Learning *on our* terms.

A CARIBBEAN EDUCATION POLICY

A DECISION STANDARD

Learning value.
Child rights.
Local context.

A Caribbean Framework for Responsible Education Technology and Artificial Intelligence, 2026–2030

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The measure is better learning. Not more technology.

The Caribbean AI Association proposes a practical policy standard for schools, governments and education providers. This consultation edition presents the educational rationale, regional evidence base, child-rights safeguards, adoption gates and implementation requirements.

Our starting commitments

Learning outcomes must be tested independently of tools. Child welfare, accessibility and meaningful redress are preconditions, not optional procurement features.

Schools should compare an EdTech product with credible low- or no-technology alternatives. Regional exam measures must retain their distinct definitions and populations.

Education systems must continue teaching during electricity, connectivity and climate interruptions.

Photograph omitted in this edition.

School education activity, Haiti. Adalex1998 (2026), CC BY 4.0. Identification and child-image release review remains open.

The CLEAR adoption gates

C	L	E	A	R
Curriculum	**Learner**	**Equity**	**Accountability**	**Resilience**
Learning purpose	Child safety	Language & access	Data & redress	Cost & continuity

Every gate must pass; a failed legal or child-safety requirement cannot be offset by a positive overall score. The CLEAR rubric is a proposed decision instrument, not yet a statistically validated regional scale.

Scope & release status • Early childhood, primary, secondary, higher education, TVET and adult learning. The current 33-jurisdiction register is a coverage inventory, not 33 completed country statistical profiles. External consultation, country legal checks and official indicator verification remain outstanding.

01 Executive summary and call to action

The Caribbean AI Association proposes Learning on Our Terms, a practical standard for responsible EdTech and AI from early childhood to adult education. Caribbean governments and schools should purchase technologies only after they demonstrate an educational purpose, acceptable child and data safeguards, equitable accessibility, credible teacher readiness, resilience and whole-life affordability. The framework connects established UNESCO, CARICOM, UNICEF and OECD directions with regionally specific adoption gates; it neither replaces law nor claims multilateral endorsement. [S01] [S02] [S03] [S05]

The proposed practical instrument is CLEAR: Curriculum and learning, Learner safety, Equity and language, Accountability and data, Resilience and value. Each gate must pass before technology scales. Class 3 sensitive systems require independent review; proposed Class 4 practices should not be purchased. Every programme identifies an unaided learning measure and a plausible comparator. A Caribbean source register and 33-jurisdiction inventory make missing evidence visible rather than disguising it.

02 Why responsible EdTech matters in this region

The challenge is not the absence of AI tools. It is ensuring that the next wave of technology advances reading, mathematics, reasoning, teacher confidence, disability access and cultural relevance. CXC regional reporting in August 2026 placed CSEC Mathematics passes near 42% and English A near 80%, measures that relate to exam candidates and not the entire student population. Jamaica reported 2025 CSEC Mathematics passes of 44%; Guyana reported its 2026 NGSA Mathematics pass rate at 59.80%; the Dominican Republic's 2025 PISA showed 9% of participating 15-year-olds achieving mathematics Level 2 or above. These indicators have different definitions and cannot be plotted as a single league table. [S16] [S17] [S19] [S22]

Island geographies and climate events are material. UNICEF documented major educational disruption across Haiti, Cuba and Jamaica after Hurricane Melissa, and severe conflict-linked schooling disruption in Haiti. Resilience therefore includes printable materials, offline delivery, low-power modes and safe continuity plans, not just cloud storage. Imported content requires translation and cultural review across Creoles, French, Dutch, English, Spanish and Indigenous languages. [S23] [S25]

03 The research base: what evidence supports and does not support

UNESCO GEM 2023 says decisions should rest on relevance, equity, evidence and sustainability. The OECD Digital Education Outlook 2026 warns that strong outputs from general-purpose GenAI do not necessarily mean durable learning. A 2025 peer-reviewed randomized high-school mathematics trial found that unguarded AI access improved assisted task scores but reduced unassisted performance in the tested setting. Caribbean ministries should therefore measure retained competence after AI is absent, rather than only students' completed assignments and platform engagement. [S01] [S10] [S13]

Evidence remains uneven in the region and stronger for global principles than for the particular effect size of a specific product in a particular island context. UNICEF programme accounts and World Bank implementation features are informative but do not on their own prove causal educational impact. The framework commits to open pilots, comparisons against low-tech options and publication of negative results. [S26] [S27]

