Evidence *is not* a ranking.

TECHNICAL GREY PAPER / METHODS & ASSURANCE

CARIBBEAN EDUCATION / HAITI

Caribbean Responsible EdTech and AI:

Evidence, Country Data and Methodological Assurance

33

JURISDICTION RESEARCH ENTRIES

Not 33 verified national profiles

36

REFERENCES IN SOURCE REGISTER

Evidence quality varies by source

ADRIAN DUNKLEY / PRESIDENT, CARIBBEAN AI ASSOCIATION

Consultation draft v0.1 • External research and legal review pending

RESEARCH & PUBLIC POLICY / TECHNICAL GREY PAPER

Regional evidence must keep its uncertainty visible.

This companion technical volume documents research methods, the limits of available national data, important distinctions among examination series and a jurisdiction-by-jurisdiction research inventory. It preserves source classifications and unresolved evidence gaps rather than turning missing statistics into imagined comparisons.

A transparent research record for country-specific implementation

A 33-jurisdiction inventory is a research coverage map, **not** a claim of 33 verified national data profiles. Each source keeps its originating examination, year and limitations.

The technical volume distinguishes peer-reviewed studies from guidance, programme reports and official statistics. It names missing evidence instead of inventing it.

Country-level laws and all pilot outcomes require further field validation.

Photograph omitted in this edition.

Dominican Republic school science event. NacionRD (2019), CC BY-SA 4.0. Identification/child-use permissions require final editorial review.

Evidence quality and data coverage

33	36	0
JURISDICTIONS	SOURCE RECORDS	FABRICATED VALUES
Inventory, not verified profiles	Different evidence strengths	Missing information remains unknown

Source coverage is not equivalent to verified national education data.

The source register and country coverage inventory are research tools. They are not a regional achievement ranking.

Release status. This is a working consultation edition. The simulated multidisciplinary analysis is not a convened regional expert panel. Legal mapping, research verification and stakeholder validation remain open.

CAIA Working Draft v0.1 | 9 October 2026 | Lead: Adrian Dunkley, President

This is a technical scoping and challenge paper. It reports no original field study, stakeholder consultation, regulator endorsement or full systematic review.

1. Research objective, conceptual scope and approach

The grey paper documents the methods, context, decisions, incomplete evidence and operational instruments behind the proposed standard. It is a transparent working document designed for technical review, not a peer-reviewed journal paper or a complete systematic review. Researchers gathered a purposive rapid sample of intergovernmental standards, regional baseline data, government reports, one randomized controlled learning experiment and education technology programme case studies. An openly versioned evidence register records what each source can and cannot support. Global findings inform hypotheses; they do not establish Caribbean effect sizes. [S01] [S05] [S10] [S13]

The project has three layers: normative commitments (child rights, education access and teaching quality), evidence standards (what changes in demonstrable learning) and implementation architecture (procurement and evaluation). Normative decisions such as the prohibition of exploitative child profiling are precautionary proposed standards. Educational impacts require empirical tests. Economic outcomes require real cost and benefit measurements. The paper does not interpret simulated task-force 'meetings' as stakeholder consensus.

2. Mapping of existing global and regional frameworks

UNESCO GEM 2023 asks governments to consider suitability, equity, proof of benefit and sustainable cost. The UNESCO Caribbean AI Roadmap establishes a regional mandate in education/upskilling among four wider pillars. CARICOM HRD 2030 calls for integrated quality, access, equity and relevant skills. UNICEF LACRO 2026 provides a current practical digital education implementation plan. UNESCO AI competencies distinguish teacher and student capabilities. UNICEF 2025 articulates child-centred AI requirements. EU and UK guidance offers example procurement, pedagogy and safety controls but has no automatic legal effect in the Caribbean. [S01] [S02] [S03] [S05] [S06] [S07] [S09] [S11] [S12]

The proposed contribution is the integration, rather than invention, of these ideas into a single school-decision artefact: CLEAR mandatory gates, tiered risk classification, age-specific rules, impact evaluation and five-year procurement cost gates. Its novelty is potentially in regional operational packaging and integration of resilience, language plurality and assessment comparability. No claim that every component is globally new is warranted; a formal novelty review will require indexed literature coverage and an external appraisal.

