



EDUCATION AND TRAINING POLICY AND STRATEGY

OCTOBER 2017

CURRENCY EQUIVALENT

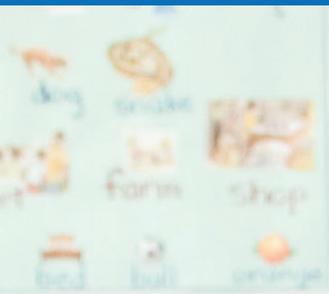
[Dollars (\$) throughout refer to United States dollars (USD) unless otherwise stated]

ABBREVIATIONS

BMCs	Borrowing Member Countries	TA	Technical assistance
BNTF	Basic Needs Trust Fund	TVET	Technical and Vocational Education and Training
BOD	Board of Directors	UNESCO	United Nations Educational Scientific and Cultural Organisation
CANTA	Caribbean Association of National Training Authorities	UPE	Universal Primary Education
CARICOM	Caribbean Community	USD	United States Dollars
CDB	Caribbean Development Bank	USE	Universal Secondary Education
CSEC	Caribbean Secondary Education Certificate	UWI	University of the West Indies
CSP	Country Strategy Papers	WB	World Bank
CTCS	Caribbean Technological Consultancy Services		
ECD	Early Childhood Development		
EMIS	Education Management Information Systems		
ETPS	Education and Training Policy and Strategy		
HDI	Human Development Index		
HRD	Human Resource Development		
ICT	Information and communications technology		
IDB	Inter-American Development Bank		
M&E	Monitoring and evaluation		
MDB	Multilateral development banks		
MDGs	Millennium Development Goals		
mn	million		
MOE	Ministry of Education		
OCR	Ordinary Capital Resources		
OECD	Organisation of Economic Cooperation and Development		
OECS	Organisation of Eastern Caribbean States		
PD	Projects Department		
PPA	Project Preparation Assistance		
SDG	Sustainable Development Goals		
SEN	Special Educational Needs		
SLS	Student Loan Schemes		
STEM	Science, Technology, Engineering and Mathematics		
SWAps	sector-wide approaches		

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Singular	Plural
e	e's
bul	bul's
☆	☆'s
♥	♥'s
bag	bag's

My name is Kizzy.
I live in Barbados.
I am six years old.
I am good at reading.

How does a butterfly grow?
It starts as a tiny egg. It becomes a caterpillar. It eats lots of leaves. It grows and grows. Then it goes inside a chrysalis. At last, it comes out as a butterfly.

How does a flower grow?
It starts out as a seed. Sun and rain help the seed grow. It grows into the ground. It grows and grows. At last, the bud opens. It's a flower!

Cats drink milk.
The girl is reading a book.
The cat is on the mat.
He is eating a banana.

How does a frog grow?
It starts out as a tiny egg in the water. The egg grows into a tadpole. It keeps changing. It gets tiny plants. It grows and grows. At last it hops out of the pond. It's a frog!



EXECUTIVE SUMMARY

THE HUMAN RESOURCE DEVELOPMENT POLICY (1993)

1. At its One Hundred and Fiftieth Meeting held on July 15, 1993, the Board of Directors (BOD) of the Caribbean Development Bank (CDB) approved Paper BD44/93 - Human Resource Development (HRD) Policy, which set out the Bank's first official policy underpinning its interventions in education and training and HRD. This policy aimed to strengthen the Bank's capacity to provide assistance for HRD, to foster enhanced capabilities in Borrowing Member Countries (BMCs), support institutional development across key sectors, and promote equitable enhancement of appropriate knowledge, skills and attitudes. Interventions were to be focused primarily on institutional strengthening, development of an inventory of human resources and HRD opportunities, as well as basic education, including the needs of youth and adults seeking second chance opportunities.

2. During the period covered by the policy, CDB financed 14 capital projects valued at USD138.6 million (mn), in 14 of its BMCs. The projects mainly addressed basic education infrastructure, but there were interventions in other sub-sectors on the basis of, *inter alia*, the urgency of needs, the pedagogical soundness of the interventions, the expected contribution to educational development and national goals, and alignment with CDB's Policy. Financing (69%) was mainly from Ordinary Capital Resources (OCR). Technical assistance (TA) resources financed capacity building, educational management, curriculum reform, teacher training and regional research and workshops. The Bank also approved USD63 mn for Student Loan Schemes (SLS).

3. Lessons learned included, *inter alia*, the:

- (a) importance of enhancing implementation capacity in BMCs;
- (b) need to address maintenance of facilities in design and implementation;
- (c) need for data-driven decision-making to inform technical interventions;
- (d) need for alignment of programmes/curricula with industry/workforce needs; and
- (e) need for rehabilitation of physical facilities as a critical component of quality enhancement and provision of the appropriate enabling environment.

In addition, it was noted that a strong focus of lessons learned was risks to be avoided, rather than promising practices or noteworthy strategies to be promoted. Consequently, not enough was learned in relation to contributory factors to success.

THE EDUCATION AND TRAINING POLICY AND STRATEGY (2004)

4. The HRD Policy (1993) was superseded by the Education and Training Policy and Strategy (ETPS) (2004) which was approved by the BOD at its Two Hundred and Fourteenth Meeting on December 9, 2004. It was informed by the Caribbean-specific Millennium Development Goals (MDGs), experiences from the Bank's expanded work, and consultation with stakeholders, including BMCs, and development partners. It emphasised an individualised flexible approach within the framework of the Bank's Country Strategy Papers (CSPs) and the sector strategies of BMCs, as well as the enhancement of implementation capacity within BMCs.

5. The ETPS (2004) also stressed four broad cross-cutting themes:

- (a) increasing and broadening equitable access and participation;
- (b) improving efficiency and effectiveness;
- (c) strengthening institutional capacity; and
- (d) enhancing technological capacity.

6. Strategic approaches planned included sector-wide approaches (SWAs), stakeholder participation, development partner coordination and private sector collaboration. There would also be a focus on research and sector analysis to inform project design and to underpin regional programmes and projects. CDB also proposed to continue the strategy of Project Preparation Assistance (PPA) to assist BMCs in completing projects for BOD consideration.

7. The review of the ETPS (2004) was completed in the context of a number of relevant factors. These included the opportunities provided by 21st Century technological factors; constraining repercussions globally; a reduction in official development assistance; and the juxtaposition of the high Human Development Index (HDI) rankings of many BMCs, alongside the enormous number of development challenges affecting them. Of particular concern, was the impact of natural disasters on the capacity of BMCs in general, and the sector in particular. As an example, Grenada was severely impacted by Hurricanes Ivan and Emily in 2004 and 2005 respectively, but its education and training infrastructure in particular was devastated to the point that in 2016 there had still not been full restoration of that infrastructure. Further, though significantly supported over the period, as a result of the earthquake of 2010 and subsequent hurricane and flooding events, Haiti will still require significant levels of support in the future to achieve Universal Primary Education (UPE).

8. The donor environment as well as regional and global developments in the sector, also featured in the review of ETPS (2004). CDB partnered, but also competed with other multilateral development banks (MDBs) that were also active in the Region and with which a number of BMCs have membership. There were also a number of other donors who provided mainly grant resources to BMCs, particularly those in the Organisation of Eastern Caribbean States (OECS) sub-region. The sometimes-crowded donor space highlighted the need for coordination to avoid duplication.

9. Regional and global developments in the sector also informed the review of the 2004 Policy and Strategy. Apart from the Caribbean-specific MDGs, other regional and global developments were considered. These included a number of regional frameworks, including Guidelines for Developing Policy, Regulations and Standards in Early Childhood Development (ECD) Services, the OECS Education Sector Strategy 2012-2021, the Regional Technical and Vocational Education and Training (TVET) Strategy, and Standards of Practice for the Teaching Profession in the Caribbean Community (CARICOM). Global developments included the TVET Strategy 2010-2015 of the United Nations Educational, Scientific and Cultural Organisation (UNESCO), the UNESCO Education Strategy 2014-2021, and the International Computer and Information Literacy Study 2014.

10. The final, and perhaps the most critical factor influencing the review of the 2004 Policy and Strategy was the CDB environment. Factors evaluated included the interpretation of the ETPS and the understanding of its implementation context, the Bank's organisational culture and structure, its financial and human resource capacity, and its networking capabilities. Staffing received particular focus, especially in relation to three issues: (a) an increase in the number of BMCs with the addition of Haiti and Suriname, and the differences in language and structure of their education systems; (b) increases in institutional strengthening components; and (c) the enhanced technical support provided to BMCs, given the dearth of technical capacity within countries.

11. For the period during which the ETPS (2004) was effective, 19 capital projects were approved and implemented in 14 BMCs. There were also two regional projects in the tertiary education sub-sector and two social development projects with a strong focus on non-formal education. In total, these projects were valued at USD209.1 mn with USD178.5 mn in loans and USD30.6 mn in grants. During the same period USD84.5 mn in loans went to SLS.

12. A significant number of lessons were learned across the four cross-cutting themes. These included, *inter alia*:
- (a) the importance of maintenance of facilities to support sustainability;
 - (b) the need for technology and innovative modalities in cases where access is hampered by geography;
 - (c) the need for linkages with the private sector and labour markets to ensure alignment of competencies and labour market demands;
 - (d) the need to provide opportunities for BMCs to learn from each other;
 - (e) the need for Information and Communications Technologies (ICTs) to promote teaching and learning, and to foster lifelong learning; and
 - (f) the fact that since gender inequalities in education outcomes threaten human capital development and labour market potential, it is essential to apply a gender lens to education development.

CONTINUING ISSUES AND CHALLENGES

13. Notwithstanding the progress seen across the sector in individual BMCs during the period of the ETPS (2004), challenges, which can be grouped under three broad headings, remain:

- (a) **Access, Equity and Participation.** The pre-primary (three to five years old) segment of ECD is still largely a private provision. While some BMCs have moved to provide universal access, there is still at least one BMC with no public provision. In relation to quality, urban provision is also generally superior to what is offered in rural communities, and provision for children with Special Educational Needs (SEN) and other vulnerable groups is often deficient. There are also issues of inequity in basic education, particularly in relation to geographical location, and among poor and vulnerable groups, as well as children with SEN. There are also variations in survival rates in basic education within, as well as across BMCs. Further, lower socioeconomic groups still experience challenges in accessing post-secondary and tertiary education, mainly due to the inability to pay; and the perennial problem of low male enrolment persists. Moreover, gender inequalities remain persistent and are reinforced throughout the life cycle of the education system.

