

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

**Caribbean Forum on Population, Youth  
and Development**

*Marriott Hotel, Georgetown, Guyana, 24-26  
July, 2018*

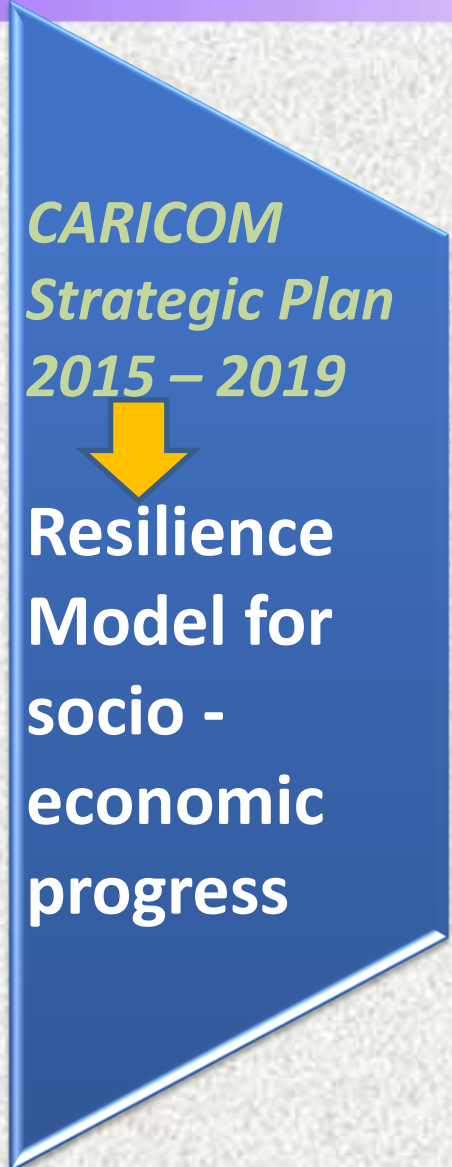
**Patricia A McPherson**  
*Deputy Programme Manager  
Education*



# OUTLINE OF PRESENTATION

- ✓ 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







# The Imperative for Change... 'Fourth Industrial Revolution'

- 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





**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

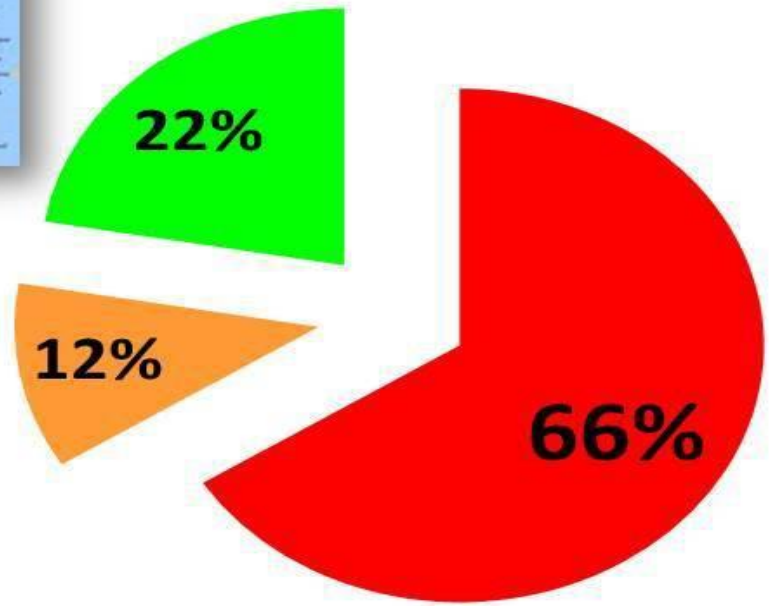
- 
- High stratification of learning outcomes and achievements/ many left behind and often condemned to failure

- 
- Inadequate attention to 'STREAMS', languages, Fostering creativity from earliest levels??
  - Outdated methodologies at all levels