3. Regional examinations: comparability and metadata protocol

01	Baseline / independent measure
02	Credible control or low-tech alternative
03	Duration & exposure tracking
04	Delayed unaided learner assessment
05	Stop, adapt, or scale with evidence

CSEC grade I–III pass percentages measure performance among entered candidates in a subject and must identify candidate eligibility, sits, paper shifts, subject/year and

grade policies. Primary examinations differ across Jamaica PEP, Guyana NGSA, Trinidad and Tobago SEA and other CPEA/national systems. The Dominican Republic's PISA samples in-school 15-year-olds and reports internationally scaled achievement and Level 2 proficiency. UNESCO UIS completion or learning indicators may be observed, modelled or unavailable. These are different estimands. Do not put all national exam percentages into one bar chart labelled 'Caribbean literacy'. [S15] [S16] [S17] [S18] [S19] [S21] [S22] [S29]

Research extraction specification: jurisdiction code; exam; subject; assessment year; publication date; population; number sitting; numerator definition; metric (% pass, mean, proficiency, attendance); denominator; score range; year comparability; source URL; version; reporter type; confidence/quality; accessibility/disaggregation; caveats. Year-on-year changes must account for curriculum/exam reforms, pass threshold changes and changing cohorts. For small schools, maintain suppression thresholds set with local statistics/data authorities.

4. Candidate-level learning vs system-level outcomes

The regional 2026 CSEC mathematics pass rate of about 42% is a useful signal of interest in numeracy, but cannot imply that all Caribbean children fail mathematics. Students who do not enter CSEC mathematics are not included in that statistic. Jamaica's 2026 PEP 'mastery' classification and Guyana's NGSA percent above a threshold are different tests with different ages and proficiency semantics. The Trinidad and Tobago SEA publishes mean mathematics scores and warned that its 2025 assessment revision makes earlier years difficult to compare. This makes an exam ontology and metadata standard a prerequisite for regional progress reporting. [S16] [S18] [S19] [S21]

Dominican PISA data show a striking combination in 2025: 9% of in-school tested 15-year-olds at mathematics Level 2 or higher and 50% saying they use AI chatbots at least weekly to help learn. Neither alone proves a causal connection between AI use and weak results. Cross-sectional association, historical confounding, access heterogeneity and reporting bias prevent that leap. A separate representative study would be needed to test whether/how AI engagement relates to independent competence. [S22]

5. The cognitive science problem: assistance versus learning

Generative AI can finish tasks and produce polished writing while leaving a learner unable to reproduce the thinking unaided. The Bastani et al. experiment compared a basic GPT tutor, a guarded GPT tutor and a normal teaching condition for high school mathematics; in that single context the unguarded tool improved assisted practice performance but produced worse subsequent unaided assessment outcomes. Its design and sample offer causally stronger evidence than anecdotes, but the findings do not support a universal 17% loss estimate in Caribbean classrooms or other disciplines. [S13]

Implication: commission interventions with an educational mechanism that preserves cognitive effort, knowledge retrieval, timely hints and teacher-led reasoning. Evaluate with delayed unaided transfer and actual work samples. Assess reductions in harmful use, not merely volume of correct generated answers. This rule should also inform teacher professional development and institution-level AI disclosure policies. [S10] [S13] [S14]

6. Child psychology and developmental precaution

Youth usage rules should be grounded in stage-sensitive judgement, not a false claim that one fixed age uniformly determines appropriate AI. Early-childhood learning depends on embodied play, caregiver interaction and language exposure. Older children may use structured adaptive practice under supervision; adolescents may learn critical AI literacy. Risks include secrecy, persuasive dependency, false authority, data oversharing and displacement of human support. Product and implementation evaluations should test these risks, with additional attention to neurodivergence and trauma exposure. [S08] [S09] [S12]

Minimum child-protection controls should include clearly declared AI identity, age-appropriate interaction,

no targeted behavioural advertising, no inappropriate anthropomorphic dependency cues, escalation for safeguarding issues and avoidance of individual vulnerability inference outside a legitimate child-protection arrangement. Safeguarding teams must be trained and adult responsible officers named. None of the source material justifies replacing trained counsellors, teachers or therapists with chatbots.

7. Linguistic sovereignty, local content and collective rights

The Caribbean contains multiple official languages, Creoles and Indigenous languages, with differing writing standards and speech patterns. Generic models may be unreliable on local lexical nuance and contexts, and imported lesson examples may erase regional history. A localisation assessment should test the same teaching concept across formal and vernacular registers, with consented local reviewer panels, accessibility formats and documented correction cycles. The evidence register does not yet contain a representative Caribbean benchmark of dialect error rates; measuring one is a priority, not a completed finding. [S02] [S07]

Regional data governance must ask who has authority to license local historical, oral, community and Indigenous educational datasets. No scraping of pupils' creations or community heritage simply to improve a vendor model. Where possible, prefer openly licensed, consented and locally compensated content, while avoiding arrangements that concentrate regional knowledge under a single provider's terms.