- (b) **Efficiency, Relevance and Effectiveness.** Variable throughput exists from primary to secondary in many BMCs. Further, even though pass rates increased by over 12% during the period of the ETPS, there are still only average levels of school leavers (43.2% in 2014) who graduate with five or more Caribbean Secondary Education Certificate (CSEC) subjects, including English and Mathematics. There are also high levels of non-certificated school leavers and low levels of certification relative to the needs of the workforce. In addition, in many BMCs, limited readiness for formal education at the pre-primary stage contributes to increasing deficiencies at the primary level, eventually leading to a cycle of underperformance across the system.
- (c) **Governance.** The absence of appropriate enabling environments across BMCs has led to an inability on the part of many Ministries of Education (MOE) to identify and address deficiencies in processes required for enhanced governance. There is often an absence of standards, accountability, transparency, and reliable data, all of which are needed to evaluate the performance of the system, and for engagement in evidence-based decision making. There is also limited capacity for the conduct of research to inform decision-making, and many BMCs lack the capacities at both school and system levels for efficient and effective leadership of the sector.

THE EDUCATION AND TRAINING POLICY AND STRATEGY

14. The revised ETPS is CDB's response to the challenges, identified needs and priorities set out in national, regional/sub-regional and global policies and plans, and gleaned from consultation with BMCs and other stakeholders. The strategies and activities proposed centre around CDB's capacity, role and sphere of influence in the sector, including the value attributed to CDB's work by BMCs; the leadership role demanded by them; and the advocacy functions that can be performed by CDB, especially in attracting resources for further development of the sector.

15. The new Policy and Strategy is also influenced by the contextual framework within which education systems operate, including the external environment and the quality of the systems themselves. The external environment is impacted by the political, macro-economic, socio-cultural, regional and global factors, which determine what is emphasised in the development of the sector, and the quality of the systems is determined by student characteristics and factors such as the enabling inputs (the facilities, curriculum and quality of teachers/teaching) and the learning outcomes.

16. The Policy and Strategy was also informed by other relevant Policies of CDB as well as a number of international policies for education development. Internal policies included, *inter alia*, the Gender Equality Policy and Strategy, the Technical Assistance Policy and Strategy, the Poverty Reduction Strategy, the Regional Cooperation and Integration Policy and Strategy and the Climate Resilience Strategy 2012-2017. International policies included the UNESCO Handbook on Education Policy Analysis and Programming, the 2005 Paris Declaration on Aid Effectiveness and the 2008 Accra Agenda for Action.

17. CDB's vision of the purpose of education and training in the 21st century acknowledges the role of education as a future-oriented and life-long process of realising individual potential. It also recognises that delivering better results requires a clear definition of what those results ought to be and maintaining a steadfast focus on attaining them. Lastly, it incorporates an increasing focus on improving learning outcomes. The new ETPS is built on these factors.

18. In seeking to achieve the above and assist BMCs in accomplishing their development goals for education and training over the next decade, CDB has therefore developed a Strategy premised on improved quality of education in BMCs, leading to increased learner outcomes producing a qualified, capable and representative workforce of diverse individuals, to reduce poverty and achieve inclusive social and economic development for the Region. The Strategy will implement activities that coalesce around three specific objectives which align with the challenges that are still outstanding. The objectives are:

- (a) development of education and training systems which provide for equitable access and participation across all levels of the system;
- (b) enhanced efficiency, relevance and effectiveness of education and training to create systems which are responsive to national, regional and global labour markets; and
- (c) strengthened capacity to reform and manage education systems for the purpose of enhancing student outcomes.

19. CDB will continue to utilise the strategies which were successfully applied over the course of the ETPS (2004). Since needs are great and there are many players in the sector, partnerships will be strengthened to avoid duplication and maximise development assistance. Working through established entities will also aid in achieving outcomes. PPA will also be extended to assist BMCs in adequately preparing for design and development of interventions and in setting up of project management arrangements during the preparation phase. Research will also be expanded to incorporate internal partners with a focus on exploring regional problems and providing solutions to regional challenges and issues. Consultation and stakeholder participation will also embrace national and regional institutions to promote ownership and consensus across the project cycle. The Bank will also utilise the following:

- (a) development and dissemination of knowledge products and diagnostic tools that will take cultural relevance into consideration and will therefore assist in promoting regional standards;
- (b) study visits/exchanges and participation in global education fora that will expose key BMC stakeholders and CDB staff to up-to-date, cutting-edge developments in education and training as well as regional and international best practices. CDB will also support direct cooperation among BMCs and other entities, and provide opportunities for BMCs to learn from each other and other relevant stakeholders in the sector; and
- (c) a specific framework for the incorporation of gender sensitivity and responsiveness.

20. The revised ETPS acknowledges that measurement challenges abound but will provide support for assessment of the current monitoring and evaluation (M&E) culture, structures, initiatives and resources in BMCs, and the extent to which cohesive systems exist. Emphasis will also be placed on the building and strengthening of a pervasive, results-based M&E culture in BMCs from school and community to central level; and development of the requisite technical M&E capacity to establish, strengthen and sustain M&E systems including the legal and regulatory frameworks. CDB will also assist BMCs in developing capacity for collecting, analysing and establishing baseline data (including sex-disaggregated data), development of outcomes and performance indicators, and the reporting and utilisation of findings. M&E will also take place in the context of the implementation of the ETPS to provide continuous review in order to ensure the Bank is always responsive to the needs of BMCs.



1. INTRODUCTION

BACKGROUND

1.01 The overarching objectives of CDB are poverty reduction and sustainable development. A key sector/thematic strategy is education, described as being a critical enabler of social and economic development, and the fountainhead for human capital formation. Education is expected to create an ever-expanding pool of productive Caribbean citizens with the knowledge, skills, attitudes and values necessary to lead purposeful and productive lives in an internationally competitive environment. CDB also views investment in education as critical to the strengthening of mechanisms for full participation in the development process.

1.02 CDB's understanding of the catalytic role of education and training is evident in its increased efforts to support development of the sector in its 19 BMCs. Prior to the formulation of CDB's first HRD Policy, approved by the BOD in 1993, apart from one capital project—the OECS TVET Project 1987 (co-financed with the World Bank (WB)—CDB's education and training interventions in the first 20 years of operation were limited primarily to TA activities carried out by the Caribbean Technological Consultancy Services (CTCS) Network, the Basic Needs Trust Fund (BNTF), the SLS—initiated in 1972, and Project Cycle Management Training.

THE 1993-2003 HUMAN RESOURCE DEVELOPMENT POLICY

1.03 The 1993 Human Resource Development Policy had four principal strategic objectives: (a) strengthening of CDB's capacity to provide assistance for HRD; (b) fostering enhanced capabilities in BMCs; (c) institutional development across key sectors; and (d) promotion of equitable enhancement of appropriate knowledge, skills and attitudes. The three main priority areas identified were basic education, including second-chance opportunities; institutional strengthening; and an inventory of human resources and HRD opportunities.

1.04 During the period, CDB expanded its HRD operations and approved 14 capital projects valued at USD138.6 mn, in 14 BMCs. The Bank also approved USD63 mn for SLS's. Several lessons were identified based on these interventions:

- (a) the need for BMCs to ensure the requisite allocations for the human and other resource requirements to promote efficient project execution;
- (b) the importance of enhancing the implementation capacity of BMCs, particularly MOEs;
- (c) the need for addressing maintenance of facilities in project design and implementation since maintenance is a critical issue for sustainability of project outputs;
- (d) greater need for interventions that specifically target poor and vulnerable groups;
- (e) a continuing need for both formal and informal partnerships in planning, co-financing and other collaborative endeavours to increase the development impact of interventions;
- (f) the need to promote and support projects structured and operated on a regional basis, to improve the capacities of both regional and national institutions, enhance the integration process, and increase efficiency and cost-effectiveness in the delivery of similar or common services across the Region;

- (g) the use of data-driven decision-making to inform technical interventions;
- (h) the need for a longer-term view of sector development, supported by multiple sequential interventions;
- (i) the need for alignment of programmes and curricula with the needs of industry and the goals of workforce development;
- (j) the need for rehabilitation of school facilities as a critical component of quality enhancement interventions; and
- (k) development of flexible policies and guidelines for SLS to facilitate continuous review designed to ensure relevance to the needs of BMCs.

1.05 Although these findings remain important considerations for future work, it should be noted that the lessons identified did not include promising practices or noteworthy strategies, but rather focused on risks to be avoided. The “avoidance or mitigation of risk” approach to institutional learning was equally apparent in appraisal reports and project completion reports in which the issues were well articulated; but even where positive outcomes were reported, little or no attention was given to the factors which contributed to success.

THE EDUCATION AND TRAINING POLICY AND STRATEGY (2004)

1.06 The development of the ETPS, approved by the BOD in December 2004, was informed by:

- (a) the Caribbean-specific MDGs, in particular Goal 2: “ensure that, by 2015, children everywhere (boys and girls alike) will be able to complete a full course of primary and secondary schooling, up to Grade 12”;
- (b) experiences from the Bank’s expanded work in the sector; and
- (c) consultations with stakeholders including BMC representatives and development partners.

The ETPS took into account CDB’s focus, as articulated in its Strategic Plan 2000-2004, of continuing to “respond to the peculiar requirements of BMCs as they restructure their economies to compete in a world devoid of preferences.” The Strategic Plan (2000-2004) highlighted the critical role of education and training in poverty reduction and the need to widen CDB’s role in financing education reform, especially in expansion of access to ECD, basic education, and distance education.

1.07 Given the diversity of education and training needs, the ETPS emphasised an individualised flexible approach, stating that each intervention would be evaluated on its own merit within the framework of CDB’s strategy for BMCs, as articulated in the respective CSPs and the particular BMC’s Strategic Plan for Education. In addition, the ETPS underscored the importance of the enhancement of implementation capacities in realising the objectives of the interventions. It emphasised four cross-cutting themes: (a) increasing and broadening equitable access and participation in education and training; (b) improving efficiency and effectiveness; (c) strengthening institutional capacity; and (d) enhancing technological capability, with corresponding priority areas as outlined in Table 1.

TABLE 1: CROSS CUTTING THEMES

CROSS CUTTING THEMES	PRIORITY AREAS FOR SUPPORT
Increasing and broadening equitable access and participation in education and training.	<ul style="list-style-type: none"> (a) improvement, expansion, and addition of new physical facilities; (b) provision of opportunities outside the formal system; (c) provision for the physically-challenged and other marginalised groups; and (d) financing for post-secondary education and TVET.
Improving efficiency and effectiveness.	<ul style="list-style-type: none"> (a) curriculum reform and development; (b) testing/assessment; and (c) pedagogical reform and strengthening skills diversification at the post-secondary level.
Strengthening institutional capacity.	<ul style="list-style-type: none"> (a) development of appropriate technical, planning, leadership and managerial capacity within ministries and institutions; (b) rationalising provisions at the sub-regional and/or regional levels; and (c) promoting quality assurance and accreditation, standardisation and articulation among programmes and institutions at national, sub-regional and/or regional levels.
Enhancing technological capability.	<ul style="list-style-type: none"> (a) development of skills and competencies in the use of modern, cutting-edge technologies; and (b) alliances and partnerships between training institutions to facilitate technology transfer.

