</p> <p>3.2.1. Member States adopt or adapt CNSM prototypes to remodel, build or change schools</p> <p>3.3.1. ECD, CPEA, CSEC, CAPE, CVQ & other curricula adopted action learning</p> <p>3.4.1. Curriculum developers trained to align ECD, CPEA, CSEC, CAPE, CVQ and other curricula with CQF/NQF Learning Outcomes and assessment methods</p> <p>3.5.1. Teacher educators trained to introduce Regional standards for teaching in teacher training programmes</p> <p>3.5.2. Educational leadership trainers trained to introduce Regional standards for educational leaders in leadership development programmes</p> <p>3.6.1. BE teachers participated in teacher retooling/ refresher courses per country</p> <p>3.7.1. Comprehensive student support programmes and infrastructure in BE schools operationalized</p> <p>3.8.1. Teaching Service Commissions trained to adopt professional standards for teachers</p> <p>3.8.2. Disciplinary action mechanisms managed by Teaching Service Commissions to reduce teacher absenteeism, misconduct and low/poor performance issues</p>
4) Relevance	<p>4.1. Align curricula plans and qualifications to 21C literacies, core competencies and skills</p> <p>4.2. Introduce multiple curricular pathways for learners in schools</p> <p>4.3. Create a range of models to support BE work-integrated learning (e.g. apprenticeships & school to work programmes)</p> <p>4.4. Create a range of models to support service learning in BE</p> <p>4.5. Mainstream TVET & workforce development modalities into CBET</p> <p>4.6. Implement curricula in BE to address personal, health and family development</p>	<p>4.1.1. Curriculum developers and teachers in ECD, CPEA, CSEC, CAPE, CVQ and other curricula with 21C literacies, competencies & skills</p> <p>4.2.1. CPEA, CSEC, CAPE, CVQ and other curricular options offered to students</p> <p>4.3.1. CPEA, CSEC, CAPE, CVQ and other curricular options with work-integrated learning approaches operationalized</p> <p>4.4.1. CPEA, CSEC, CAPE, CVQ and other curricular options with service learning approaches operationalized</p> <p>4.5.1. CPEA, CSEC, CAPE and other curricular options adopt TVET modalities</p> <p>4.6.1. Teachers trained in CPEA, CSEC CAPE, CVQ and other curricular options to teach personal, health and family life development subject matter</p>

Skills for Lifelong Learning Sector

IMPERATIVE	STRATEGY	OUTPUTS
1) Access and Participation	<p>1.4. Increase skills offerings for youth and adults</p> <p>1.5. Increase open schooling, digital learning and distance learning access for children, youth and adults in the Region, Diaspora and beyond</p>	<p>1.4.1. Career and personal development advising workshops offered to youth and adults to enroll in workforce, community/faith-based, institution-led skills-based programmes</p> <p>1.4.2. Incentives provided by Member States and businesses to skills-based providers to increase variety of programmes for life and vocational enrichment of youth and adults</p> <p>1.5.1. Member States develop and introduce policy guidelines for open schooling, digital learning and distance learning for out-of-school learners</p> <p>1.5.2. Infrastructure including bandwidth capacity enhanced to accommodate more access using ICT-mediated learning for children, youth and adults</p> <p>1.5.3. Indigenous OERs, MOOCs, and online programmes created, marketed and quality assured across Member States the Diaspora and global demand destinations</p>
2) Equity	<p>2.6. Provide second chance or alternative learning options for out-of-school youth and adults</p> <p>2.7. Provide support to facilitate work-based learning in small, micro and medium enterprises and to self-employed persons</p>	<p>2.6.1. Career & personal development workshops offered to out-of-school youth and adults to enrol in second chance or alternative learning programmes</p> <p>2.6.2. Incentives provided by Member States and businesses for second chance or alternative learning providers to increase variety of programmes for life and vocational enrichment of youth and adults</p> <p>2.7.1. Member States to develop capacity by training projects in SMEs and self-employed persons to enhance work-based learning modalities</p> <p>2.7.2. Incentives provided by Member States and businesses for SMEs and self-employed persons to enhance work-based learning for career development</p> <p>2.7.3. Human resource professionals in SMEs and self-employed professionals trained to utilize work-based learning approaches for career development</p>
3) Quality	<p>3.9. Enhance and align learning outcomes and assessment practices to improve learning outcomes in skills-based programmes</p> <p>3.10. Enhance instructor development and train the trainer programmes to improve competency-based delivery</p>	<p>3.9.1. Curriculum developers trained to align skills-based programmes and other curricula with CQF/NQF Learning Outcomes and assessment methods</p> <p>3.10.1. Member States design and introduce instructor and train-the-trainer development programmes to improve competency-based delivery</p>
4) Relevance	<p>4.7. Align skills-based programmes to 21C literacies, core competencies and skills</p> <p>4.8. Introduce multiple curricula pathways and modalities to address personal, health and family development among youth and adults</p>	<p>4.7.1. Training for curriculum developers and trainers in skills-based programmes with 21C literacies, competencies & skills</p> <p>4.8.1. Skills-based programmes and related curricula options offered to learners</p> <p>4.8.2. Trainers in skills-based programmes and other curricula options trained to teach personal, health and family life development subject-matter</p>

