

Regional Policy Review 2024 from Third Countries not Associated to the Programme

Caribbean

REGIONAL REPORT



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ENFP National
Focal Points

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Introduction

The Erasmus+ regional policy review acts as a bridge between the Erasmus+ programme and third countries not associated with it, shedding light on the policy landscape that shapes educational exchange and collaboration. By examining the interplay between local policies and Erasmus+ objectives, the document aims to foster a more cohesive and effective approach to international education, enhancing the programme's reach and impact across diverse educational systems.

Regional Report

The main approach of the report is the aggregation of the policy frameworks of the third countries within a specific region, offering a macroscopic view of how regional policies support, complement, or diverge from the goals and practices of the Erasmus+ programme. It aims to identify common themes, challenges, and opportunities for collaboration across the region, providing insights into the broader regional stance towards international educational cooperation and mobility.

These reports offer an analysis of the region's specific educational policies as they relate to the Erasmus+ programme. They examine the extent to which national policies facilitate or hinder participation in Erasmus+ activities through a regional lens, highlight successful alignments, and pinpoint areas where policy adjustments could enhance cooperation.

Individual Country Reports

National reports from individual countries within the region are embedded into the regional report. However, data and statistics relating to the state of play of education in individual countries will also be available in the annex. These country reports have been submitted by the Erasmus+ National Focal Points, and are important in understanding the nuances of each country's engagement with Erasmus+ and identifying tailored strategies to improve integration and outcomes.

Erasmus+ Priorities and Features

The Regional Policy Review of the Erasmus+ programme in third countries will be underpinned by the priorities that align with the overarching goals of the European Union, particularly focusing on digitalisation, the European Green Deal, inclusion and diversity, and active participation in democratic life. These priorities reflect the EU's commitment to addressing current global challenges through education and training, ensuring that the Erasmus+ programme contributes to building a more sustainable, inclusive, and digitally

advanced future. It will also look at the important features, most notably internationalisation, and how this is implemented in the regions.

Digitalisation: This priority focuses on integrating digital technologies into education and training. The goal is to enhance digital literacy and skills among learners and educators, promote access to digital learning resources, and improve the quality of education through innovative teaching methods. Digitalisation in the Erasmus+ context aims to prepare participants for a rapidly evolving digital world, ensuring they are equipped with the necessary competencies to thrive in the digital economy.

The European Green Deal: Underpinning the Erasmus+ programme with the European Green Deal emphasises the transition towards a climate-neutral, green, and sustainable Europe. This priority includes projects and initiatives that raise awareness about environmental challenges, promote sustainable development, and encourage the adoption of green practices within education and community engagement. The focus is on fostering an understanding of ecological issues and inspiring action towards environmental stewardship among participants.

Inclusion and Diversity: This priority aims to ensure equitable access to Erasmus+ opportunities for all, regardless of individuals' backgrounds, abilities, or socio-economic status. The programme seeks to remove barriers to participation and promote diversity within its projects and activities. By fostering an inclusive environment, Erasmus+ strives to enrich the educational experience for participants, enabling them to gain a deeper understanding of diverse perspectives and cultures.

Active Participation in Democratic Life: Encouraging active citizenship and participation in democratic life is a key priority of the Erasmus+ programme. This includes initiatives that engage young people in civic activities, promote democratic values, and foster a sense of European identity and solidarity. Through these efforts, Erasmus+ aims to equip participants with the knowledge, skills, and attitudes necessary to contribute to society and to address the challenges facing democracies today.

The Regional Policy Review will critically examine how these priorities and important features are being addressed and integrated into Erasmus+ projects and initiatives in third countries. By juxtaposing the review on these thematic areas, the Erasmus+ programme reaffirms its commitment to contributing to the EU's broader objectives and making a meaningful difference in the lives of individuals and communities around the world.