1.08 Based on the lessons learnt and needs identified, the strategies to be pursued were outlined as follows:

- (a) SWAPs: Investment would be part of a long-term strategy and based on the sector policy and adequate context based on sector analysis.
- (b) Stakeholder participation: In order to promote ownership, there would be wide stakeholder participation at project design and throughout implementation and operations.
- (c) Development partner coordination: It was anticipated that there would be co-financing arrangements for projects and programmes, as well as cooperation in areas such as sector analysis, policy design and programme implementation.

- (d) Relevant research: Findings of research conducted would serve to inform policy and programming in BMCs.
- (e) Regional programmes and projects: Financing would be available for programmes designed to harmonise, rationalise or standardise programmes and support systems and improve quality assurance and cost effectiveness.
- (f) Private sector collaboration: Private sector participation was expected to be pursued particularly at the post-secondary level and in TVET;
- (g) Assistance in project preparation: PPA would be made available to BMCs to prepare projects for consideration by the BOD of CDB.

1.09 The ETPS stated that there would be “continuous review by CDB to ensure relevance to the needs and priorities of BMCs”; and it was envisaged that the impact of the ETPS would be assessed from several perspectives:

- geographic spread;
- scope and impact on project design;
- sub-sectors/target groups involved;
- size of loan amounts;
- level of investment over target periods;
- number and category of beneficiaries;
- efficacy of policy;
- the impact on school/sector performance; and
- the extent to which priorities for education and training were designed within a regional framework.





2. REVIEW OF THE IMPLEMENTATION OF THE ETPS (2004)

THE CONTEXT

2.01 The ETPS (2004) was developed as BMCs readied themselves to grasp the opportunities provided by 21st century technological advances. At the same time, they were grappling with the constraining repercussions of the liberalisation of international trade and the removal of trade preferences, as well as a reduction in official development assistance. At the outset of the Policy and Strategy period, all 17 of the then BMCs were classified as Small Island Developing States and characterised by the myriad vulnerabilities of this grouping. Nonetheless, in the 2014 HDI, apart from Guyana and Haiti, which are categorised as having medium and low human development, respectively, the remaining 12 independent BMCs were ranked as having high human development, and were placed between 57 and 101, with six of these being above the average for the category.

2.02 Various socioeconomic assessments of the Region indicate however, that despite the relatively high rankings, there are enormous development challenges, high levels of poverty, high inequality of income and wealth, gender inequality in education systems and educational outcomes, social exclusion of a significant proportion of the population, in particular the youth—and concomitant personal and social ills.

THE IMPACT OF NATURAL DISASTERS

2.03 The Caribbean is especially vulnerable to natural disasters, particularly hurricanes. In addition, the incidence of other natural phenomena such as earthquakes, is high. The impact of these natural disasters, depending on the severity, can be profound, often causing loss of life and extensive damage to property—agriculture and industry alike—resulting in setbacks in employment, family incomes, and government revenues. As noted in CDB's Strategic Plan 2005-2009, *"a natural disaster also invariably places the country on a lower growth trajectory, depending on the severity of the disaster and whether and how quickly productive capital is replaced."* Given the absence of economic diversity and the small size of the countries, a single event can cause widespread devastation and economic shock. When the events are severe and follow in rapid succession such as Hurricanes Ivan (2004) and Emily (2005) respectively, in Grenada, recovery is a protracted process. In Haiti, the effect of annual flooding and wind damage has been even more pronounced. In addition, in 2010, Haiti suffered a catastrophic earthquake, the adverse impact of which was unprecedented.

2.04 Data show that during implementation of the ETPS (2004), 54 significant events, including tropical cyclones, riverine flooding, earthquakes, and volcanic activity, occurred. These events affected over 2,000,000 persons, causing 376,834 deaths, most of which—approximately 370,000—occurred in Haiti during the devastating earthquake in 2010. Estimated damage to property in the affected BMCs for the period 2004-2014 amounted to approximately USD4 billion. CDB responded to the needs resulting from these disasters by providing Reconstruction and Rehabilitation Loans as well as Emergency Relief Grants to several BMCs. The damage to educational infrastructure, disruption of everyday life, exacerbation of national indebtedness

and the slow-down in economic growth have all significantly affected the pace of implementation of education interventions and the quality of the learning environment many years after the occurrence of the natural disasters.

EXTERNAL SUPPORT FOR EDUCATION: THE DONOR ENVIRONMENT

2.05 CDB both partners and competes for clients with other MDBs, particularly WB and the Inter-American Development Bank (IDB). This poses a challenge as most of the larger BMCs are also members of these banks. In addition, there are other donors operating in the regional space and during the period 2004-2014, these included the United States Agency for International Development, European Union, and Canadian International Development Agency (later renamed Department of Foreign Affairs, Trade and Development) with several donors providing multi-phase programmes. This sometimes crowded landscape of development partners has implications not only for CDB's funding opportunities to engage with BMCs, given that many of the donors are supporting grant-funded programmes, but can also be a strain on the institutional capacities of the BMCs and may increase the likelihood of uncoordinated approaches to educational reform.

2.06 During the Strategy period, there were attempts at coordination within the donor community to improve development results. Examples include the United Nations Development Assistance Framework formulated in 2010 to serve Barbados and the OECS with harmonisation of programme cycles of a number of United Nations agencies; and the Eastern Caribbean Development Partners Group, formerly the Eastern Caribbean Donor Group, comprising donor and development organisations programming in Barbados and the OECS.

REGIONAL AND GLOBAL DEVELOPMENTS

2.07 Besides the MDGs, during the Strategy period, there were other significant regional and global developments in the education and training sector which provided useful knowledge for CDB and its BMCs. These are summarised in Table 2.

TABLE 2: REGIONAL AND GLOBAL DEVELOPMENTS IN THE EDUCATION AND TRAINING SECTOR BETWEEN 2004 AND 2014

YEAR	INITIATIVE
2008	CARICOM Regional Guidelines for Developing Policy, Regulations and Standards in ECD Services.
2009	UNESCO Policy Guidelines on Inclusion in Education.
	UNESCO TVET Strategy 2010-2015.
2010	UNESCO World Conference on Early Childhood Care and Education, Moscow.
	Establishment of the Caribbean Council for Teaching and Teacher Education, as mandated by CARICOM.

YEAR	INITIATIVE
2012	OECS Education Sector Strategy.
	Regional TVET Strategy [Caribbean Association of National Training Authorities (CANTA)]
2013	Standards of Practice for the Teaching Profession in CARICOM.
	CARICOM Regional Task Force on Teaching and Teacher Education.
2014	UNESCO Education Strategy 2014–2021.
	The International Computer and Information Literacy Study: International Association for the Evaluation of Educational Achievement.

2.08 Also noteworthy, was the launch of DevInfo with IDB funding in 2009 to assist in the development and dissemination of statistical data in all member states of CARICOM. An adaptation of DevInfo 5.0, *CARICOM Info*, includes data on a number of economic and social indicators in the Region, including labour force, population and the environment. The system aims to provide access to indicators organised by sectors, goals, themes and other data management schemes, and displays the data in the form of tables, graphs and maps.

THE CDB ENVIRONMENT

2.09 Institutional change and development were significant themes during the period as CDB positioned itself to respond more efficiently and effectively to the development challenges faced by BMCs. Change management initiatives and various policy and operational advancements influenced, to varying degrees, the development and implementation of initiatives in the education and training sector. Therefore, the following factors were taken into account in the conduct of this review:

- (a) the interpretation of the ETPS and understanding of the broad context within which it was implemented;
- (b) the organisational culture of CDB;
- (c) CDB's capacity-including adequacy of financial and human resources;
- (d) networking capabilities.

Over the ten-year period, the number of staff, the frequency of staff changes within the core unit responsible for education, and the re-organisation of the Projects Department (PD) (2002-2003 and 2007), had a negative impact on the capacity of CDB to adequately manage its growing portfolio and, in particular, supervise the implementation of the various initiatives.

2.10 In 2004, following the re-organisation of the PD (based on a business model intended to improve client responsiveness, productivity and internal efficiency), there were two divisions with major responsibility for education sector initiatives:

- (a) the Project Financing Division, which was responsible for identification and appraisal of capital and TA projects/programmes, as well as for supporting BMCs in the conduct of sector studies to inform the identification process. Programme identification was expected to be carried out in close collaboration with the Economics Department, in particular the Country Analysis and Policy Unit, and was based on analyses of CSPs, Country Poverty Assessments, Poverty Reduction Strategies, special studies conducted with support from the Social Economic and Research Unit, as well as available data generated by other social partners; and
- (b) the Project Supervision Division which was responsible for monitoring programme implementation and outcomes.

2.11 In 2006, after three years of implementation, based on a report of the re-organisation, a decision was taken to move from the business process structure to one with a sector focus, essentially the pre-2003 structure. The second re-organisation therefore took place in 2007. Since then, all Operations Officers responsible for education, function within the Social Sector Division. The initial re-organisation separated the functions of project identification, design and appraisal—which led to project financing, from the project supervision functions, creating a rift in the project cycle, thereby losing the synergies derived from monitoring and supervision and the identification of new opportunities. That structure did not foster a climate conducive to policy reflection and learning, and there was therefore the risk of an uncoordinated rather than an integrated programmatic approach, one of the priorities of the ETPS.

2.12 Also, when the ETPS was approved in 2004, there were three officers with responsibility for the portfolio; however, even as the education and training portfolio expanded, staff dwindled. From 2005-2010, staffing was unstable and inadequate. For the remaining period under review, even though there were two officers in place, this number was inadequate to meet the needs of the BMCs for a number of reasons; firstly, there were two new BMCs - Haiti and Suriname - with peculiar challenges of language and education systems different from the other BMCs; secondly, increases in institutional strengthening components required significant technical advice and guidance from the officers; and lastly, many BMCs lack adequate technical capacity to execute institutional strengthening components and therefore rely heavily on the Bank for support.

THE INTERVENTIONS

2.13 Interventions in the education sector during the Strategy period centred on capital projects appraised and supervised by the Operations Officers responsible for Education; however, there were also community-level education and training interventions managed by BNTF, as well as SLS. CTCS also provided TA to entrepreneurs. CDB also supported studies that included a BNTF Maintenance Innovation Study which informed education infrastructure projects; and gender studies, which included analyses of the education sector in ten BMCs and gender differentials at the secondary and tertiary levels of Caribbean education systems. In addition, there was support for various seminars and workshops which were regional or sub-regional in scope.