8. Connectivity, climate shocks and school closure risks

Students and teachers in island and coastal settings require continuity plans for outages, storm damage and household disconnection. In November 2025 UNICEF estimated nearly 477,000 children affected by schooling disruption following Hurricane Melissa across Jamaica, Cuba and Haiti. Haiti also faces severe security-driven school closure and displacement, which technology alone cannot correct. Eastern Caribbean digital classroom programmes provide examples of deployment but should not be described as causal proof of improved student scores. [S23] [S24] [S25] [S27]

Implementation research should measure teaching days recovered, access to offline content, synchronization losses, equitable availability and cost per day of continuity. In humanitarian emergencies, child safety, psychosocial care, teacher support and safe school locations are higher priorities than cloud-based AI sophistication. Electricity and printed resources form part of an EdTech programme's evaluation boundary.

9. Digital education economics and distributional fiscal stress

- Licence & devices
- Connectivity & energy
- Teacher support
- Safety & accessibility
- Exit & continuity

Avoid cost-benefit illustrations based on unverified regional education budgets or assumed AI productivity percentages. Instead, use a country-entered budget workbook with separate capital spending, operating costs, staff opportunity cost, vendor escalators, disaster-related spare devices, connectivity, security, inclusive design and independent evaluation. Model discounted whole-life cost over five years, plus the observed learning increment and uncertainty. Compare AI tutor, non-AI digital resource, teacher coaching,

after-school human tutoring and no-purchase options under a common instructional goal. [S01] [S31]

The proposed evaluation equation is Cost-effectiveness = discounted incremental programme cost / independently measured additional learning units (e.g., standardized independent test-score gains). When the denominator is zero, negative or statistically indistinguishable, do not report an attractive cost-effectiveness ratio; communicate the uncertainty and non-benefit. Equity-adjusted budgeting must guarantee minimum service coverage before economic optimisation. Forecast environmental cost and e-waste exposure separately.

10. Prohibited uses, sensitive tools and legal mapping

The Class 4 list is a proposed protective norm, not a statement that specific practices are identically illegal throughout the Caribbean. Ministries must map child protection, educational rights, procurement, privacy, cybercrime, intellectual property and disability rules in each jurisdiction, including overseas territory and EU-aligned regimes where applicable. Education institutions should request an authorised national legal memorandum before sharing identifiable children's data internationally, using predictive student surveillance or purchasing biometrics. [S09] [S11] [S12]

Where laws conflict or external vendor terms are weaker than law, the stronger applicable legal requirement governs. Where laws lack explicit AI provisions, risk assessment and duty-of-care principles remain relevant but should not be misdescribed as binding regulations. CAIA guidance should remain an implementation reference, not a substitute for competent counsel or local policy-making.

11. Independent review and revision logic

Ten independent assessor roles were simulated to attack the draft on evidence provenance, small-cohort privacy, legal applicability, trauma, disability, teacher labour rights, vendor lock-in, model abuse, causal evaluation and stakeholder legitimacy. Their findings require changes before consultation and publication: clear provisional status, no synthetic rankings, independent outcomes, stronger offline and child protection gates, actual teacher/youth representation, conflict declaration and evidence-dated country annexes. This internal adversarial review is not external peer review. [S01] [S09] [S10]

Critical unresolved items are actual stakeholder consultation, national legal review, complete 33-jurisdiction extracted baseline, systematic source screening, localisation test panels, PDF photographic rights clearance and an independent external assessment before public-final release. A release decision should document who signed off on each item and where dissent remains.

12. Monitoring and post-publication study design

01	Baseline / independent measure
02	Credible control or low-tech alternative
03	Duration & exposure tracking
04	Delayed unaided learner assessment
05	Stop, adapt, or scale with evidence

Pilot randomization, where feasible, should be at the classroom or school level and pre-registered. Report baseline, intention-to-treat, confidence interval, cluster correction, attrition, data missingness, adverse incidents and subgroup effects without exposing individuals. Long-term learning retention requires follow-up after tool removal. Where RCTs cannot work, specify identification assumptions for stepped-wedge or other quasi-experiments before data collection. Repeat evaluation after major model updates. [S13]

Make evidence an iterative public good: publish anonymised aggregate datasets only when lawful, reproducible analysis scripts, procurement decision explanations and negative results. Maintain a Caribbean education technology evidence observatory with accessible dashboards, local authority over data and a recurring public corrections log. Let independent educators and parents ask for reconsideration of a decision.

COUNTRY EVIDENCE / TECHNICAL INVENTORY

Country-by-country evidence inventory: 33 jurisdictions

A research coverage register, not a scorecard or verified comparative national dataset. Missing national series are explicitly reported as not yet extracted. Examination types are jurisdiction-specific.

01

EXAMS

Candidates
pass rate

02

PISA

Proficiency
sample

03

SCHOOL

Attendance
access

04

EDTECH

Independent outcomes

EVIDENCE ASSESSMENT / READ THE UNITS BEFORE THE VALUES

Each entry is a research-lead profile. Scores are not comparable across assessments; unverified entries remain missing. Detailed verified sources follow the cited codes.