Internationalisation: As a fundamental feature of Erasmus+, internationalisation involves promoting cross-border collaboration and cultural exchange. This facet of the programme is designed to broaden participants' horizons by fostering mutual understanding and respect among diverse cultures. Through international partnerships and mobility opportunities, Erasmus+ aims to create a global learning community that values diversity and global interconnectedness. This document examines how this important feature is implemented in the countries not associated to the programme.

There will be six regional reports: Sub-Saharan Africa, Asia, Latin America, Caribbean, the Middle East, and the Pacific, along with annexed country reports.

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St. Patrick's Hall, student dormitories at the True Blue Campus of St. George's University Grenada

1. Overview of Educational Policy in the Caribbean*

The Caribbean region, celebrated for its vibrant culture and rich biodiversity, has faced the challenge of several natural disasters in recent years, from volcanic eruptions and earthquakes to hurricanes, threatening human security and disrupting the socio-economic fabric of communities. The eruption of La Soufrière volcano in St. Vincent and the Grenadines on 9 April 2021, Haiti's devastating earthquake on 14 August 2021, and Hurricane Elsa's impact on 2 July 2021 exemplify the region's vulnerability, necessitating robust emergency responses and highlighting the importance of resilience and sustainability, especially within the education sector. Amid these natural calamities, the Caribbean has also contended with the COVID-19 pandemic, a health crisis that has further strained resources and highlighted the critical need for resilient educational frameworks. In response, Caribbean nations and educational institutions have spearheaded initiatives to ensure learning continuity, leveraging digital transformation and e-learning to maintain educational engagement despite physical and health-related disruptions. This pivot to virtual classrooms and online resources represents a proactive approach to safeguarding education against unforeseen challenges, equipping Caribbean learners with essential skills for future resilience.

A 2023 UNESCO study revealed that climate change directly threatens education by destroying schools and

property. This report, which includes country case studies from the Bahamas, Cuba, the Dominican Republic, Guatemala, and Jamaica, highlights the impacts on the right to education within the region. It further underscores that collaboration fosters joint research efforts, enhancing understanding of the challenges and opportunities in safeguarding educational rights and informing policy decisions.

Integrating disaster risk reduction and management into higher education curricula, alongside emphasising digital literacy, underscores a strategic commitment to building resilient communities and economies. These initiatives are complemented by diversity and inclusion strategies in education, in recognition of the fact that a robust and resilient educational system must also be inclusive and cater to the varied needs of all learners, including those with disabilities and/or from marginalised communities. By fostering an educational environment that values diversity and inclusivity, the Caribbean can rebuild and become more robust and more equitable in the aftermath of crises.

In addition to these measures, the Caribbean region strongly emphasises both higher education and technical and vocational Education and training (TVET) as crucial components of its educational strategy. Higher education institutions in the Caribbean are increasingly focusing on curriculum development that includes sustainable development goals (SDGs), climate change adaptation, and disaster risk management, preparing students for successful careers and active

* For this regional review, "Caribbean countries" refers to Antigua and Barbuda, The Bahamas, Barbados, Belize, Dominica, Dominican Republic, Grenada, Guyana, Haiti, Jamaica, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and The Grenadines, Suriname, and Trinidad and Tobago.

roles in building more resilient communities. TVET programmes, on the other hand, are being tailored to meet the immediate and practical needs of the labour market, especially in sectors directly impacted by climate change and natural disasters. TVET's focus on skill-based training ensures that the workforce is adaptable and capable of innovating in response to environmental challenges and contributing to the region's sustainable development.

The CARICOM 2030 HRD Strategy, alongside other regional approaches, advocates for adaptable educational systems capable of withstanding natural disasters, health crises, and other emergencies. Partnerships with international bodies, reflective of the Erasmus+ programme's principles of inclusivity and diversity, further enhance the Caribbean's educational resilience, facilitating knowledge exchange and resource mobilisation. By integrating higher education and TVET into its comprehensive approach to education, the Caribbean addresses the immediate challenges posed by natural disasters and health crises and lays the groundwork for long-term sustainability and resilience.