2.14 During 2004-2014, CDB's BOD approved 19 capital projects in education and training for implementation in 14 (74%) BMCs, and two regional projects: one managed by the University of the West Indies (UWI), and the other by the Association of Caribbean Tertiary Institutions. Investment amounted to \$209.1 mn: \$178.5 mn in loans and \$30.6 mn in grants. The capital projects were within the framework of the Caribbean-specific MDGs, responsive to needs as articulated in national policies and strategies and in accordance with CSPs; however, none of the projects was developed in the context of a SWAp or programmatic approach. Eleven projects (58%) addressed needs at the basic education level. They were comprehensive and aimed to address the cross-cutting themes of the ETPS, viz.: (a) increasing and broadening equitable access and participation; (b) improving efficiency and effectiveness; (c) strengthening institutional capacity; and (d) enhancing technological capacity.

2.15 Although all projects included the objective, "increase and broaden equitable access and participation", the main strategy employed was civil works—new construction, expansion and/or rehabilitation of facilities. Support for non-formal education and training, as well as for marginalised groups, was minimal. This may in part be due to the fact that, in general, non-formal education in BMCs is largely funded through non-governmental organisations and CDB works primarily with governments in the education sector. There were no stand-alone capital projects in ECD, nonetheless, four of the basic education projects (36%) included ECD components. Four projects (21%) were at the post-secondary level and TVET development was included in seven (36.8%) of the 19 projects. TVET activities included evaluation of TVET capacity; training of TVET teachers; development of National Qualifications Frameworks; and construction of technical institutes. Also, more than USD84 mn was invested in post-secondary education and training through SLS in nine BMCs.

2.16 Lastly, there were two social development projects worthy of note: the Dominica Carib Territory Community Capacity Building Project which included training for a marginalised group, and the Belize Youth and Community Transformation Project which targeted vulnerable children, youth and their families and supported non-formal literacy and numeracy and life skills training.

LESSONS LEARNED

2.17 A number of lessons, derived from the implementation of the ETPS (2004), remain relevant and will assist in strengthening CDB's capacity to achieve the goals of its education and training sector interventions in the future. These lessons can be grouped under the four cross-cutting themes as follows:



A. INCREASING AND BROADENING EQUITABLE ACCESS AND PARTICIPATION

- (i) Detailed needs analyses, incorporating the views of end users, are critical to ensuring needs are adequately addressed.
- (ii) New construction should be designed based on updated building codes (hurricane and earthquake resistant) and appropriately reflect the needs of end-users.
- (iii) Where access is difficult as a result of geography, (multiple island states, hinterland regions), the use of modern technology and innovative solutions should be considered.

- (iv) The maintenance of facilities is imperative to support sustainability. The pockets of success where communities are actively involved in the process are examples which can be adopted.
- (v) Non-formal opportunities to enhance skills need to be linked to lifelong learning and sustainable employment. Experiences from BNTF suggest that skills training has had limited results in providing employment and income-generation opportunities.
- (vi) Gender inequalities in education outcomes threaten the achievement of full human capital development and labour market potential of Caribbean societies. It is therefore essential to apply a gender lens and implement gender-sensitive and responsive approaches at all levels of the system.
- (vii) Inadequacies remain in identifying marginalised groups and individuals, and in assessing and addressing their needs. Linkages to health (physical and mental) and other social sector institutions are essential to improve services which meet these needs.
- (viii) Student loans require more targeted, flexible, programmatic approaches with longer-term perspectives and strategies to promote equity. They should also be informed by Labour Market Information Systems to meet identified need.
- (ix) More rigorous monitoring of both financial and non-financial aspects and outcomes, including parent engagement, is required.



B. IMPROVING EFFICIENCY AND EFFECTIVENESS

- (i) Integration of curriculum development/implementation, pedagogical reform, student assessment and professional development is critical.
- (ii) Student assessment should inform teaching and learning as well as teacher preparation and professional development.
- (iii) Linkages with the private sector and labour market institutions are imperative to ensure that competencies are responsive to labour market demands.
- (iv) Skills diversification should begin at the upper secondary level, building on sound general education competencies.



C. STRENGTHENING INSTITUTIONAL CAPACITY

- (i) Twenty-first century leadership is required at all levels. Communication, team building, negotiation, conflict resolution and collaboration are fundamental to creating the environment needed to promote a culture of learning and creativity.
- (ii) Common programmes need to consider varying capabilities among institutions in BMCs. Implementation strategies should therefore be based on local capacities.
- (iii) There is a need to provide opportunities for BMCs to learn from each other.



D. ENHANCING TECHNOLOGICAL CAPACITY

- (i) There is a need to distinguish between the knowledge and development of skills to utilise technologies as ends in themselves, and the use of technologies to improve teaching and learning at the classroom level, and to foster life-long learning.
- (ii) There is a need for continued focus on partnerships. BMCs should map the various agencies/institutions - national, regional and international - operating within the country and regularly update information on their programmes and projects, financing, outputs and outcomes. CDB should also partner to avoid duplication and to maximise the benefits of working with existing entities.



3. SUMMARY OF ISSUES IN EDUCATION

THE UNFINISHED AGENDA

3.01 Even though BMCs have attempted to respond to new challenges in a dynamic social and economic environment, they are yet to achieve all the goals specified under the MDGs and reflected in the ETPS (2004). In moving forward, therefore, there is opportunity for more profound analysis of the issues and goals, the contextual shifts, the revisions expressed in the new Sustainable Development Goals (SDGs), and the implications for implementation. The following summarises the key challenges BMCs continue to face and the issues on which CDB must focus as it seeks to develop a new strategy for being responsive to these challenges.

ACCESS, EQUITY AND PARTICIPATION

3.02 To varying degrees, there are inequities in access and participation among and within BMCs at all levels of the system. In addition, there are deficiencies in identifying, properly assessing and making adequate provision for those who are excluded as a result of SEN. Ensuring access to learning opportunities for all, not just for the academically inclined and higher socioeconomic groups, requires greater understanding of the factors which may impede full participation. BMCs and development partners alike recognise that there is a paucity of research necessary to formulate and implement policies and strategies to address these impediments. Reporting on access and participation must therefore go beyond statistical data on enrolment and attendance. It requires, *inter alia*, analysis of the characteristics of target groups (e.g. disaggregation of data by sex), their socioeconomic circumstances, levels of motivation and needs; the structure of the education systems (for example, stratification of schools) within which students participate; and the curricula/programmes and support services intended to promote engagement. In addition, greater emphasis is required on access to second-chance opportunities for out-of-school youth and adults with weak foundational skills in order to equip them with the capacity to participate in life-long learning.

GENDER INEQUALITY

3.03 Gender inequalities in educational outcomes remain persistent and are reinforced throughout the life cycle. Key gender issues encompass:

- (a) differential enrolment, drop-out rates and performance of male and female students;
- (b) adolescent pregnancies perpetuating intergenerational poverty;
- (c) trends of young males (but increasingly also females) alienating themselves from the education system and engaging in deviant antisocial behavior;
- (d) gender-stereotyping in subject selection in TVET programming leading to occupational segregation in labour markets; and
- (e) harassment and violence in schools and other institutions.

EARLY CHILDHOOD DEVELOPMENT

3.04 The Moscow Framework for Action and Cooperation: Harnessing the Wealth of Nations, states that ECD is “*a right and an indispensable foundation for lifelong learning*”. Therefore, the primary objective of early childhood education is to ensure that all children enter the primary level on an equal footing in both cognitive and other critical development characteristics. Although BMCs have been increasing access with support from BNTF and other capital projects in accordance with regional and national policies, there is need to expand high-quality pre-primary opportunities so that all children, regardless of geographic location, need, gender and socioeconomic status, can participate. In general, vulnerable children in rural areas and poor communities have limited access to high quality pre-primary facilities compared to their peers from urban areas and higher socioeconomic groups. Indeed, they may lack any access as a result of the fact that the pre-primary component of ECD is largely a private provision, which parents of low socioeconomic background often cannot afford. Some BMCs have begun to provide universal access to this level of education, but there is no public provision at this stage in at least one BMC and very limited access in a number of others.

BASIC EDUCATION

3.05 In the Caribbean, primary and secondary education to at least Form 5 (age 16) is considered the minimum level of preparation for lifelong learning and the world of work. Except for Haiti, BMCs report having attained UPE and the majority have achieved Universal Secondary Education (USE) as well; however, there are children in hinterland regions and remote islands/areas who experience considerable difficulties in attending school regularly and who do not have access to the same quality of education provided to children in urban locations. Furthermore, survival rates to Form 5 vary considerably within and across BMCs. A troubling aspect of this is the high number of males who do not survive to the end of the cycle. In addition, across the Region, even though performance is relatively satisfactory, low participation in Science, Technology, Engineering and Mathematics (STEM) disciplines, particularly at the upper secondary level, translates into even lower throughput to the post-secondary and tertiary levels, and results in a smaller pool of qualified persons to teach the disciplines. Moreover, instruction in the disciplines tends to be theoretically based and devoid of effective pedagogy. Consequently, potential students become more and more disengaged and the participation necessary for economic growth and sustainable development of the Region’s economies is significantly impacted.