- None or less than 2
- 3-4 subjects
- 5 or more



## CXC CSEC

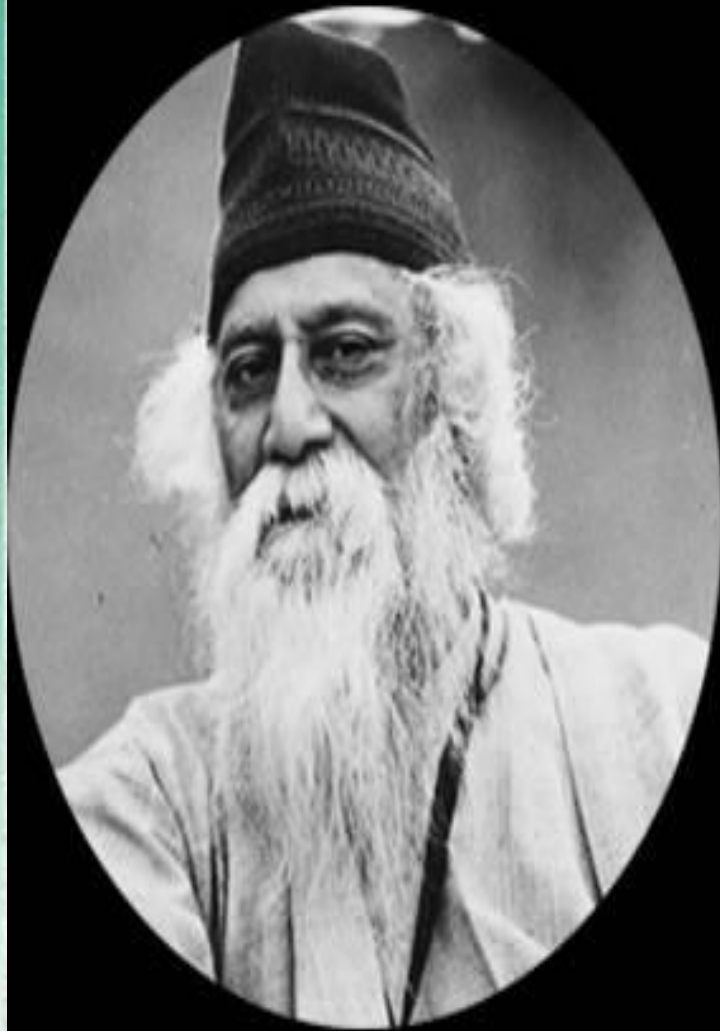
**BOTTOMLINE:**  
Failure is systemic



# 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

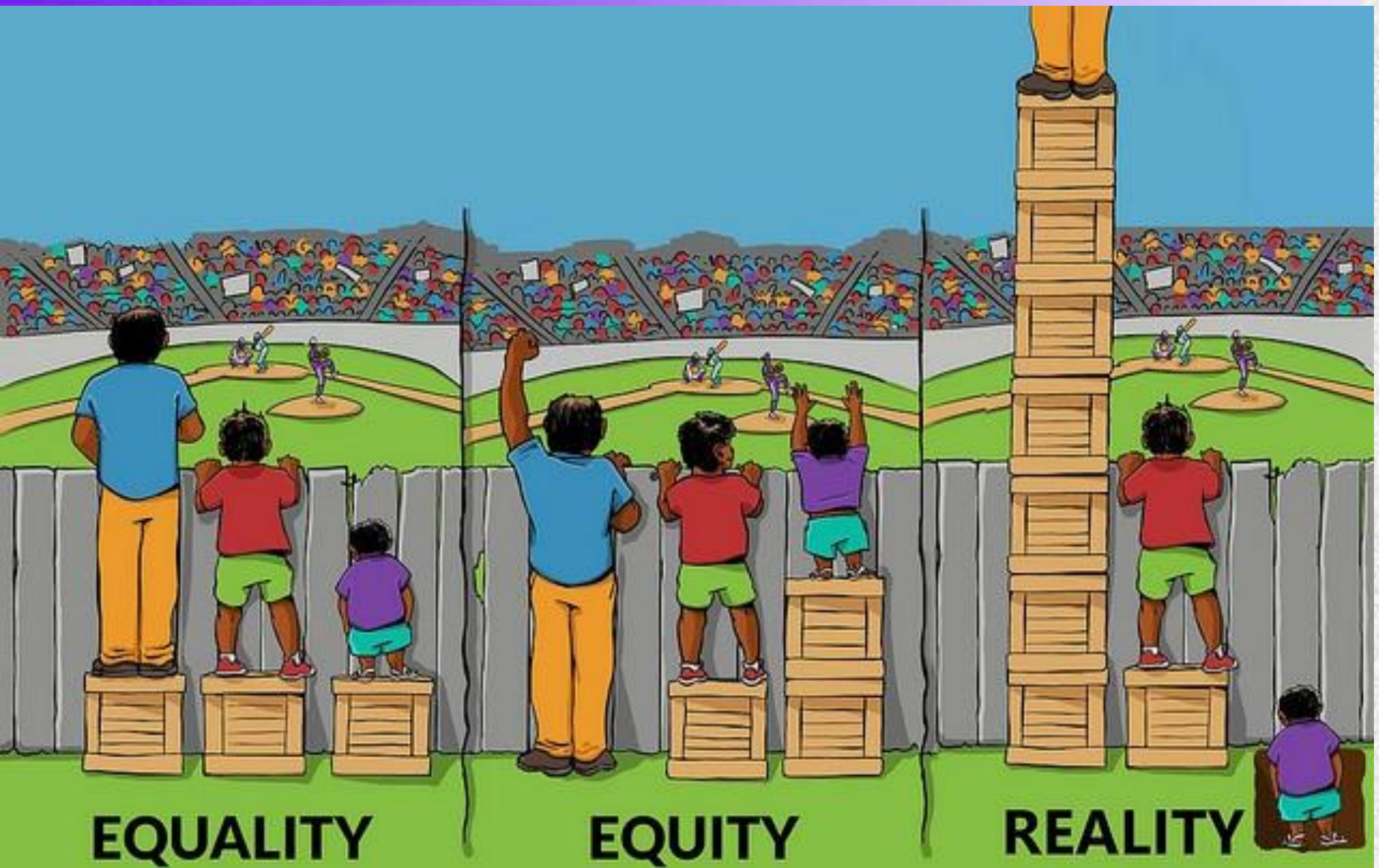




*“You can't cross  
the sea merely by  
standing and  
staring at  
the water.”*



# Equality and Equity



**EQUALITY**

**EQUITY**

**REALITY**



# UNLOCKING CARIBBEAN HUMAN POTENTIAL



**Education  
Reform for  
21<sup>st</sup>  
Century**





# The CARICOM Human Resource Development 2030 Strategy

*HRD at a Glance*