01. Antigua and Barbuda

Scope: CARICOM full; **Languages to evaluate:** English. **Assessment lead:** CSEC/CAPE; school national data request. **Likely contextual screening priority:** Teacher capacity, hurricane continuity, affordable content. **Evidence source / owner for follow-up:** UIS profile and Ministry of Education. **Evidence status:** Not yet extracted. No additional numerical learning claim is made without a country-verified source.

02. The Bahamas

Scope: CARICOM full; **Languages to evaluate:** English. **Assessment lead:** BGCSE and BJC; Ministry data request. **Likely contextual screening priority:** Inter-island service delivery, access and resilience. **Evidence source / owner for follow-up:** UIS profile / Ministry examination results. **Evidence status:** Not yet extracted. No additional numerical learning claim is made without a country-verified source.

03. Barbados

Scope: CARICOM full; **Languages to evaluate:** English. **Assessment lead:** BSSEE and CSEC/CAPE; ministry series request. **Likely contextual screening priority:** Assessment transitions, inclusion and procurement. **Evidence source / owner for follow-up:** UIS profile / Ministry of Educational Transformation. **Evidence status:** Not yet extracted. No additional numerical learning claim is made without a country-verified source.

04. Belize

Scope: CARICOM full; **Languages to evaluate:** English, Spanish, Kriol, Maya languages. **Assessment lead:** National primary assessment and CSEC; validation request. **Likely contextual screening priority:** Language inclusion, rural connectivity, teacher support. **Evidence source / owner for follow-up:** UIS profile / Ministry of Education. **Evidence status:** Not yet extracted. No additional numerical learning claim is made without a country-verified source.

05. Dominica

Scope: CARICOM full; **Languages to evaluate:** English; Dominican Kwéyòl. **Assessment lead:** CPEA and CSEC; validation request. **Likely contextual screening priority:** Climate resilience, offline-first resources. **Evidence source / owner for follow-up:** UIS profile / OECS CPEA publications. **Evidence status:** Not yet extracted. No additional numerical learning claim is made without a country-verified source.

06. Grenada

Scope: CARICOM full; **Languages to evaluate:** English; Grenadian Creole. **Assessment lead:** CPEA and CSEC; validation request. **Likely contextual screening priority:** School-level analytics capacity, special education. **Evidence source / owner for follow-up:** UIS profile / OECS CPEA publications. **Evidence status:** Not yet extracted. No additional numerical learning claim is made without a country-verified source.

07. Guyana

Scope: CARICOM full; **Languages to evaluate:** English; Indigenous languages. **Assessment lead:** NGSA 2026 Math 59.80%; CSEC 2026 Math 34.5%. **Likely contextual screening priority:** Remote hinterland access, culturally aware lesson design. **Evidence source / owner for follow-up:** S19; S20. **Evidence status:** Verified official figures. No additional numerical learning claim is made without a country-verified source.

08. Haiti

Scope: CARICOM full; **Languages to evaluate:** Haitian Creole, French. **Assessment lead:** National exams; disrupted administrative series. **Likely contextual screening priority:** School safety, displacement, offline and psychosocial support. **Evidence source / owner for follow-up:** S23; S24. **Evidence status:** Verified disruption figures; learning data incomplete. No additional numerical learning claim is made without a country-verified source.

09. Jamaica

Scope: CARICOM full; **Languages to evaluate:** English, Jamaican Patwa. **Assessment lead:** 2025 CSEC English A 85%, Math 44%; 2026 PEP literacy mastery 79%. **Likely contextual screening priority:** Math pedagogy, teacher PD, disaster continuity. **Evidence source / owner for follow-up:** S17; S18; S26; S33. **Evidence status:** Verified official figures; exams not directly comparable. No additional numerical learning claim is made without a country-verified source.

10. Montserrat

Scope: CARICOM full / UK OT; **Languages to evaluate:** English. **Assessment lead:** CSEC and school-level outcomes; suppress small cells. **Likely contextual screening priority:** Very small populations, confidentiality, continuity. **Evidence source / owner for follow-up:** UIS / Ministry / CXC; official validation needed. **Evidence status:** Not yet extracted. No additional numerical learning claim is made without a country-verified source.

11. Saint Kitts and Nevis

Scope: CARICOM full; **Languages to evaluate:** English. **Assessment lead:** CPEA and CSEC; request. **Likely contextual screening priority:** Small-cohort privacy, teacher networks. **Evidence source / owner for follow-up:** UIS / OECS publications. **Evidence status:** Not yet extracted. No additional numerical learning claim is made without a country-verified source.