POST-SECONDARY/TERTIARY EDUCATION

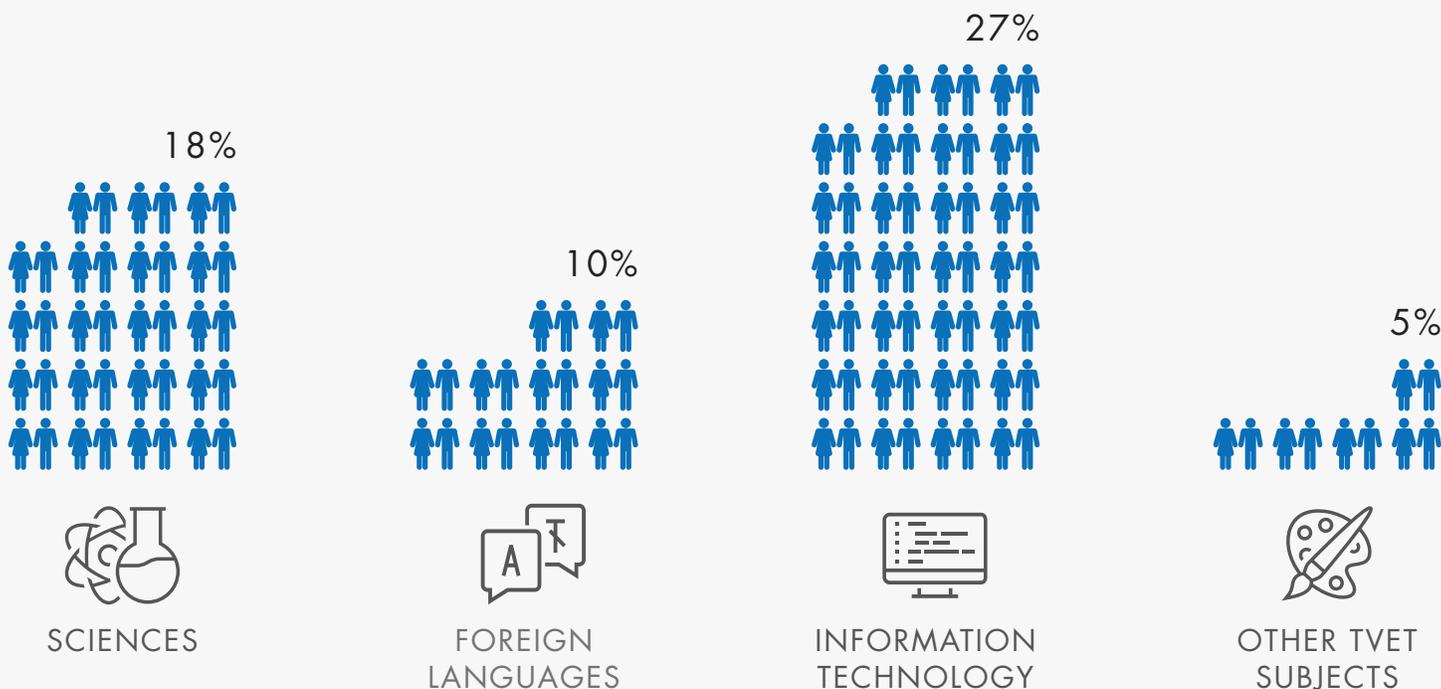
3.06 In general, post-secondary and tertiary-level institutions supply the labour market with the technical, pedagogical and managerial skills vitally important to advancement of the economies. At this level across the Region however, access is varied and inequity is obvious among lower socioeconomic groups. There are also issues of quality assurance associated with the absence of accreditation of a growing number of institutions. There is also the need to increase enrolment through both provision of physical resources and, especially in non-campus territories, through the use of ICT. It is also critical to ensure that post-secondary education in the Region is expanded to include career and technical education to cater to students who prefer to pursue applied programmes at the post-secondary level, and to attract greater levels of male enrolment to counter the significant imbalance in female versus male enrolment, which currently exists across the Region. There is also the need for public education to change negative attitudes to TVET.

EFFICIENCY, RELEVANCE AND EFFECTIVENESS

3.07 Throughput from primary to secondary level (Form 5), is variable across BMCs. On average, 80% of students in most BMCs complete Form 5; however, using performance on the CSEC examinations as a proxy for level of attainment, learning outcomes, though increased during the 2004-2014 Strategy period, need to be further improved. In 2014, 43.2% of those who wrote five or more CSEC subjects including English and Mathematics, performed at Grades 1-3, an increase of 12.5%, over the 30.7% performance in 2004. However, the number of students who wrote five or more subjects, including English and Mathematics, was fewer than the number of those who survived to Form 5, and ranged from 60-70% of the Form 1 intake. This suggests that many of the students are leaving school for whatever reason, without attempting to attain the recognised qualifications. Since BMCs consider attaining five or more subjects, including English and Mathematics at Grades 1-3 as essential for functioning in the workplace and for further education and training, MOEs need to collect data not only on the percentage of students who pass five or more subjects, but must consider the statistics collected in relation to the number of students who enter the system at Form 1, as well as the number who survive to Form 5.

3.08 The issue also remains that many students who enter secondary schools do not acquire the foundational skills to equip them for the world of work and lifelong learning. More specifically, evidence suggests that relative to those who wrote English A at CSEC in 2014, only a small percentage wrote examinations in subjects considered essential for today's labour market needs:

Fig 1: Percentage of examinations in subjects considered essential for today's labour market needs

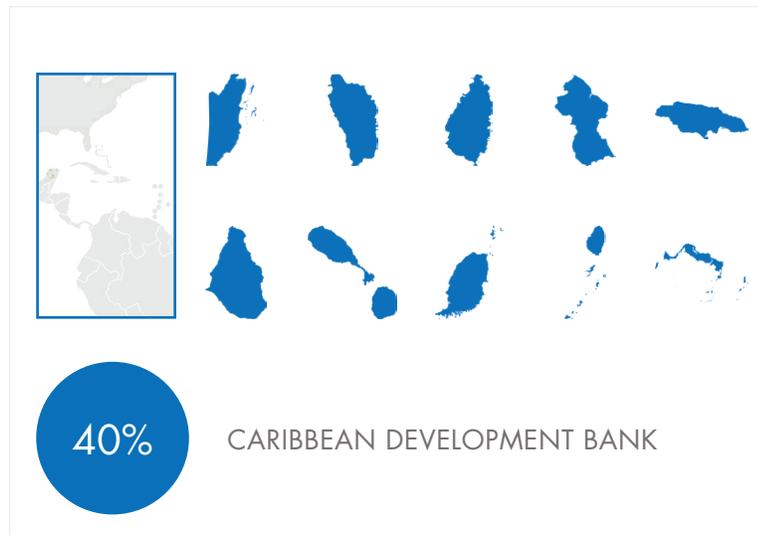


Regionally, there is also much discussion regarding the promotion of cultural industries; however, in 2014, of the students writing CSEC examinations, fewer than 1% wrote CSEC Music while only approximately 5% wrote Visual Arts.

3.09 In addition, the percentage of students who write the Caribbean Advanced Proficiency Examinations is estimated to be around 25-30% of the Form 1 intake. Successful candidates are expected to progress to tertiary and higher education and fill gaps in the labour market. However, the number of students who write science and TVET subjects relative to Communication Studies is small. In 2014, regionally there were 5,181 students writing Chemistry Unit 1, and 82 taking Electrical and Electronic Technology Unit 2, compared with 14,881 writing Communication Studies. Moreover, performance in TVET subjects - in particular Computer Science, Information Technology, and Electrical and Electronic Technology, has historically been, and continues to be, weak.

3.10 Caribbean economies require a sufficiently large pool of persons with the knowledge and skills to perform complex tasks so that they can not only respond to the evolving needs of the economies, but also to create new jobs. As the Human Capital Report 2015 states, “A workforce that is highly educated or at least has a solid foundation level of learning is much better prepared to adapt to new technologies, innovate and compete on a global level”^{1/}. Therefore, there is need to radically increase completion/graduation rates at the secondary level and improve performance, particularly in areas necessary to spark economic growth, including STEM disciplines. Organisation of Economic Cooperation and Development (OECD) countries consider the baseline qualification for employment and reasonable earnings prospects as a high school diploma. In 2011, the average proportion of young adults in OECD countries with at least a high school diploma was 80%, with Germany and Japan exceeding 95%^{2/}. In comparison, the BMCs of CDB, at approximately 40%, are lagging significantly behind.

2011 Comparison between OECD And CDB countries acquiring high-school diplomas



3.11 In order to improve learning outcomes, it is evident that considerably more attention needs to be given to teaching and learning at all levels. Lack of readiness for formal education at the pre-primary level and deficiencies at the primary level lead to under-performance at secondary and tertiary levels and enormous human and financial wastage, as larger investments are now being made for the necessary remedial education that has to take place at these advanced levels.

1/ Human Capital Report, 2015. <http://reports.weforum.org/human-capital-report-2015/measuring-human-capital/>

2/ See OECD (2011), Lessons from PISA for the United States, Strong Performers and Successful Reformers in Education, OECD Publishing. <http://dx.doi.org/10.1787/9789264096660-en>

3.12 According to a recent OECD publication, “*Poor performance at school has long-term consequences for both individuals and nations. Students who perform poorly at age 15 face a high risk of dropping out of school altogether; and when a large share of the population lacks basic skills, a country’s long-term economic growth is severely compromised*”^{3/}. The report suggests that in order to break the cycle of low performance, there is need to: (a) identify low performers and design a tailored policy strategy; (b) reduce inequalities in access to early education; (c) provide remedial support as early as possible; (d) encourage the involvement of parents and local communities; and (e) provide targeted support to disadvantaged schools and/or families.

3.13 In addition to literacy and numeracy, life skills—including employability and entrepreneurial skills, and positive gender roles—need to be transmitted throughout education systems to equip students with skills needed in households and labour markets. CDB and BMCs have begun to embrace the strategies advanced but the monitoring and evaluation of these and other strategies to improve learning outcomes must be strengthened.

3.14 Teachers are at the heart of the education system; hence their recruitment, initial preparation and continuous professional development and technical support are of paramount importance when addressing issues of effectiveness and efficiency. Inputs such as teaching and learning materials/resources and curriculum reform, as important as they are, must be fueled by innovative, effective teaching strategies. In addition, there is need for regular monitoring and research into the use and impact of ICT and innovative pedagogies such as collaborative and project-based learning to promote the development of 21st century skills.

GOVERNANCE

3.15 BMCs have been engaged in revising Education Acts and Regulatory Frameworks, decentralisation, training in leadership and management, and establishment of various agencies to improve delivery of services and attainment of learning outcomes. It is recognised that as the complexity of education systems increases, there is need for continued efforts to identify deficiencies in processes and linkages of components, as well as areas of strength on which educational leaders can build to promote enhanced governance.

3.16 An enabling environment is essential. Such an environment includes: high standards which are clearly understood and agreed by all stake-holders, including students and parents; a culture of accountability and transparency; and reliable data on the performance of the education system - not only student outcomes collected on a sex-disaggregated basis, but also how effectively resources are deployed and utilised. This requires fully functioning Education Management Information Systems which are currently absent in most BMCs. Also, improved governance calls for enhanced capacities in conducting research; formulation of sound, evidence-based policies and plans to promote equity, effectiveness, efficiency, and accountability. There is also a need for provision of leadership at school and sector levels; knowledge generation and dissemination; and M&E. Currently, there is limited focus on these areas in most BMCs.

3/ See OECD (2016), *Low-Performing Students: Why They Fall Behind and How to Help Them Succeed*, PISA, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264250246-en>.



4. THE REVISED EDUCATION AND TRAINING POLICY AND STRATEGY

4.01 CDB, in its 2014 Caribbean Economic Review and Outlook for 2015, indicated that it would “maintain its focus on providing regional decision-makers with the policy tools and financial support to deal with the pressing challenges they face in their efforts to unlock sustainable and inclusive growth.” Toward this end, CDB is currently playing a pivotal role in the development of the Regional 2030 HRD Strategy and is expected to continue to play a major role through investment in universal education, with a view to closing gaps in quality and aligning human capital development policies with changing national and regional demand for skills. CDB must therefore position itself to assist BMCs in equipping their systems to efficiently and effectively promote outcomes that will contribute to achievement of national and regional development goals.