# The HRD 2030 Strategy

- **The HRD 2030 Strategy is intended to address systemic deficiencies and inadequacies by promoting three inter-connected sectors basic education – ECD, primary and secondary); lifelong skills training and tertiary education sectors within a single unified HRD system**



# PILLARS OF THE STRATEGY



ACCESS AND PARTICIPATION

E  
Q  
U  
I  
T  
Y

RELEVANCE



QUALITY

Create efficiencies...  
the future

5



# Key Features of The Strategy

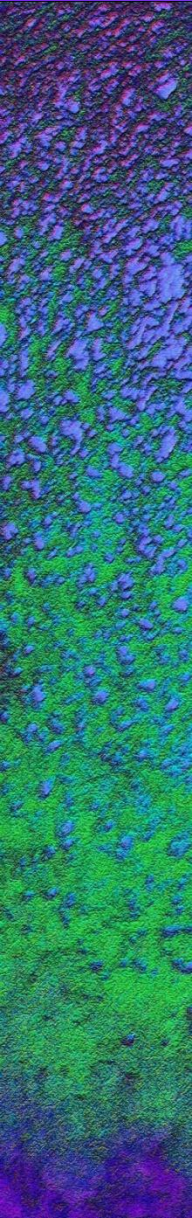
- Equitable access
- Qualifications articulated across sectors
- Co-operation among actors
- Emphasis on learners' needs
- Operational flexibility – diverse pathways.