1.1. Caribbean International Commitments in Inclusive Education and Training

The Caribbean's quest for educational equity and inclusion is manifested by its engagement with international conventions and their incorporation into national frameworks. According to the UNESCO report, only a few Caribbean nations (specifically Aruba, Curaçao, Dominica, and Saint Martin) have fully aligned with the global non-discrimination mandate by ratifying all relevant international conventions on the right to education. This alignment underscores a regional commitment to making education accessible to everyone, including individuals with disabilities.

Jamaica stands out with its proactive approach, being an early adopter of the Convention on the Rights of Persons with Disabilities (CRPD) and enacting its Disability Act in 2014. This legislation mandates educational inclusivity for students with disabilities, highlighting a significant move towards enhancing educational access across the Caribbean. However, the region presents a varied landscape regarding inclusion policies, with the majority (82%) of Caribbean countries incorporating provisions for the education of persons with disabilities into their general education laws but only a tiny fraction (14%) adopting specific disability legislation.

The drive for educational inclusion is further evidenced by regulatory measures, with 95% of Caribbean nations having established regulations under

their Ministries of Education to support the inclusion of persons with disabilities. However, the extension of these policies across other governmental sectors is less prevalent, with only 64% of countries enacting cross-ministerial laws to foster comprehensive educational inclusion. This mixed progress points to a transition region that faces hurdles in achieving a unified approach to educational equity.

1.2. CARICOM HRD 2030 Strategy

The CARICOM HRD 2030 Strategy defines human resource development (HRD) as "all education and training (early childhood to tertiary education and skills-based learning) offered to citizens of the CARICOM Region for the development of their knowledge, skills, and competencies in pursuit of regional workforce development and better citizenship". The goals are: "empowered people, global competitiveness in HRD sectors, and education system inefficiencies eliminated", which are expected to produce the strategic priorities (access, equity, quality, and relevance) and a resultant focus on a seamless HRD system in the region.

Against this backdrop, the Erasmus+ programme's focus on inclusion and diversity echoes the Caribbean's educational goals. Although direct collaborations with Erasmus+ are beyond this discussion, its emphasis on inclusive and diverse educational practices provides a constructive benchmark for the Caribbean. It exemplifies how educational efforts can be designed to meet the diverse needs of learners, underscoring the critical role of these principles in shaping educational policies.

This review calls for a unified regional effort to adopt and implement principles of inclusion and diversity, as inspired by international models like Erasmus+ and regional strategies such as CARICOM's. By developing comprehensive policies that legislate and actualise inclusive educational practices, Caribbean nations are poised to significantly advance educational equity. The journey ahead demands a renewed commitment to educational equity and inclusion, while creating resilient communities that respond to concrete realities within the Caribbean educational framework.

2. Current Initiatives: Innovations and Solutions for Educational Advancement

The foundational principles of equality and the right to education are enshrined in several pivotal international conventions and statements, including the Universal Declaration of Human Rights (UDHR) of 1948, the

Convention on the Rights of Persons with Disabilities (UNCRPD) of 2006, and the Salamanca Statement and Framework for Action on Special Needs Education of 1994. These documents collectively establish a global consensus on the inherent right of every individual to education, free from discrimination, including those with disabilities.

The Universal Declaration of Human Rights (UDHR), adopted by the United Nations in 1948, was a pioneering document, asserting the equality of all persons. Article 26 explicitly articulates the universal right to education, emphasising that education should be free, at least in the elementary and fundamental stages. This declaration laid the groundwork for subsequent international conventions focused on education and the rights of persons with disabilities.

The Convention on the Rights of Persons with Disabilities (UNCRPD), adopted in 2006, further elaborates on these rights, particularly in Article 24, which underscores the right of persons with disabilities to education. These rights include ensuring that individuals with disabilities are not excluded from the general education system based on their disabilities and advocating for a fully inclusive education system that accommodates all learners, regardless of their physical or intellectual abilities.