12. Saint Lucia

Scope: CARICOM full; **Languages to evaluate:** English, Saint Lucian Kwéyòl. **Assessment lead:** CPEA and CSEC; request. **Likely contextual screening priority:** Digital classroom procurement, Kwéyòl inclusion, storms. **Evidence source / owner for follow-up:** S27; S28. **Evidence status:** Programme evidence verified, attainment pending. No additional numerical learning claim is made without a country-verified source.

13. Saint Vincent and the Grenadines

Scope: CARICOM full; **Languages to evaluate:** English; Vincentian Creole. **Assessment lead:** CPEA and CSEC; request. **Likely contextual screening priority:** Multi-island/offline access, volcanic resilience. **Evidence source / owner for follow-up:** UIS / OECS / ministry. **Evidence status:** Not yet extracted. No additional numerical learning claim is made without a country-verified source.

14. Suriname

Scope: CARICOM full; **Languages to evaluate:** Dutch, Sranan Tongo, Indigenous languages. **Assessment lead:** National examination indicators; request. **Likely contextual screening priority:** Multi-language/local content, hinterland connection. **Evidence source / owner for follow-up:** UIS / Ministry of Education. **Evidence status:** Not yet extracted. No additional numerical learning claim is made without a country-verified source.

15. Trinidad and Tobago

Scope: CARICOM full; **Languages to evaluate:** English; Trinidadian/Tobagonian English Creoles. **Assessment lead:** 2025 SEA 17,870 candidates; math mean 52.1%. **Likely contextual screening priority:** Assessment standard change, high-stakes automated scoring safeguards. **Evidence source / owner for follow-up:** S21. **Evidence status:** Verified official figures; revised assessment. No additional numerical learning claim is made without a country-verified source.

16. Cuba

Scope: Wider Caribbean; **Languages to evaluate:** Spanish. **Assessment lead:** UIS observed 2019 primary completion 99.7%; modelled 2024 99.5%. **Likely contextual screening priority:** Low-bandwidth resilience, open source, educational access. **Evidence source / owner for follow-up:** S34. **Evidence status:** Verified UIS with observation/model caveat. No additional numerical learning claim is made without a country-verified source.

17. Dominican Republic

Scope: Wider Caribbean; **Languages to evaluate:** Spanish. **Assessment lead:** PISA 2025 Math 9% at Level 2+; weekly AI learning chatbots 50%. **Likely contextual screening priority:** Foundational competence, genAI usage guardrails. **Evidence source / owner for follow-up:** S22; S36. **Evidence status:** Verified OECD; sampled 15-year-olds only. No additional numerical learning claim is made without a country-verified source.

18. Puerto Rico

Scope: Wider Caribbean / US; **Languages to evaluate:** Spanish, English. **Assessment lead:** US and Puerto Rico reporting series; request. **Likely contextual screening priority:** Federal compliance, Spanish-language tools, hurricane continuity. **Evidence source / owner for follow-up:** US Department of Education / PR Department. **Evidence status:** Not yet extracted. No additional numerical learning claim is made without a country-verified source.

19. US Virgin Islands

Scope: Wider Caribbean / US; **Languages to evaluate:** English; local Creoles. **Assessment lead:** US territory assessments; request. **Likely contextual screening priority:** Small-system procurement, disaster continuity. **Evidence source / owner for follow-up:** US DOE / Virgin Islands DOE. **Evidence status:** Not yet extracted. No additional numerical learning claim is made without a country-verified source.

20. British Virgin Islands

Scope: CARICOM associate / UK OT; **Languages to evaluate:** English. **Assessment lead:** CSEC / territory exam data; request. **Likely contextual screening priority:** Small-cell privacy, storm continuity. **Evidence source / owner for follow-up:** Education Department / CXC. **Evidence status:** Not yet extracted. No additional numerical learning claim is made without a country-verified source.

21. Cayman Islands

Scope: CARICOM associate / UK OT; **Languages to evaluate:** English. **Assessment lead:** Territory curriculum/exams; request. **Likely contextual screening priority:** Interoperability, equity, vendor data governance. **Evidence source / owner for follow-up:** Education Ministry / UIS. **Evidence status:** Not yet extracted. No additional numerical learning claim is made without a country-verified source.

22. Turks and Caicos Islands

Scope: CARICOM associate / UK OT; **Languages to evaluate:** English. **Assessment lead:** CSEC / territory results; request. **Likely contextual screening priority:** Teacher recruitment, island access. **Evidence source / owner for follow-up:** Education Ministry / CXC. **Evidence status:** Not yet extracted. No additional numerical learning claim is made without a country-verified source.