- 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





CARICOM



The **Big** PICTURE



**“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.”**

  
GEORGE YULE

*Outcomes and  
Strategies by Sector*



IMPERATIVES	SECTORS		
	BASIC EDUCATION	LIFELONG SKILLS TRAINING	TERTIARY EDUCATION
<p><b>ACCESS &amp; PARTICIPATION</b></p> <p><b>Outcome 1:</b></p> <p><b>Broadened and deepened access and participation in all HRD sectors</b></p>	<p>Provide adequate student support services to learners in schools</p> <div data-bbox="363 682 954 1162" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>Provide universal access for enrolment and completion in basic education.</b></p> </div> <p>Introduce multiple curricula pathways for learners in schools</p>	<p>Increase open schooling, digital learning and distance learning access for children, youth and adults in the Region, Diaspora and beyond</p> <div data-bbox="1000 1039 1479 1405" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>Increase lifelong learning offerings for youth and adults</b></p> </div>	<p><b>Support flexible pathways in TE to facilitate learners' needs</b></p> <div data-bbox="1534 896 1897 1330" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>Increase enrolment in TE addressing priority development needs</b></p> </div>

# SECTORS

## IMPERATIVES

### BASIC EDUCATION

### LIFELONG SKILLS LEARNING

### TERTIARY EDUCATION

## EQUITY

**Outcome 2:  
Strengthened  
equity in the  
access to and  
provision of  
HRD in all  
HRD sectors**

- 2.1. Establish a policy governing equitable access to basic education
- 2.2. Reduce gender and engagement disparities in basic education

2.3. Increase enrolment and participation addressing geographic and socio-economic needs

- 2.4. Increase support for disability and special learning needs in basic education
- 2.5. Provide adequate learning opportunities to migrant, displaced and refugee children

2.6. Provide alternative learning options for out-of-school youth and adults

2.7. Provide support to facilitate workplace 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



IMPERATIVES	SECTORS		
	BASIC EDUCATION	LIFELONG SKILLS LEARNING	TERTIARY EDUCATION
<p><b>QUALITY</b></p> <p><b>Outcome 3: Improved quality in delivery in all HRD sectors</b></p>	<p>3.1. Develop a CARICOM Basic Education Quality Management Model</p> <p>3.2. Design and introduce a Caribbean New School Model (CNSM) to enhance 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 basic</p>	<p>3.9. Enhance and align learning outcomes and assessment practices to improve learning outcomes in lifelong learning programmes</p>	<p>3.11. Establish a CARICOM governance mechanism that supports coordinated TE sector planning and development</p> <p>3.12. Develop a coordinated TE system that is benchmarked against global qualifications mobility and comparability</p>

IMPERATIVES	SECTORS		
	BASIC EDUCATION	LIFELONG SKILLS LEARNING	TERTIARY EDUCATION
<p><b>Outcome 4:</b> Assured relevance to learners' and Member States' development needs in all HRD sectors</p>	<p>4.4. Create a range of models to support service learning in basic education</p> <p>4.5. <u>Mainstream TVET and workforce development modalities into a competency-based education and training (CBET) approach in basic education</u></p> <p>4.6. <u>Implement curricula in basic education to address personal, health and family development</u></p>	<p><u>4.9. Implement lifelong learning programmes to address personal, health and family development among youth and adults</u></p>	<p><u>4.12. Promote a regional research and innovation mechanism to enhance development and competitiveness in the Region</u></p>



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

Regional Action Plan  
2018-2021, 2022-2025  
2026-2030



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





**THANK YOU**