The Salamanca Statement, emerging from the World Conference on Special Needs Education in 1994, united the international community in a pledge to prioritise policy and budgetary allocations towards creating educational systems capable of including all children, irrespective of their differences or difficulties. The statement unequivocally affirms that children with disabilities have the same right to education as their non-disabled peers, emphasising the importance of an inclusive learning environment that fosters equality of opportunity.

Juxtaposed with the European Union (EU) and Caribbean policies on education and inclusion, a nuanced picture of commitment and implementation emerges. The EU has long championed inclusive education through its policies and initiatives, notably within the framework of the Erasmus+ programme. Erasmus+ prioritises inclusivity and diversity, offering opportunities for individuals with disabilities to participate in European educational exchanges and training programmes. This aligns with the EU's broader agenda to ensure its educational systems are accessible to all, reflecting a deep-seated commitment to the principles outlined in the aforementioned international conventions.

In the Caribbean, policies have increasingly reflect-

ed these international commitments to equality and inclusivity in education. Many Caribbean nations have taken steps to align their educational policies with the UDHR, UNCRPD, and the Salamanca Statement, recognising the importance of providing equitable educational opportunities to all citizens, including those with disabilities. However, the region faces unique challenges, including limited resources and varying degrees of policy implementation, which can impact the effectiveness of these commitments.

Efforts to improve educational inclusivity in the Caribbean have been supported by regional frameworks, such as the CARICOM Human Resource Development 2030 Strategy, which zeroes in on inclusive education as a critical component of the region's developmental agenda. This strategy, along with national policies aimed at enhancing access to education for persons with disabilities, demonstrates the Caribbean's dedication to fostering an inclusive educational environment.

The Caribbean Community (CARICOM) is an alliance of Caribbean nations and territories, and aims at promoting economic integration and cooperation among its members and ensuring that the collective voices of these small island developing states are heard on the international stage. The CARICOM Regional Educational and Human Resource Development (HRD) 2030 Strategy and Action Plan is a critical instrument, designed to guide the development of human resources and the educational and training agenda of its member states up to the year 2030. Aligned with the United Nations Sustainable Development Goals, this strategic framework outlines the principal educational directives essential for the region's progress, highlighting inclusive, equitable, and quality education and promoting lifelong learning as its foundational goals.

Inclusive education is a crucial priority, and advocating for educational accessibility for all learners, including those requiring particular learning environments due to differing abilities, is essential. This initiative is grounded in the belief that education should be universally accessible, providing every individual with the chance to achieve and excel.

Equitable education demands the fair distribution of diverse educational opportunities that are tailored to meet students' varied learning needs and profiles. It recognises that traditional classroom settings, often dominated by direct instruction, may only be conducive for some learners. Hence, it calls for adaptable and flexible educational models to accommodate every student's unique needs, ensuring that no one is disadvantaged.

Quality education addresses several critical areas:

enhancing teacher training, ensuring curriculum relevance, improving the availability of resources for classrooms and educators, and optimising school management. These elements are vital for elevating student performance and guaranteeing the recognition of skills, competencies, and attitudes through accredited certification, contributing to a more qualified workforce.

Promoting lifelong learning underscores the significance of providing continuous educational opportunities beyond the conventional school age. It targets adults, workforce members, individuals seeking second chances at learning, and those returning to education later in life, highlighting the importance of ongoing learning for personal and professional growth in an ever-changing world.

By establishing these priorities, the CARICOM HRD 2030 Strategy and Action Plan aims to revolutionise the educational framework within the Caribbean. It seeks to cultivate an environment that is more inclusive, equitable, and responsive to the diverse needs of its population. This forward-looking vision strives to enhance the quality of education across the region and equip Caribbean citizens with the skills necessary to face the global challenges of the 21st century, ensuring the region remains competitive and resilient amidst global shifts.

2.1. Caribbean Safe School Initiative

Launched in 2017, the Caribbean Safe School Initiative (CSSI), in collaboration with UNICEF and the Caribbean Disaster Emergency Management Agency (CDEMA), aims to standardise school safety and resilience within the education sector. This initiative focuses on adopting and implementing retrofitting and construction standards to fortify schools against natural disasters, ensuring they can withstand such events.