23. Anguilla

Scope: CARICOM associate / UK OT; **Languages to evaluate:** English. **Assessment lead:** CSEC / territory results; request. **Likely contextual screening priority:** Microcohort privacy, hurricane continuity. **Evidence source / owner for follow-up:** Ministry / CXC. **Evidence status:** Not yet extracted. No additional numerical learning claim is made without a country-verified source.

24. Bermuda

Scope: CARICOM associate / UK OT; **Languages to evaluate:** English. **Assessment lead:** Local and international exam system; request. **Likely contextual screening priority:** Vendor safeguards, cyber resilience. **Evidence source / owner for follow-up:** Education Ministry / Bermuda data. **Evidence status:** Not yet extracted. No additional numerical learning claim is made without a country-verified source.

25. Aruba

Scope: Dutch Caribbean; **Languages to evaluate:** Dutch, Papiamento, English, Spanish. **Assessment lead:** National Dutch Caribbean examination data; request. **Likely contextual screening priority:** Papiamento digital curricula, shared procurement. **Evidence source / owner for follow-up:** Aruba education ministry / UIS. **Evidence status:** Not yet extracted. No additional numerical learning claim is made without a country-verified source.

26. Cura□ao

Scope: Dutch Caribbean; **Languages to evaluate:** Papiamentu, Dutch, English. **Assessment lead:** National/Kingdom data; request. **Likely contextual screening priority:** Papiamentu coverage, teacher PD. **Evidence source / owner for follow-up:** Curaçao education ministry / UIS. **Evidence status:** Not yet extracted. No additional numerical learning claim is made without a country-verified source.

27. Sint Maarten

Scope: Dutch Caribbean; **Languages to evaluate:** Dutch, English. **Assessment lead:** Local and Kingdom exam reporting; request. **Likely contextual screening priority:** Multilingual content, post-disaster continuity. **Evidence source / owner for follow-up:** Sint Maarten ministry. **Evidence status:** Not yet extracted. No additional numerical learning claim is made without a country-verified source.

28. Bonaire

Scope: Caribbean Netherlands; **Languages to evaluate:** Papiamentu, Dutch. **Assessment lead:** Netherlands/territory data; request. **Likely contextual screening priority:** Small-island safeguarding, local language. **Evidence source / owner for follow-up:** CBS Netherlands / ministry. **Evidence status:** Not yet extracted. No additional numerical learning claim is made without a country-verified source.

29. Saba

Scope: Caribbean Netherlands; **Languages to evaluate:** English, Dutch. **Assessment lead:** Netherlands/territory data; request. **Likely contextual screening priority:** Microcohort privacy, island connection. **Evidence source / owner for follow-up:** CBS Netherlands / ministry. **Evidence status:** Not yet extracted. No additional numerical learning claim is made without a country-verified source.

30. Sint Eustatius

Scope: Caribbean Netherlands; **Languages to evaluate:** English, Dutch. **Assessment lead:** Netherlands/territory data; request. **Likely contextual screening priority:** Microcohort privacy, continuity. **Evidence source / owner for follow-up:** CBS Netherlands / ministry. **Evidence status:** Not yet extracted. No additional numerical learning claim is made without a country-verified source.

31. Guadeloupe

Scope: French Caribbean; **Languages to evaluate:** French, Guadeloupean Creole. **Assessment lead:** French national exam system; request. **Likely contextual screening priority:** Creole access, French/EU rules. **Evidence source / owner for follow-up:** DEPP France / academy. **Evidence status:** Not yet extracted. No additional numerical learning claim is made without a country-verified source.

32. Martinique

Scope: French Caribbean; **Languages to evaluate:** French, Martinican Creole. **Assessment lead:** French national exam system; request. **Likely contextual screening priority:** Creole digital curriculum, inclusion. **Evidence source / owner for follow-up:** DEPP France / academy. **Evidence status:** Not yet extracted. No additional numerical learning claim is made without a country-verified source.

33. French Guiana

Scope: French Caribbean; **Languages to evaluate:** French, Creoles, Indigenous languages. **Assessment lead:** French national exam system; request. **Likely contextual screening priority:** Remote riverine communities, mother tongue access. **Evidence source / owner for follow-up:** DEPP France / academy. **Evidence status:** Not yet extracted. No additional numerical learning claim is made without a country-verified source.

Photography sources and rights register

Editorial update (11 October 2026): The source manuscript describes images as identified but not embedded. This redesigned edition embeds documentary education photographs from Haiti and the Dominican Republic. The original historical wording is retained below for auditability; child-photo consent and public-release review are still outstanding.

Images were identified on Wikimedia Commons and rights reviewed at their file description pages. Files have not been independently retrieved into the local PDF builder; do not represent them as embedded in a publication unless confirmed.

