Positioning Human Resource Development as Central to Caribbean Development through the HRD Strategy 2030 (CARICOM)

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The Imperative for Change in Education and Training in CARICOM

Progress and Challenges of the last decades

The HRD STRATEGY: Key Features

Outcomes by the Sectors

The Implementation Plan: Regional Action Plan
CARICOM Strategic Plan 2015 – 2019

Resilience Model for socio-economic progress

New Beginnings

CCYD REPORT

UN GLOBAL POST 2015 AGENDA

Global shift in thinking about Development Sustainable Development Goals
Rapid changes with increased use of technology, new opportunities, new ways of learning, - new ways of teaching required.

Unprecedented socio-economic disruptions caused by spread and infusion of in all areas of life and work - the internet, artificial intelligence and machine learning robotics, etc.

Fusion of the physical, digital/technological and biological, this will dictate the future of work and therefore, in many ways will also dictate the very nature of HRD for the future.
The New Imperative

Integrated
Inclusive

Driven by:
Knowledge excellence
Innovation &
productivity

EVERY CITIZEN:
- secure /with opportunity to realise potential
- guaranteed human rights and social justice
- contributing to & and sharing in its economic, social and cultural prosperity

THE COMMUNITY: - A unified force in the global arena
Past 50 Years – Significant Progress

Universal access to Primary education in almost all Member States

Close to universal access at the secondary level in several Member States

Significant expansion at post-secondary/tertiary level

Avg. years of schooling from 4.3 years in 1960 to 10.3 years presently
Significant Gains- But Many Deficiencies

- Low access to Early Childhood Development
- Low school performance (Primary & Sec)
- Imbalance in CXC subject entries
- Secondary and tertiary graduates with inadequate skills
- High stratification of learning outcomes and achievements/ many left behind and often condemned to failure
- Inadequate attention to ‘STREAMS’, languages, Fostering creativity from earliest levels??
- Outdated methodologies at all levels
CXC CSEC

**BOTTOMLINE:**
Failure is systemic
Philosophical underpinnings of the HRD 2030 Strategy rests

1. That **education** is the only guarantee of future survival and sustainability of our societies and that the more difficult things become, the more necessary it is.

2. That **equity** in education is essential to the realization of the promise of education for the creation of opportunity, democracy and regeneration.

3. That **regional integration** is not just an ideological desire but a developmental necessity in which economies of scale, effort and influence can be realized.
“You can't cross the sea merely by standing and staring at the water.”
Equality and Equity
UNLOCKING CARIBBEAN HUMAN POTENTIAL

Education Reform for 21st Century
The CARICOM Human Resource Development 2030 Strategy

HRD at a Glance
The HRD 2030 Strategy is intended to address systemic deficiencies and inadequacies by promoting three interconnected sectors: basic education – ECD, primary and secondary; lifelong skills training and tertiary education sectors within a single unified HRD system.
PILLARS OF THE STRATEGY

Learn

- Equity
- Quality
- Relevance
- Access and Participation

Create sustainable efficiencies... for a brighter future.
Key Features of The Strategy

- Equitable access
- Qualifications articulated across sectors
- Co-operation among actors
- Emphasis on learners’ needs
- Operational flexibility – diverse pathways.

- Integration of sectors
- Non duplication of resource usage or learning experience
- Information on learners’ access and progress
- Quality based on defined quality standards across the system
- Success: - ensuring learner success
“The more difficult that things become and the greater the challenges that our countries, our communities, our families and the individual face, the more necessary education becomes.

There is no future that we can imagine, there is no potential that we can visualize and there is no sustainable livelihood that we can cultivate without education.”
Outcomes and Strategies by Sector
### Imperatives

<table>
<thead>
<tr>
<th>Access &amp; Participation</th>
<th>Basic Education</th>
<th>Lifelong Skills Training</th>
<th>Tertiary Education</th>
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<tbody>
<tr>
<td><strong>Outcome 1:</strong></td>
<td>Provide adequate student support services to learners in schools</td>
<td>Increase open schooling, digital learning and distance learning access for children, youth and adults in the Region, Diaspora and beyond</td>
<td>Support flexible pathways in TE to facilitate learners’ needs</td>
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<tr>
<td>Broadened and deepened access and participation in all HRD sectors</td>
<td>Provide universal access for enrolment and completion in basic education.</td>
<td>Increase lifelong learning offerings for youth and adults</td>
<td>Increase enrolment in TE addressing priority development needs</td>
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<td>Introduce multiple curricula pathways for learners in schools</td>
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<td>IMPERATIVES</td>
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<td>EQUITY</td>
<td>2.1. Establish a policy governing equitable access to basic education</td>
<td>2.6. Provide alternative learning options for out-of-school youth and adults</td>
<td>2.8. Increase enrolment in TE addressing geographic, gender, special vulnerabilitie</td>
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<td>2.2. Reduce gender and engagement disparities in basic education</td>
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<td>s and other socio-economic needs</td>
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<td>2.3. Increase enrolment and participation addressing geographic and socio-economic needs</td>
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<td>2.4. Increase support for disability and special learning needs in basic education</td>
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<td>2.5. Provide adequate learning opportunities to migrant, displaced and refugee children</td>
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<td>2.7. Provide support to facilitate workplace learning in small, micro and medium enterprises and to self-employed persons</td>
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<td>2.8. Increase enrolment in TE addressing geographic, gender, special vulnerabilitie s and other socio-economic needs</td>
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Outcome 2: Strengthened equity in the access to and provision of HRD in all HRD sectors
## IMPERATIVES

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<td>Outcome 3: Improved quality in delivery in all HRD sectors</td>
<td>3.1. Develop a CARICOM Basic Education Quality Management Model</td>
<td>3.9. Enhance and align learning outcomes and assessment practices to improve learning outcomes in lifelong learning programmes</td>
<td>3.11. Establish a CARICOM governance mechanism that supports coordinated TE sector planning and development</td>
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<td>3.2. Design and introduce a Caribbean New School Model (CNSM) to enhance learning success</td>
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<td>3.3. Promote student-centred curricula</td>
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**Outcome 4:** Assured relevance to learners’ and Member States’ development needs in all HRD sectors

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<td>4.4. Create a range of models to</td>
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Caribbean Qualification Framework

Skills Enhancement for Out of School Youth and Rural Adults

Caribbean New School Model

Quality Assurance for Tertiary Sector

Standards for Teachers/ Teacher Educators and Educational Leadership

Regional Coordinating Body of Senior Planners


We are here
IN CONCLUDING
The Journey must continue
SUCCESS FOR US (CARICOM) MEANS:

- Continuously striving to cultivate learners with a sound solid education – driven by technology
- Learners both formal or informal at various exits and entry points
- Stimulate and maintain a dynamic process of employment growth (Industry demand standards)
- Nexus between skills training and general education and the acquisition of critical technical skills
- The value of work and the creation of entrepreneurs
- Citizens accessing world class education & training systems in the Caribbean
  Stds benchmarked against 21C demands
Our Caribbean children / youth, regardless of family income or home environment, have rights to QUALITY EDUCATION, PROTECTIVE FACTORS that buttress against DISASTERS; and ASSURED SYSTEMS that allow their full potential to participate in a 21C Economy and Market place.
Intentionality and preparation are key.

“The challenges which we face oblige us, not just out of a question of sentiment, but of shared necessity, to pool our collective strengths and combine all our resources in the development of the Caribbean to which we belong.”

- Rt. Hon. PJ Patterson

February 2012