The CSSI was initially underpinned by the Antigua and Barbuda Declaration and further strengthened by the Sint Maarten Declaration on School Safety in June 2022, receiving endorsements from 19 Caribbean countries and territories. The Caribbean Roadmap for School Safety meticulously outlines this commitment to ensuring the safety of educational spaces. This document, first introduced at the inaugural Caribbean Ministerial Forum on School Safety in 2017, received further enhancements in 2019, and was comprehensively updated in 2022 during the forum's third iteration.

The most recent forum, held in June 2022 in St. Maarten, witnessed the convergence of 16 Caribbean countries and overseas territories. This event was

notable for welcoming a new CSSI member, the Government of the Bahamas, and launching the inaugural integrated edition of the Youth CSSI Forum. The forum concluded with several significant deliverables: the Youth Forum Declaration, an updated CSSI Roadmap, the Forum Decisions document, and a renewed Declaration on School Safety, marking a significant step forward in the Caribbean's collective efforts to enhance school safety and resilience.

2.2. The Regional Caribbean Vocational Qualification System

The Caribbean Vocational Qualification (CVQ) is a recognised certification system that stratifies successful candidates across five distinct competency levels, from entry-level workers to managerial and professional roles. This system ensures that individuals are classified according to their skill set and level of expertise, ranging from directly supervised or entry-level workers at Level 1 to managerial and professional workers at Level 5. As a hallmark of vocational excellence in the CARICOM region, the CVQ stands on equal footing with academic achievements at corresponding levels, and is pivotal in sculpting the "ideal Caribbean worker."

Administered at the secondary education level, through assessments in selected skill areas by the Caribbean Examinations Council (CXC), the CVQ signifies a concerted effort to harmonise technical and vocational education and training (TVET) qualifications across the Caribbean. This initiative reflects CARICOM's strategic approach to employing standards, norms, and decision-making processes to unify its educational endeavours, facilitating labour mobility within its member states. Possession of a CVQ signals to employers throughout CARICOM that an individual possesses recognised skills within their field, effectively allowing them to participate in a shared CARICOM vision for a skilled labour market.

The adoption of the CVQ is part of a broader strategy, initiated in 1990, to elevate vocational training within the single-market economy of the Caribbean. This strategy underscores the role of national TVET institutions in delivering specialised training, allowing students to engage with vocational education before even completing secondary schooling. The emphasis on TVET within the region underscores its critical contribution to the Caribbean's developmental agenda, fostering a collective educational sphere that prioritises operational efficiency, cultural advancement, and technological progress for the betterment of its populace.

This regional initiative resonates with the Erasmus+ programme's focus on technical and vocational education and training (TVET) initiatives, underscoring the importance of vocational skills in fostering economic growth and personal development. The CVQ and Erasmus+ TVET initiatives aim to enhance employability and facilitate seamless labour mobility across borders. By aligning with such international frameworks, the Caribbean is amplifying its educational reach and reinforcing its commitment to creating a skilled, adaptable workforce, capable of navigating the demands of a dynamic global economy.

2.3. BELIZE and the Establishment of the National Accreditation Council

On October 13, 2023, the Belize House of Representatives introduced a pivotal Amendment Bill to establish the National Accreditation Council of Belize (NAC) by the Minister of Education, Culture, Science and Technology. This legislative move marks a significant stride towards elevating the educational landscape in Belize. Upon approval, the NAC is set to undertake a critical role in enhancing the nation's education sector. Its mission encompasses several key objectives: to champion the progression of education in Belize, to ensure educational offerings meet the requisite standards for qualifications and certifications, and to facilitate the seamless exchange of skills and knowledge across the region.

The NAC's responsibilities include the accreditation and evaluation of foreign and local educational and training institutions, providers, programmes, and awards. By doing so, the Council aims to uplift the quality and standards of education and training within Belize, aligning with regional benchmarks. This initiative not only underscores Belize's commitment to educational excellence but also mirrors efforts across the Caribbean to reinforce standards in education and training.