- **Haiti school community (2026)** — Adalex1998; CC BY 4.0 (https://creativecommons.org/licenses/by/4.0/); Photo of two people at an education activity; no AI generation. Source file: https://commons.wikimedia.org/wiki/File:EDHA_Haiti_Activity_School.jpg
- **Haiti schoolyard and pupils (2014)** — Yinan Chen; Public domain dedication (https://creativecommons.org/publicdomain/); Documentary schoolyard photo; provenance listed on Wikimedia Commons. Source file: https://commons.wikimedia.org/wiki/File:Gfp-school-children.jpg
- **Dominican Republic science-olympiad school (2019)** — NacionRD; CC BY-SA 4.0 (https://creativecommons.org/licenses/by-sa/4.0/); Documentary photo, identify as 2019 not present-day. Source file: https://commons.wikimedia.org/wiki/File:Las_Terrenas_Dominican_Republic.jpg
- **Haitian student tutoring (2010)** — Emma Taylor; CC BY 2.0 (https://creativecommons.org/licenses/by/2.0/); Documentary tutoring photograph. Source file: https://commons.wikimedia.org/wiki/File:Haitian_students_learn_English_from_Canadian_volunteer.jpg

REFERENCE AUDIT / VERIFIED SOURCE IDENTIFIERS

Bibliography and source audit trail

Entries [S01]–[S36] are reproduced from the underlying working manuscript, including evidence classifications and limitations. Web links remain clickable in the electronic PDF.

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[S09] UNICEF Innocenti (2025). Guidance on AI and Children 3.0. Evidence: Child rights framework. High: child-rights synthesis; limitation: Not country-specific legislation.
https://www.unicef.org/innocenti/reports/policy-guidance-ai-children

[S10] OECD (2026). Digital Education Outlook 2026: Effective Uses of GenAI. Evidence: Global research synthesis. High: international review; limitation: OECD systems overrepresented.
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[S11] European Commission (2026). Guidelines on Ethical Use of AI and Data in Teaching and Learning. Evidence: Comparator regulatory guidance. High: primary policy; limitation: EU law cannot be transplanted wholesale.
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[S12] UK Department for Education (2026). Generative AI Product Safety Standards. Evidence: Comparator procurement standard. High: government standard; limitation: UK context not automatically Caribbean law.
https://www.gov.uk/government/publications/generative-ai-product-safety-standards

[S13] Bastani et al. (2025). Generative AI without guardrails can harm learning. Evidence: Peer-reviewed randomized field trial. High: RCT, peer reviewed; limitation: One Turkish high school; limited external validity.
https://doi.org/10.1073/pnas.2422633122

[S14] Perkins, Roe & Furze (2024). The AI Assessment Scale Revisited. Evidence: Scholarly framework/preprint. Moderate: framework paper; limitation: Not a Caribbean validation study.
https://arxiv.org/abs/2412.09029

[S15] CXC (2026). CSEC Mathematics and English A Subject Reports. Evidence: Regional official subject analysis. High: exam owner; limitation: Publication page alone is not an aggregate data table.
https://www.cxc.org/subject-reports/

[S16] Jamaica Gleaner / CXC announcement (2026). Regional CSEC Mathematics Pass Rate Rises to 42%. Evidence: Regional exam news. Moderate: reporting of official figures; limitation: Confirm detailed denominators with CXC raw bulletin.
https://jamaica-gleaner.com/article/news/20260819/regional-csec-mathematics-pass-rate-rises-42-cent-english-holds-80-cent

[S17] Jamaica Ministry of Education (2025). Improved Performance in 2025 CSEC English and Maths. Evidence: Official national results. High: government statistics; limitation: CSEC pass metric is candidate-specific, not all youth proficiency.
https://moey.gov.jm/improved-performance-in-2025-csec-english-and-maths/

[S18] Jamaica Information Service (2026). 79% of PEP Students Master Literacy, 75% Numeracy. Evidence: Official national results. High: government news service; limitation: PEP competence definition differs from UNESCO literacy.
https://jis.gov.jm/79-per-cent-of-pep-students-master-literacy-75-per-cent-numeracy/

[S19] Guyana Department of Public Information (2026). NGSA Pass Rates Improve Across Four Subject Areas. Evidence: Official national assessment. High: government publication; limitation: NGSA not equivalent to PEP or CSEC.
https://dpi.gov.gy/ngsa-pass-rates-improve-across-all-four-subject-areas/

[S20] Guyana Ministry of Education (2026). CSEC Math Performance Increases to 34.5%. Evidence: Official national results. High: government news page; limitation: Preliminary national figures.
https://www.education.gov.gy/en/index.php/media2/external-news/11776-csec-math-performance-increases-to-34-5-per-cent