4.02 Further, as a result of the global economic crisis, the Caribbean Region has experienced major economic and social change, with implications for the education and training sector. These developments raise questions regarding the best approaches for equipping all citizens with the knowledge, skills, attitudes and values necessary for living in a 21st century characterised by unprecedented technological changes, with far reaching impacts on the achievement of sector outcomes. There is also consensus that the sector is not sufficiently aligned to labour market needs, and access to quality ECD services remains a perennial challenge. These constraints persist within a policy environment of consistent and relatively high investment in education and training, but seemingly low returns on investment. Accordingly, CDB has recognised the need to re-double its efforts to not merely expand and improve the quality of the education and training sector across the Region, but, more so, to transform it into adaptable learning systems to ensure lifelong learning for all citizens.

4.03 Therefore, the revised ETPS is CDB’s response, based on its mission and capacity, to the challenges, identified needs and priorities in the education and training sector, as articulated in national, sub-regional and regional education policies and plans; and from consultations with clients. It takes into account the national and regional social and economic contexts; the global plan to action, “Transforming our world: the 2030 Agenda for Sustainable Development” in particular, Goal 4: *Ensure inclusive and quality education for all and promote lifelong learning*; as well as other relevant regional commitments and international conventions. These include the Universal Declaration of Human Rights, 1948; the Convention Against Discrimination in Education, 1960; the Convention on the Rights of the Child, 1989; the 2006 UN Convention on the Rights of Persons with Disabilities; and trends in highly effective education systems.

FACTORS CONSIDERED IN SHAPING THE NEW ETPS

4.04 Reflection on the following factors has been critical in the development of the ETPS:

- (a) CDB’s capacity, role and sphere of influence in the development of the education and training sector;

- (b) the contextual framework within which education and training systems operate and of which they are a part; and
- (c) the purpose of education and training in the 21st century not only in the context of the Caribbean region, but also the wider global society.

4.05 CDB's concept of development and the strategy for fulfilling its mission of "*contributing to the harmonious economic growth and development of its member countries,*" are elaborated in its 2015-19 Strategic Plan and include "*enhancing its capabilities to assist its BMCs to identify and exploit opportunities for achieving inclusive and sustainable growth and development, and strengthen resilience to external economic shocks and natural hazard events; and reducing poverty and inequality.*" Therefore, the role and relevance of CDB in the education and training sector were considered not only from the standpoint of its primary mission of supporting inclusive and sustainable growth and development, but also within the context and resources of CDB as a regional development bank operating in a dynamic environment. CDB has a relatively small level of resources, which limits the scope of its interventions, particularly in the context of the larger BMCs, which are also members of the other MDBs that have far greater resources. Nonetheless, as enunciated in the 2015-19 CDB Strategic Plan, the Bank's knowledge and understanding of the problems and dynamics of the Region enable it to be "more responsive to the requirements of BMCs than some competitors."

4.06 Indeed, BMCs have reported that they value CDB's work in the education and training sector, including its contribution to gender mainstreaming, ECD and TVET; as well as the technical support they receive from CDB during project design and implementation. However, they "would like to see a greater leadership role played by CDB in coordinating donor engagement in the Region." During the Regional Consultation, "Strengthening Capacity for Enhancing Learning Outcomes and Promoting Lifelong Learning: The Role of the CDB", held July 25-27, 2016, participants specifically requested that CDB provide a forum for sharing information on the education and training sector. Moreover, it was recognised by BMCs that all of CDB's engagements in education and training, including those led by the Bank's departments, those organised for staff, and interventions addressing HRD and human capital development in BMCs, should fall under the rubric of the ETPS in order to ensure the requisite synergies across programming. A response to this challenge was therefore considered in reshaping the ETPS.

4.07 Support for effective and inclusive education and training which must continue to be the bedrock of CDB's operations, indeed the *sine qua non* for poverty reduction and sustainable development, was also given significant consideration. As the premier regional development bank, CDB is called upon to provide leadership and strengthen its voice to advocate for and attract resources from its development partners to support the necessary education and training sector reforms which aim to, *inter alia*, develop relevant skills, improve learning outcomes, promote good citizenship, and realise individual potential. Major attention focused on CDB's ability to draw on its financial stability, its accumulated and increasing knowledge of its BMCs in general and the education and training sector in particular, as well as its considerable project planning and management skills, to assist BMCs in policy analysis, designing appropriate interventions and promoting efficient and effective implementation. As part of the Strategy it is therefore critical for CDB to signal its support for BMCs through the conduct of action research and labour market surveys; training and professional strengthening of sector managers; development of knowledge products; organisation of regional knowledge events; and engagement in collaborative activities with partners, to leverage partner expertise, to strengthen the response to areas of mutual interest, and to avoid duplication. Some of these initiatives are currently taking place in conjunction with, *inter alia*, WB, IDB, UNICEF and UNESCO.

THE CONTEXTUAL FRAMEWORK

4.08 Education and training systems are embedded in their respective national political, social and economic environments and at the same time, influence and are influenced by the types of organisational structures and cultures of the sectors of which they are a part. The critical inter-relations considered in creating the Framework included the external environment and the quality of the education and training systems.



Analysis of contextual factors, of necessity, also included the risk factors to which BMCs are particularly prone. These include natural disasters and down-turns in global markets which negatively impact economies and capacities to implement education and training programmes.

4.09 The Policy and Strategy is also informed by the UNESCO Handbook on Education Policy Analysis and Programming, the 2005 Paris Declaration on Aid Effectiveness and the 2008 Accra Agenda for Action; and reflects the following fundamental principles related to policy development and implementation:

- (a) vision-reflective of the goals, aspirations and cultural values of the BMCs and CDB's mission;
- (b) an analysis of issues and the contextual factors including the capacity to operationalise evidence-based education plans;
- (c) commitment to sustainability which includes, *inter alia*, fostering ownership, engagement and collaboration among diverse stakeholders and development partners; strengthening institutional capacity to lead and manage the reform process; and efficient and effective use of resources; and
- (d) accountability supported by effective monitoring and evaluation systems with the capacity to produce, analyse and disseminate disaggregated data, and link various sources of information.

4.10 Lastly, the Policy and Strategy was also informed by the other relevant Policies and Strategies of the Bank which directly impact the education sector. These include the:

- Gender Equality Policy and Strategy;
- TA Policy and Strategy;
- Regional Cooperation and Integration Policy and Strategy;
- Poverty Reduction Strategy;
- Private Sector Development Policy and Operational Strategy;
- Disaster Risk Management Strategy and Operational Guidelines;
- Governance and Institutional Development Policy and Operational Strategy;
- Energy Sector Policy and Strategy; and
- Climate Resilience Strategy 2012-2017.

It is also aligned with the Regional 2030 HRD Strategy developed under the leadership of CARICOM with financing from CDB.

THE NEW VISION AND PURPOSE

4.11 The well crafted national, sub-regional and regional education and training policies all envision education and training systems that provide opportunities for each and every individual to realise his/her potential, thus enabling all persons to live productive and fulfilling lives and contribute to national and regional social and economic development and integration. The goals of improved quality, equity, inclusiveness, relevance,

efficiency, and effectiveness articulated under “The Unfinished Agenda” are common to these policies, and are aimed at contributing to the Ideal Caribbean Person. Therefore, the new vision and purpose acknowledges the role of education as a future-oriented and lifelong process of realising individual potential.

4.12 The new vision and purpose also recognises that delivering better results requires defining what these results ought to be and maintaining a steadfast focus on attaining them. It involves identifying strengths and successes, why and under what circumstances they are working; and undertaking in-depth analyses of the major barriers in the various BMC contexts. Elements to be analysed include the capacities of staff at different levels of the system; the impact of various programmes on varied sub-populations; the cost-effectiveness of interventions; implementation deficits and interventions most likely to address shortcomings and improve outcomes. Ultimately, the strategies and specific interventions to be implemented depend on which constraints are most pressing in specific contexts within each BMC.

4.13 Lastly, the new vision and purpose incorporates an increasing focus on improving learning outcomes. Globally, it is recognised that the type of education and training required to function effectively in a world “fueled by innovation and craving creativity”, must go beyond proficiency in traditional subjects and encompass non-cognitive skills critical for social interaction and the demands of the evolving labour markets. The Caribbean is embracing that concept, evidenced in curriculum reform efforts at national levels and ongoing work within regional institutions. The new CDB ETPS proposes to strengthen these efforts.

THE STRATEGY

4.14 The revised Strategy has been developed in accordance with the principles of CDB’s Strategic Plan 2015-2019, and in alignment with the challenges outlined in the Unfinished Agenda reflected in Chapter 3. It is underpinned by four guiding principles: building on CDB’s comparative strengths; enhancing CDB’s role and relevance to stakeholders; improving efficiency and effectiveness; and strengthening the results-focus. It will take a more reflective and creative systemic thinking approach and will focus on expanding capabilities to transform regional education systems to meet 21st century human resource needs. Critical to the transformation process are creative leadership and a learning culture. The process includes identifying how education systems are affecting diverse learners; determining the key competencies required; establishing what works and within what contexts; and building on these strengths.

Four Guiding Principles of CDB’s Strategic Plan 2015-2019



**BUILDING
ON CDB’S
COMPARATIVE
STRENGTHS**



**ENHANCING
CDB’S ROLE AND
RELEVANCE TO
STAKEHOLDERS**



**IMPROVING
EFFICIENCY AND
EFFECTIVENESS**



**STRENGTHENING
THE RESULTS-FOCUS**

4.15 The overarching goal of the Strategy is improved quality of education in BMCs leading to increased learner outcomes, producing a qualified, capable and representative workforce of diverse individuals, to reduce poverty and achieve inclusive social and economic development for the Region. It will seek to implement activities and interventions that coalesce around three specific objectives which align with the outstanding challenges and with outcomes as set out in CDB's Strategic Plan 2015-2019. These activities and interventions will be identified in collaboration with BMCs and regional/sub-regional institutions to foster the principle of working together and to promote ownership by BMCs and their internal stakeholders. Additionally, in keeping with the Bank's enhanced focus on addressing gender differentials, the Strategy will also include a set of sample activities that may be used for integrating gender equality into the sector. The objectives of the Strategy are as follows:

- (a) **Access, Equity and Participation:** *Development of education and training systems that provide for equitable access and participation across all levels of the system.*

4.16 BMCs and their internal institutions will play a role in identifying strengths, deficiencies and inequities within their systems, particularly in relation to ECD, SEN and lifelong learning opportunities. CDB will assist BMCs with sector-wide policy reform and planning to ensure that all strategies implemented provide the opportunity for inclusive education, which addresses the analysis and reduction of systemic inequities and which provide appropriate resources for addressing them. In addition, CDB will ensure that all interventions apply a gender lens and integrate gender considerations. CDB will also support activities that target the poor, persons with SEN, and other marginalised groups in order to ensure that they have equality of opportunity to obtain and build on critical foundational skills necessary for succeeding in education. There will also be a focus on improving and expanding existing infrastructure to provide additional places in BMCs which have not yet attained universal access, to enhance the learning environment, and to accommodate unserved and underserved communities. In its efforts to reduce inequality, the Bank will also support non-traditional programming to reach children and youth at risk of educational failure. Multiple modalities will be utilised, including distance education and ICT. These will also assist in reaching out-of-school, unskilled and unemployed youth and adults. SLS will also continue to make financing available for post-secondary and tertiary education, and special lines of credit will continue to be provided for students from poor and vulnerable families. Where common issues exist across the Region, e.g. in policy development, ECD, TVET, SEN and STEM, through institutional strengthening and capacity building, and supported by both loan funding and technical assistance, CDB will give significant focus to regional cooperation and integration, and will leverage its partnerships to maximise funding towards regional public goods.