Countries throughout the Caribbean are undertaking similar reforms, focusing on the alignment of educational institutions' accreditation and quality assurance with international standards. These improvements are integral to ensuring that students receive education and training that is recognised regionally and globally, enhancing their employability and mobility. The establishment of entities like the NAC in Belize exemplifies a regional movement towards educational enhancement, demonstrating a collective commitment to fostering a competitive, skilled workforce, capable of navigating the challenges and opportunities of the 21st century.

2.4. Jamaica and its TREND Programme

In parallel to Belize's educational reforms, Jamaica has embarked on an ambitious journey to revolutionise its education system through the Jamaica Education Commission's transformation initiative. This transformative programme, aptly named 'Transforming Education for National Development' (TREND), is spearheaded by the Ministry of Education and Youth. TREND is meticulously designed to reposition Jamaica globally as a nation primed for competitive excellence. Its strategic implementation, slated between 2023 and 2030, seamlessly aligns with Jamaica's Vision 2030 development goals, marking a significant commitment to long-term educational and national advancement.

The TREND initiative is a comprehensive response to the evolving demands of the global economy, aiming to equip Jamaican students with the skills, knowledge, and adaptability required for success in an increasingly interconnected world by focusing on enhancing the quality of education, modernising curricula, and promoting inclusivity and accessibility. TREND endeavours to create an education system that is both dynamic and responsive to the needs of its learners. This initiative underscores Jamaica's dedication to fostering an environment conducive to learning and growth, and mirrors the broader Caribbean commitment to elevating educational standards.

2.5. Trinidad and Tobago's New Education Policy

At the core of Trinidad and Tobago's educational reform is the Education Policy 2023-2027, which emphasises the critical role of education in shaping the nation's youth and, by extension, its future. Acknowledging the need for systemic changes, the policy outlines a vision for a modern, relevant, and equitable educational system for all, addressing various strategic areas, including legislative updates, human resource development, curriculum reform, and the revitalisation of technical and vocational education. This comprehensive framework signifies a paradigm shift towards a more inclusive and adaptive educational landscape, recognising the transformative power of education in fostering societal progress.

Supporting this ambitious policy are several key sub-policies, focusing on areas like cultural transformation, homeschooling, patriotism, digital transformation, and remedial education. These sub-policies provide detailed guidance for implementing strategic objectives, ensuring a holistic approach to education reform. By laying out specific paths for legislative

updates, harnessing ICT for digital transformation, and promoting equity in education, Trinidad and Tobago is setting a robust foundation for achieving its vision of an updated educational system.

3. Synergies and Collaboration

EU-Haiti Education for Living Together Programme

The European Union (EU) has committed €18 million to financing the inaugural phase of a transformative education sector improvement programme in Haiti, titled 'Education for Living Together'. This funding agreement, aimed at enhancing Haiti's educational framework, signifies a pivotal step toward bolstering governance, increasing access to inclusive education, and upgrading infrastructure to meet anti-seismic and climate standards. Specifically targeting regions severely impacted by natural disasters and areas with substantial economic growth potential, the programme seeks to directly benefit over 300,000 students across the Great, South, and North-East departments.

Central to the programme's objectives is the reinforcing of the education system's governance and management, focusing on areas recently devastated by earthquakes. This initiative plans to construct school facilities that adhere to stringent anti-seismic and climate resilience standards, thereby ensuring safer learning environments for students. Additionally, the programme emphasises improving the accessibility and quality of technical and vocational training tailored to the Haitian economy's needs, thereby addressing immediate reconstruction needs and long-term educational sustainability.

An integral component of Education for Living Together is the development of technical high schools, including an agricultural technical high school in Ouanaminthe, highlighting the programme's commitment to fostering specialised education that aligns with local economic opportunities. This approach not only aids in rebuilding efforts in disaster-stricken regions but also equips young Haitians with the skills necessary for employment, particularly in sectors poised for growth.