Tertiary Education Sector

IMPERATIVE	STRATEGY	OUTPUTS
1) Access and Participation	<p>1.1. Increase enrolment in TE addressing priority development needs</p> <p>1.7. Support flexible pathways in TE to facilitate learners' needs</p>	<p>1.1.1. Needs assessment of priority TE development programmes conducted by TE institutions</p> <p>1.1.2. Curriculum developers trained in labour market information system analysis to determine new and emerging programmes for developing sectors and industries</p> <p>1.7.1. Curriculum developers and instructional staff of TE institutions trained in using the CQF/NQF to create various unconventional modalities, channels and mechanisms for learner-centred development</p>
2) Equity	<p>2.8. Increase enrolment in TE addressing geographic, gender, special vulnerabilities and other socio-economic needs</p>	<p>2.8.1. Leaders trained on enrolment methods and approaches for students with disabilities, special needs, gifted needs, from low income families, distance from schools, performance diversity offered</p>
3) Quality	<p>3.11. Establish a CARICOM governance mechanism that supports coordinated TE sector planning & development</p> <p>3.12. Develop a coordinated TE system benchmarked against global qualifications mobility and comparability models</p> <p>3.13. Align regional universities and colleges to ensure operational efficiency and effectiveness</p> <p>3.14. Establish a CARICOM TE accreditation Framework</p> <p>3.15. Attract, train, certify and retain competent leaders, faculty & staff to build TE sector capacity</p>	<p>3.11.1. CARICOM governance model policy developed by CARICOM Secretariat and approved by Member States</p> <p>3.11.2. CARICOM Secretariat establishes the governance mechanism for TE sector planning & development</p> <p>3.12.1. CARICOM Secretariat and Member States develop and execute a coordinated benchmarked TE system</p> <p>3.13.1. Regionally located universities and colleges trained to build capacity for creating a unifying system which prioritizes operational efficiency and effectiveness</p> <p>3.14.1. CARICOM TE accreditation framework operationalized</p> <p>3.15.1. TE institutions and agencies trained on development of human resource competence capacity to facilitate TE sector advancement</p>
4) Relevance	<p>4.10. Align TE programmes to 21C literacies, core competencies and skills</p> <p>4.11. Support curricula pathways in TE to be aligned to the CQF, employment needs & ODL modalities</p> <p>4.12. Promote a regional research and innovation mechanism to enhance development and competitiveness in the Region</p>	<p>4.10.1. Curriculum developers and instructional staff teaching TE programmes with 21C literacies, competencies & skills</p> <p>4.11.1. Curriculum developers and instructional staff of TE institutions in using the CQF/NQF to create various unconventional modalities, channels and mechanisms for learner- and employment-centred development</p> <p>4.12.1. A Regional Research and Innovation mechanism and policy operationalised</p> <p>4.12.2. Regional centres of excellence for specialized applied research and development operationalized</p>

#UnleashingCaribbeanHumanPotential

#HRDCommission

#HRDStrategy

#TransformingEducation

#LifelongLearning

#NoOneLeftBehind

#MySchoolMyLearningParadise

#MySkillsWillWorkForMe

#EducationForSuccess

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