- (b) **Efficiency, Relevance and Effectiveness:** *Enhanced efficiency, relevance and effectiveness of education and training to create systems that are responsive to national, regional and global labour markets.*

4.17 CDB will work closely with BMCs to facilitate efficient and effective operation of both formal and non-formal systems. This includes ensuring that curricula are relevant and appropriate to the needs of local economies and that, where necessary, curricula and programmes exist to serve the needs of out-of-school youth and those seeking continuing education opportunities. CDB will assist BMCs in strengthening non-formal programming by supporting the development of clearly defined policies and strategies for programme operation and delivery, and by enhancing the pedagogical capacity of instructors. CDB will also place strong focus on enhancing teacher effectiveness, especially in core curricula areas, but also in areas of critical skill shortages, to ensure that students benefit from instruction, which reflects strong pedagogical capacity and substantial content knowledge.

Attention will also be addressed to enhancing the competence of teachers to utilise multiple modalities for conveying instruction, and to specifically incorporate ICTs and 21st century skills in the instructional process. The Bank will support BMCs in ensuring that student learning is reinforced through the promotion of authentic workforce experience garnered through collaborations with local and regional stakeholder institutions and industry. As part of its development and dissemination of knowledge products, and in its promotion of South-South cooperation, CDB will also work closely with Ministries and institutions to document and disseminate promising practices being undertaken in the sector. Given regional concerns about student participation in STEM disciplines as well as teacher competence to deliver these disciplines, CDB will work with BMCs and regional institutions to develop workable solutions to the problem, commencing from the ECD level.

(c) **Governance:** *Strengthened capacity to reform and manage education systems for the purpose of enhancing student outcomes.*

4.18 CDB recognises that even though pockets of excellence exist in the governance of education systems regionally, there is need for standardisation and alignment of mechanisms in order to strengthen the quality of systems, and to ensure that students who move across BMCs are exposed to similar standards. CDB will therefore work in conjunction with BMCs and regional institutions to support organisational reform which is designed to enhance the enabling environment necessary for effective teaching and learning. Such reforms include development of sector and school leadership capacity, and the strengthening of mechanisms for effective planning and management at both sector and school level. Mechanisms to be developed or enhanced include, *inter alia*, educational management information systems, national qualifications frameworks, professional learning communities, mentoring programmes, school improvement plans and school report cards. These mechanisms will assist in the data gathering and analysis necessary for evidence-based decision-making. The Bank will also lead in mapping needs with available resources in order to assist in providing appropriate teaching and learning resources, reducing duplication and helping BMCs to derive maximum benefit from scarce donor funds. The Bank will also assist BMCs in developing and executing local and regional public education programmes that sensitise the public to the education development needs and focuses of BMCs.

(d) **Other Areas of Emphasis**

4.19 The primary objectives of the Strategy are more oriented to quality—institutional and capacity development. However, given the continued susceptibility of the Region to severe natural hazard events, significant attention may still have to be addressed to the provision of resilient infrastructure. CDB will therefore ensure that as part of the Strategy, the design of physical infrastructure will incorporate all of the mechanisms available to the Bank to ensure climate resilience and sustainability of infrastructure. All infrastructure development will be underpinned by the principle of “*building/building back better*”.

4.20 CDB also recognises that its BMCs are not a homogeneous group: institutional capacities, socio-contexts and priorities differ in each BMC; hence, in addressing needs, CDB will not embark on the same course at the same pace. Interventions will be tailored to the priorities and institutional capacities of the BMCs, and in accordance with CDB’s financial and human resources. For example, in Haiti, while there is still the need to attain UPE, development of secondary education is critical to feeding throughput to the post-secondary and tertiary levels, a necessary precursor to social and economic development. Likewise, in BMCs with hinterland and remote communities, access, especially at the secondary level, remains a challenge; therefore, providing high quality education and training opportunities and tools (including distance education modalities) for marginalised communities, is essential to ensuring equity. Objectives will vary from country to country; but specifically

providing for the needs of lower socioeconomic groups throughout the primary and secondary cycles, and increasing post-secondary enrolment for all students, but especially males, will be relevant in most countries. Further, the challenge in all BMCs is for strengthened capacities and systems to better plan and promote improved and more relevant learning outcomes for all, and for building a culture of lifelong learning.

4.21 Against this background, CDB anticipates the following outcomes from implementation of the Strategy:

- (a) **high quality, inclusive education and training**, from ECD through to post-secondary and tertiary levels, and life-long learning opportunities which produce improved learning outcomes consistent with national and regional HRD needs. This is in keeping with SDG 4: *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*;
- (b) **reduction of systemic inequities and inefficiencies** which ultimately lead to more equitable education systems and contribute to the attainment of the SDG 10: *Reduce inequality within and among countries*;
- (c) **strengthened capacities of BMCs** in relation to competencies, processes and structures, cultural values and other elements which have a significant impact on governance of the education and training systems, including policies, strategies, plans and implementation capacity. Such strengthening will enable better monitoring and evaluation of the system, and will generate knowledge regarding teaching and learning processes, linkages to labour markets, and development and implementation of evidence-based programmes which promote the necessary competencies and learning for all;
- (d) **gender equality** through and in education systems;
- (e) **culture of lifelong learning** in BMCs as well as within CDB; and
- (f) **strengthened implementation and fostering of partnerships** which contribute to sustainable development, supporting the achievement of SDG 17: *Strengthen the means of implementation and revitalise the global partnership for sustainable development*.

4.22 A summary of the specific Strategy objectives, actions to be undertaken by BMCs and local/regional institutions, actions to be undertaken by CDB, strategies for CDB support, and monitoring indicators for the revised ETPS, is provided at Appendix 1.

MODALITIES AND STRATEGIC APPROACHES

4.23 Modalities will include, but not be limited to the traditional mechanisms of capital investment, and loan- and grant-funded technical assistance. Given the increasing attention of BMCs to the need for equity and inclusion, more emphasis is now being placed on sub-sectors like ECD and SEN, traditionally under-supported in annual budgets. Significant funds are required for retrofitting physical space, enhancing teacher capacity, and providing the requisite materials and resources to support quality programming in these areas. SWAPs are therefore expected to be more heavily utilised to provide a holistic response to sector needs. In addition, given the fact that BMCs have requested that CDB take the lead in addressing the growing number of common challenges affecting the Region, interventions that address regional public goods will also be significantly used. Also, recognising that CDB's size may limit it from responding fully to every need manifested by its BMCs, joint programming with partners will receive significant focus. CDB will also continue to utilise the approaches at

Para. 1.08, which served it well in the implementation of the ETPS (2004). CDB will also utilise the following methodologies to enhance delivery of its interventions:

- (a) **Partnership:** Needs are great and there are many players in the sector. Partnership is therefore required to avoid duplication and to maximise development assistance. Working through established entities will also aid in achieving outcomes.
- (b) **Consultation and stakeholder participation:** ongoing consultation and input of BMCs and national and regional institutions will assist in promoting ownership and consensus across the project cycle.
- (c) **Development and dissemination of knowledge products and diagnostic tools:** will take cultural relevance into consideration and will therefore assist in promoting regional standards.
- (d) **Research:** CDB will also initiate research across internal partners which focuses on exploring regional problems and providing solutions to regional challenges and issues.
- (e) **Study visits/exchanges and participation in global education fora:** will expose key BMC stakeholders and CDB staff to up-to-date, cutting-edge developments in education and training as well as regional and international best practices. The Bank will also support direct cooperation among BMCs and other entities, and provide opportunities for BMCs to learn from each other and other relevant stakeholders in the sector.
- (f) **Project preparation assistance:** to assist BMCs in adequately preparing for the design and development of interventions but with specific reference to setting up project management arrangements during the preparation phase and completion of final designs for infrastructural works to speed up implementation progress and disbursements.
- (g) **Public education and awareness:** to ensure that students, parents and the general public are fully aware of the benefits of education, particularly with reference to equivalency of qualifications, the importance of skills development, and preparation for higher education and obtaining sustainable employment.
- (h) **Gender sensitivity and responsiveness:** To provide equitably for all students across the education and training sector, gender sensitivity and responsiveness will be incorporated as a strategic approach. A detailed outline of how this will be pursued is included at Appendix 2.

MONITORING AND EVALUATION

4.24 The resources required to undertake the essential task of monitoring and evaluating the implementation of the new ETPS are significant. The challenges ahead are similar to those outlined in the UNESCO Institute for Statistics Sustainable Development Data Digest (2016), *“Laying the Foundation to Measure Sustainable Development Goal 4”* which informs that the focus of the new global education agenda poses measurement challenges. Referring to the emphasis on learning outcomes and equity, it states, *“the ambitious nature presents a series of unparalleled measurement challenges to countries and the wider international community”*^{1/}. Thus, with respect to learning outcomes, not only is there need to reconsider the skills which must be acquired, but also, importantly, there must be emphasis on the targets and indicators, how they are to be measured and the resources necessary for effectively undertaking the task. This suggests that M&E must be included in the design of programmes and projects, and should be integral to project effectiveness as measured by both CDB and BMCs. This involves, *inter alia*, ensuring adequate time and resources for M&E, reliable data, ownership of the process by implementation personnel at all levels, and greater collaboration with partners to promote and measure performance.

4.25 As a component of interventions, CDB will therefore support:

- (a) the assessment of the current M&E culture, structures, initiatives and resources in BMCs and the extent to which cohesive systems exist;
- (b) the building and strengthening of a pervasive, results-based M&E culture in BMCs from school and community to central level;
- (c) development of the requisite technical M&E capacity to establish, strengthen and sustain M&E systems, including the legal and regulatory frameworks;
- (d) BMCs in collecting, analysing and establishing sex disaggregated base-line data; development of outcomes and performance indicators, and the reporting and utilisation of findings; and
- (e) integration and monitoring of gender results and indicators.

4.26 It is also expected that CDB’s Project Supervision Reports and mid-term reviews will reflect a strengthened evidence-based approach, and greater focus on the attainment of the ultimate goal of improved learning outcomes, particularly within disadvantaged populations.