04 A regional model that protects children and teacher judgement

Teaching remains relational and accountable. In early childhood, prioritize human play, language and caregiver relationships; AI should support adults preparing activities rather than engage very young children independently. In primary education, prefer curriculum-scoped teacher-mediated tools. Adolescents can progressively learn AI literacy and permitted creative uses in a supervised environment. Institutions must adapt developmental bands to national law, disability accommodations and product terms. [S06] [S07] [S08] [S09]

Teachers should be trained to explain uncertainty and detect hallucinations, write good assessment rubrics and test transfer to unaided performance. High-stakes school placement, exclusion, grades and disability services cannot be delegated to an opaque scoring model. Families and learners should receive understandable notices, human escalation, appeal and correction opportunities.

05 CLEAR: the five mandatory adoption gates

Curriculum: which measurable learning problem will technology solve better than a credible alternative? Learner development: what age-specific safeguards, welfare monitoring and adult accountability exist? Equity: how will low-income, disability, remote island and language groups access equivalent value? Accountability: what data is collected, who controls it, where does it travel and how are harms contested? Resilience and value: what happens when electricity, internet or vendor service fails and can the government afford the five-year cost?

Schools should complete a short published decision record for every substantive adoption. A separate advisory score can prioritise proposals but no high total may override a failed child-safety or lawful-data gate. The rubric is novel to this draft as a practical synthesis; it is not yet statistically validated.

06 What education authorities should permit, test or reject

Low-risk teacher planning without identifying data can proceed with accuracy checks and professional training. Learner-facing curriculum-aligned platforms require school approval, age-appropriate access and data minimisation. Personalized AI tutors, dropout prediction and high-impact student profiling need formal impact review, independent validity tests and tightly controlled pilots. The draft proposes refusing covert emotional inference, manipulative companion systems aimed at children, hidden surveillance and fully automated high-stakes school decisions. These are proposed policy standards and require local legal reconciliation. [S09] [S12]

A small low-resource school should not be penalised for choosing an effective offline textbook or structured printed programme. Technology is one means to educational value, not the outcome itself.

07 Caribbean language, cultural sovereignty and inclusion

Success requires local reference materials, Caribbean examples and meaningful support for learners who use Creole, Indigenous languages, sign language or accessible formats. Suppliers must state tested languages and known gaps. Teachers, cultural custodians and community contributors should participate in validation and benefit decisions. Uploading pupils' essays, oral history or community heritage to commercial AI systems is not permitted by default merely because content is available in a classroom.

Regional cooperation can fund open educational resources and common evaluation datasets with ethical permissions, while retaining jurisdictional control. Disability access should be built into procurement specifications rather than financed as an afterthought.

08 Implementation: 90 days to three years

First 90 days: create review boards, inventory products and baseline learning; identify harmful deployments and legal gaps; launch teacher and parent information. Months 3–6: complete curriculum alignment, language/accessibility testing, professional development and independent risk reviews. Months 6–12: run comparative pilots with defined learning, equity, harm and cost outcomes. Year 2: scale only proven interventions with auditable procurement and fallback plans. Year 3: compare local replications, update standards and establish shared research capacity.

A proposed regional CAIA secretariat can maintain templates and research registers, but its authority and financing must be agreed transparently with participating ministries. Annual reviews and an accessible corrections process should be mandatory for any final policy implementation.

09 Economic evaluation, financing and procurement

The framework requires five-year cost forecasts: devices, maintenance, internet, power, vendor licences, model usage, teacher release time, accessibility, localisation, testing, security, climate contingencies and termination. Every high-cost AI proposal should be compared with at least one alternative including non-AI provision. Ministries should report cost per learner actually served and cost per additional unit of independently verified learning, with uncertainty; no country-specific savings are asserted in the absence of measured data.

Regional procurement can support small education systems, but must not lock them into a single vendor, unexportable pupil data or dependency on external models. Sustainable buying means documenting model version changes, breach response, student-data deletion and a realistic teach-out plan. [S01] [S03]

10 Accountability, public consultation and the path to publication

This edition is a research-backed internal proposal; it does not constitute an actual meeting of a 20-person Caribbean task force or peer-reviewed consensus. Simulated task-force and independent assessor exercises have been used to identify unanswered questions. Before public-final publication, CAIA should consult teachers and unions, child and youth representatives, early childhood specialists, institutions, disability organisations, language communities, ministries, cybersecurity regulators and regional examination bodies. Publish dissent, conflicts and source corrections rather than concealing disagreement.