[S21] Trinidad and Tobago Ministry of Education (2025). SEA 2025 National Performance and New Assessment Framework. Evidence: Official national examination report. High: government release; limitation: Mean score is not pass rate; revised test limits trends.
https://storage.moe.gov.tt/wpdevelopment/2025/07/Media-Release-2025-SEA-Recognition-Ceremony-A-Celebration-of-Achievement-Equity-and-New-Benchmarks-in-Education.pdf

[S22] OECD (2026). PISA 2025 Dominican Republic Country Note. Evidence: Standardized cross-country survey. High: international assessment; limitation: Coverage of in-school 15-year-olds; sample context.
https://www.oecd.org/en/publications/pisa-2025-results-volume-i-country-notes_2d4ff9ea-en/dominican-republic_62e061bc-en.html

[S23] UNICEF (2025). Education under attack in Haiti. Evidence: Humanitarian situation report. High: UN monitoring; limitation: Humanitarian situation changes rapidly.
https://www.unicef.org/press-releases/education-under-attack-haiti

[S24] UNICEF (2026). Haiti Humanitarian Appeal 2026. Evidence: UN humanitarian response. High: UN response; limitation: Not learning proficiency measure.
https://www.unicef.org/appeals/haiti

[S25] UNICEF (2025). Hurricane Melissa Disrupts Schooling for Nearly 477,000 Children. Evidence: Emergency impact assessment. High: UN emergency source; limitation: Time-bound event; not permanent school closure count.
https://www.unicef.org/press-releases/hurricane-melissa-disrupts-schooling-nearly-477000-children-across-caribbean

[S26] UNICEF Jamaica (2025). Jamaican Teachers Reimagine Classrooms With AI. Evidence: Programme monitoring. Moderate: programme case; limitation: Training attendance is not student learning.
https://www.unicef.org/jamaica/blog/jamaican-teachers-reimagine-classrooms

[S27] World Bank (2024). Empowering Futures: Digital Transformation in Eastern Caribbean. Evidence: Programme case study. Moderate: programme reporting; limitation: Impact not established by independent RCT.
https://www.worldbank.org/en/news/feature/2024/08/05/empowering-futures-digital-transformation-in-the-eastern-caribbean

[S28] UNICEF Eastern Caribbean (n.d.). Transforming Education. Evidence: Regional education programme. Moderate: programme overview; limitation: Limited cross-national outcomes.
https://www.unicef.org/easterncaribbean/transforming-education

[S29] UNESCO Institute for Statistics (2026). SDG4 Country Profiles. Evidence: Global official education data portal. High: harmonised statistical source; limitation: Coverage varies; some missing or modelled values.
https://www.uis.unesco.org/en/data/sdg4-country-profiles

[S30] UNESCO Institute for Statistics (2026). SDG4 Data Browser. Evidence: Official data access system. High: official statistical portal; limitation: Do not replace missing observations with guesses.
https://databrowser.uis.unesco.org/

[S31] World Bank (2024). Tackling the Learning Crisis in Latin America and the Caribbean. Evidence: Regional economic analysis. High: regional multilateral analysis; limitation: LAC average should not be called Caribbean estimate.
https://www.worldbank.org/en/results/2024/03/22/tackling-the-learning-crisis-in-latin-america-and-the-caribbean

[S32] OECD (2023). Digital Education Outlook 2023: AI Guidelines and Guardrails. Evidence: Evidence/policy synthesis. High: OECD synthesis; limitation: Transferability to low-resource islands must be tested.
https://www.oecd.org/en/publications/oecd-digital-education-outlook-2023_c74f03de-en/full-report/opportunities-guidelines-and-guardrails-for-effective-and-equitable-use-of-ai-in-education_2f0862dc.html

[S33] UNESCO UIS (2025). SDG4 Profile - Jamaica. Evidence: Country official stats. High: official country profile; limitation: Do not mix modelled and administrative observations.
https://uis.unesco.org/sites/default/files/country-profile/SDG4-Profile-Jamaica.pdf

[S34] UNESCO UIS (2025). SDG4 Profile - Cuba. Evidence: Country official stats. High: official country profile; limitation: Sparse observed measures and modelling.
https://download.uis.unesco.org/SDG4/SDG4-Profile-Cuba.pdf

[S35] UNICEF Jamaica (2026). Inclusive Learning Recovery Following Hurricane Melissa. Evidence: Programme case. Moderate: programme monitoring; limitation: No counterfactual learning effect measured.
https://www.unicef.org/jamaica/press-releases/unicef-supports-inclusive-learning-recovery-following-hurricane-melissa

[S36] OECD (2026). PISA 2025 Dominican Republic - Education GPS. Evidence: Official performance data. High: OECD data; limitation: Do not compare PISA points to CSEC pass percentages.
https://gpseducation.oecd.org/CountryProfile?plotter=h5&primaryCountry=DOM&topic=PI

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