4.27 The ETPS will also be subject to continuous review to ensure relevance to the needs and priorities of BMCs. CDB will leverage the provision of Educational Management Information Systems to ensure that the requisite data for evidence-based decision-making are available. M&E will also be undertaken in alignment with CDB’s project evaluation criteria of relevance, effectiveness, efficiency and sustainability as outlined in the Performance Assessment Scores matrix of the Bank.

1/ See: <http://www.uis.unesco.org/Education/Documents/uis-sdg4-digest-2016.PDF>.





APPENDIX 1: SUMMARY OF EDUCATION AND TRAINING POLICY AND STRATEGY

IMPROVED QUALITY OF EDUCATION IN BMCs, LEADING TO INCREASED LEARNER OUTCOMES PRODUCING A QUALIFIED, CAPABLE AND REPRESENTATIVE WORKFORCE OF DIVERSE INDIVIDUALS, TO REDUCE POVERTY AND ACHIEVE INCLUSIVE SOCIAL AND ECONOMIC DEVELOPMENT FOR THE REGION.

BMCs, sub-regional and regional institutions	CDB	Illustrative strategies for CDB support	Indicators
Objective 1: Development of education and training systems that provide for equitable access and participation across all levels of the system.			
Identify strengths and deficiencies with respect to critical issues of access and participation within all sub-sectors (at classroom, school, district, and national levels).	Promote in-depth sector-wide policy reform and planning to provide inclusive education and training, including second chance opportunities, in BMCs.	Develop and support implementation of appropriate policies and strategies.	Coherent, well integrated education and training sector policies and plans which include sex disaggregated data, gender responsive monitoring indicators and specific plans for reintegration of out-of-school youth and adults without skills.
Determine and address inequities in the education and training systems through, inter alia, more targeted support for the marginalised. Identify high quality ECD and life-long learning opportunities. Facilitate the use of school facilities as satellite centres for delivery of second chance programming.	Ensure all of CDB's education and training interventions include analyses of systemic inequities and provide appropriate resources for addressing these. Ensure that all CDB education and training interventions apply a gender lens and integrate gender considerations.	Develop sex disaggregated baseline data utilising poverty maps to assess inputs and outcomes of education systems. Conduct research on the school and home-related challenges, including opportunity costs of education.	Sex disaggregated baseline data which indicates the areas of inequity. Targets to address inequities and monitoring indicators; outputs and outcomes. Research studies disseminated.
	Support strategies which target the poor and other marginalised groups; enhancement of foundational skills and provision of opportunities for attainment of such skills (including successful completion of secondary education).	Identify high-risk and marginalised groups. Focus on gender equity, addressing gender stereotypes, disparities and inequalities. Provide appropriate resources to meet learning needs (school facilities, teaching and learning materials, including as appropriate, ICT-enabled support).	Specially targeted and adequately resourced programmes and projects.

BMCs, sub-regional and regional institutions	CDB	Illustrative strategies for CDB support	Indicators
<p>Objective 2: Enhanced Efficiency, Relevance and Effectiveness of Education and Training to create systems that are responsive to national, regional and global labour markets.</p>			
<p>Identify strengths and deficiencies with respect to critical issues of efficiency, quality and effectiveness of education and training services for all sub-sectors (at classroom, district, and national levels).</p>	<p>Promote knowledge generation and dissemination and in-depth sector-wide research in BMCs to facilitate efficient and effective operation of systems.</p>	<p>Collaborate with other development partners, regional bodies, universities and colleges to promote a learning culture using participatory research methodologies.</p>	<p>Knowledge products developed and disseminated.</p>
<p>Analyse and disseminate information on promising practices which promote efficiency, increased relevance and effectiveness.</p>	<p>Support capacity enhancement in core curricula and areas of effective pedagogies.</p>	<p>Provide training and continuing professional development opportunities using multiple modalities for delivery.</p>	<p>Promising practices and pockets of excellence available for each BMC. Trained personnel in various aspects of instruction and pedagogy</p>
<p>In collaboration with private sector, regional bodies such as CANTA, Caribbean Examinations Council, UWI and other partners, re-think/re-formulate core knowledge and skills to promote life-long learning, for work/employment and personal development, for non-formal education and for contributing to sustainable development and societal well-being.</p>	<p>Support for curriculum reform and implementation using more relevant pedagogies and those which promote universal learning^{5/}. Promote internships, apprenticeships and other linkages between teaching and learning institutions and the world of work, nationally and regionally</p>	<p>Reform of teaching and learning processes; curriculum, and assessment of learning outcomes. Make curriculum and teaching/learning resources gender-responsive. Develop intensive and effective programmes to address deficiencies identified at primary and secondary levels and for out of school youth and adults without skills.</p>	<p>Established fully functioning linkages between teaching and learning institutions and the world of work. Pedagogies reflective of 21st century skills. Percentage of students who transition to post-secondary, tertiary and higher education.</p>

5 Universal Design for Learning is a set of principles and guidelines that provides a framework for curriculum design and educational decision-making. They consist of instructional goals, methods, materials, and assessments that work - not a single, one-size-fits-all solution but rather flexible approaches that can be customised and adjusted to address the variability of all learners. <http://www.udcenter.org/aboutudl/udlguidelines>.

BMCs, sub-regional and regional institutions	CDB	Illustrative strategies for CDB support	Indicators
<p>Develop career categories/clusters, for example, hospitality/tourism; engineering; trades; business and administration; health sciences, etcetera, in conjunction with labour market agencies and post-secondary institutions to provide cohesive learning experiences and career pathways for upper secondary (Form 5-6), post-secondary and tertiary level.</p>	<p>Development of post-secondary and tertiary education, particularly to fill labour market gaps.</p>	<p>Train career counselors in a gender-responsive way to communicate career choices and pathways to parents and all students.</p> <p>Develop flexible pathways and inclusion of 21st Century skills (critical thinking, problem solving, entrepreneurship, communication) in all categories.</p>	<p>Students achieve pre-requisites to pursue career interests.</p> <p>Career counseling and post-secondary preparation programmes institutionalised in schools and colleges.</p>
<p>Systemic, coherent programme of teacher development with a focus on ensuring teachers have the content knowledge and pedagogical competence to promote cognitive strategies and learning skills (for example, collecting and analysing data and problem solving, goal setting, time management, study skills, etc).</p>	<p>Support the introduction of gender responsive innovative pedagogies to address teaching/learning deficiencies and to promote the development and assessment of 21st Century skills.</p> <p>Support the achievement of minimum levels of mastery as the principle undergirding the process of teaching/learning in classrooms and schools.</p>	<p>Regional study on teaching and learning in the Caribbean (from teacher preparation, through professional development, and classroom practices).</p> <p>Identify and disseminate best practices.</p> <p>Provide gender sensitisation training.</p> <p>Produce teaching modules in subject areas where performance has been weak, for example, mathematics and reading.</p> <p>Training in the use of ICTs in teaching and learning.</p>	<p>Reformed teacher preparation programmes.</p> <p>Teachers trained in innovative methodologies.</p> <p>Percentage of students achieving satisfactory level of mastery.</p>

BMCs, sub-regional and regional institutions	CDB	Illustrative strategies for CDB support	Indicators
<p>Objective 3: Strengthened capacity to reform and manage education systems for the purpose of enhancing student outcomes.</p>			
<p>Develop organisational structures which promote greater technical support from central to school level.</p>	<p>Support organisational reforms to enhance teaching and learning.</p>	<p>Mentoring programmes.</p> <p>School cluster and sector level teacher support and professional learning communities.</p> <p>Web-based teaching and learning resources.</p> <p>Effective school supervision and support system.</p>	<p>Availability of teacher resources.</p> <p>School performance reports with indicators other than student performance on standardised tests.</p>
<p>Analyse and disseminate information on promising practices which promote effective schools and systems.</p> <p>Promote public education campaigns for orientation to National Qualifications Frameworks and for changing attitudes to TVET.</p>	<p>Promote knowledge generation and dissemination and in-depth sector-wide policy reform and planning to promote the strengthening of institutional capacities nationally and regionally to manage the education and training systems (including gender sensitive M&E).</p> <p>Promote policy dialogue and advocacy based on evidence.</p> <p>Support capacity enhancement of ministries responsible for education and training and other related institutions.</p>	<p>Conduct audits of ministries responsible for education and training and related institutions.</p> <p>Map key development partners/donors by sub-sector or thematically, and by BMC and/or studies/research being supported and identify research gaps.</p> <p>National Qualifications Frameworks (where absent).</p> <p>Public education and communications programmes.</p>	<p>Catalogue of research by sub-sector and theme for each BMC.</p> <p>Promising practices and pockets of excellence available for each BMC.</p> <p>Trained personnel in various aspects of management (school and system levels).</p> <p>National Qualifications Frameworks established and operational.</p> <p>Public education campaigns completed.</p>
<p>Monitor and evaluate the education system in relation to targets and to foster learning, accountability and transparency.</p>	<p>Provide support for results-based management systems.</p>	<p>Functional system-wide, gender sensitive Education Management Information System (EMIS).</p> <p>Training in data gathering and analysis.</p>	<p>Fully functioning EMIS in BMCs.</p> <p>Trained staff at all levels.</p> <p>Availability of reliable data.</p>

APPENDIX 2: SAMPLE ACTIVITIES FOR INTEGRATING GENDER EQUALITY INTO THE EDUCATION SECTOR

IN ORDER TO FOSTER GENDER EQUALITY THROUGH AND IN THE EDUCATION SECTOR, CDB WILL TAKE A CROSS-CUTTING APPROACH. EXEMPLARY ACTIONS WILL INCLUDE:

- (a) gender-responsive infrastructure responding to the needs of male and female students and teachers with regards to sanitary facilities, equipment, security and safety;
- (b) collection of sex-disaggregated data to inform evidence-based policy-making;
- (c) gender-responsive curriculum reform, pedagogical approaches and teaching methodologies to avoid unconscious and conscious bias and the perpetuation of gender stereotypes at all levels of the education system beginning from ECD;
- (d) gender-sensitisation of parents, teachers, principals and other relevant staff;
- (e) enhanced re-entry systems for teenaged mothers, and parenting support for young mothers and fathers;
- (f) early identification systems for the identification of students at-risk for educational failure, who are often male (but increasingly also female) and also at-risk of engaging in anti-social behaviors;
- (g) public education campaigns and career counselling to reduce gender-stereotyping in subject selection at basic, post-secondary and tertiary education;
- (h) consistent implementation of the Health and Family Life Education curriculum to include building positive gender roles modules, conflict resolution modules and life skills training (employability and entrepreneurial skills, value and ethics modules, awareness of sexual harassment training);
- (i) peer-counselling programmes, gang resistance, 'stop gender-based violence' and anti-bullying campaigns;
- (j) curriculum reform to encourage male continuation in the system;
- (k) support for development of short course programmes which can be completed over time (laddering) to achieve recognised qualifications; and
- (l) support for public education programming/campaigns which portray males and females succeeding in non-traditional roles.





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