The EU's investment in Haiti's education sector, including a projected second phase valued at €24 million, underscores a deep commitment to supporting quality education as a cornerstone for Haiti's development. This initiative aligns with broader economic and social development goals, aiming to enhance technical and vocational training capacities, fortify national unity, and contribute to the prosperity of Haiti. Through this collaborative endeavour, the EU and the Haitian

government aspire to create a robust and resilient educational system that can withstand the challenges of natural disasters, while paving the way for future economic growth and stability.

The synergy between the Haitian government and the EU in implementing this programme directly manifests the shared values and objectives outlined in the EU Green Deal and the EU's diversity and inclusion strategy. The programme's focus on environmental education and sustainable practices mirrors the EU Green Deal's emphasis on sustainability and the transition to a green economy. Simultaneously, the commitment to diversity and inclusion is actualised through targeted efforts to make education accessible and relevant to all segments of Haitian society.

The Education for Living Together programme stands as a model of international collaboration, showcasing how shared goals and values can lead to impactful outcomes. It exemplifies a holistic approach to educational reform, encompassing academic excellence, environmental stewardship, and social cohesion. As this initiative unfolds, it serves as a blueprint for future partnerships, highlighting the potential synergy between international bodies and national governments in achieving common objectives. Through this collaborative effort, Haiti and the EU are paving the way towards a more sustainable, inclusive, and united future, setting a precedent for how cooperation can effectuate positive change in the global educational landscape.

4. Conclusions and Recommendations

The Caribbean region has been at the forefront of educational reform and resilience, tackling environmental and health challenges head-on. Initiatives from Jamaica, Belize, Trinidad and Tobago, and Haiti showcase a concerted effort towards sustainability and inclusion in education, reflecting the collaborative essence found in the Erasmus+ programme.

Jamaica set a precedent by adopting the Convention on the Rights of Persons with Disabilities, as well as its Disability Act in 2014, thus advancing educational access. Belize's establishment of the National Accreditation Council, Trinidad and Tobago's ambitious Education Policy 2023-2027, and Haiti's collaboration with the EU on the Education for Living Together programme each underscore a dedication to elevating educational quality, inclusivity, and resilience against disasters. These measures illustrate the potential of policy innovation and global partnerships to foster

educational settings that are inclusive and capable of addressing climate change and sustainability challenges that are resonant with the EU Green Deal's objectives.

The commitment to integrating disaster risk reduction, management, diversity, and inclusion strategies into educational curricula highlights the Caribbean's resolve to emerge stronger from adversity. By embracing the digital transformation, focusing on technical and vocational education and training (TVET), and targeting sustainable development goals, the Caribbean is preparing its students for meaningful careers and roles in sustainable development and disaster resilience. These efforts align with the Erasmus+ programme's emphasis on inclusivity, diversity, and sustainability.

Moreover, the Caribbean Community (CARICOM) Human Resource Development (HRD) 2030 Strategy reinforces these initiatives, offering a regional framework to transform education and human resource development to meet the challenges of the 21st century. This strategy dovetails with the individual efforts of Caribbean nations, providing a cohesive vision for an integrated and innovative educational system that prioritises lifelong learning, skills development, and technology integration in education.

In summary, the educational reforms and initiatives demonstrate the potential of regional strategies, like the CARICOM HRD 2030 Strategy, and international collaborations, like the Erasmus+ programme. These partnerships underscore the importance of shared goals in driving significant educational advancements. Recommendations for future action include:

- continued investments in digital infrastructure;
- an expansion of TVET to meet evolving market demands; and
- a deeper incorporation of sustainability and climate resilience into education.

By adhering to these principles, the Caribbean is poised to ensure its educational systems remain resilient in the face of upcoming challenges and instrumental in fostering a more equitable, sustainable, and resilient global community.

For more detailed information on initiatives in the Caribbean, please see the 'Country Factsheets' in the annexes.