The 33-jurisdiction evidence roster establishes an audit trail for follow-up; only several country examination results have been verified in this first rapid review. Formal comparisons, country legal annexes and learner impact trials must follow. The desired long-term product is a reusable regional standard, supported by evidence that learns and changes along with technologies.

11 Priority policy recommendations

1. Adopt learner-outcome-first procurement; state the no-technology alternative. 2. Publish national child-centred AI use policies and prohibit covert profiling of minors. 3. Require CLEAR gate review and transparent high-impact AI records. 4. Make teacher judgement and independent unaided learning assessment non-negotiable. 5. Ensure Creole/Indigenous language, disability and rural/island inclusion. 6. Require offline resilience and printed/accessibility fallbacks. 7. Budget five-year whole-life cost and independent comparison to non-AI interventions. 8. Maintain regional evidence standards without fabricating country comparability. 9. Fund Caribbean-led language resources, research teams and teacher development. 10. Complete actual stakeholder consultation and legal country verification before final endorsement.

Source audit and references

Source identifiers [S01]–[S36] are retained from the original evidence register. Every source entry includes an evidence classification and an explicit limitation. Full URLs are part of the clickable reference text.

[S01] UNESCO (2023). Global Education Monitoring Report 2023: Technology in Education. Evidence: Global research synthesis. High: intergovernmental synthesis; limitation: Global applicability; local transfer needs tests.
gem-report-2023.unesco.org / full source ↗

[S02] UNESCO Kingston (2024). Caribbean Artificial Intelligence Policy Roadmap. Evidence: Regional policy roadmap. High: regional primary policy; limitation: Not a school-level EdTech procurement standard.
caribbean.un.org / full source ↗

[S03] CARICOM (2017). CARICOM Human Resource Development 2030 Strategy. Evidence: Regional strategy. High: official regional strategy; limitation: National uptake differs.
caricom.org / full source ↗

[S04] CARICOM (n.d.). Readiness for Action: Baseline for HRD 2030. Evidence: Regional baseline. High: official baseline; limitation: Historical and incomplete.
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[S05] UNICEF LACRO (2026). Accelerating educational outcomes through Digital Transformation in LAC. Evidence: Implementation plan. High: regional UN plan; limitation: Not Caribbean-only.
www.unicef.org / full source ↗

[S06] UNESCO (2024). AI Competency Framework for Teachers. Evidence: Global competency framework. High: normative standard; limitation: Requires teacher union/local curricular adaptation.
www.unesco.org / full source ↗

[S07] UNESCO (2024). AI Competency Framework for Students. Evidence: Global competency framework. High: normative standard; limitation: Needs age and language adaptation.
www.unesco.org / full source ↗

[S08] UNESCO (2023). Guidance for Generative AI in Education and Research. Evidence: Global guidance. High: global guidance; limitation: Age recommendations are not a replacement for domestic law.
www.unesco.org / full source ↗

[S09] UNICEF Innocenti (2025). Guidance on AI and Children 3.0. Evidence: Child rights framework. High: child-rights synthesis; limitation: Not country-specific legislation.
www.unicef.org / full source ↗

[S10] OECD (2026). Digital Education Outlook 2026: Effective Uses of GenAI. Evidence: Global research synthesis. High: international review; limitation: OECD systems overrepresented.
www.oecd.org / full source ↗

[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.
education.ec.europa.eu / full source ↗

[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.
www.gov.uk / full source ↗

[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.
doi.org / full source ↗

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

[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.
www.cxc.org / full source ↗

[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.
jamaica-gleaner.com / full source ↗

[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.
moey.gov.jm / full source ↗

[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.
jis.gov.jm / full source ↗

[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.
dpi.gov.gy / full source ↗

[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.
www.education.gov.gy / full source ↗

[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.
storage.moe.gov.tt / full source ↗

[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.
www.oecd.org / full source ↗

[S23] UNICEF (2025). Education under attack in Haiti. Evidence: Humanitarian situation report. High: UN monitoring; limitation: Humanitarian situation changes rapidly.
www.unicef.org / full source ↗

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

[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.
www.unicef.org / full source ↗

[S26] UNICEF Jamaica (2025). Jamaican Teachers Reimagine Classrooms With AI. Evidence: Programme monitoring. Moderate: programme case; limitation: Training attendance is not student learning.
www.unicef.org / full source ↗

[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.
www.worldbank.org / full source ↗

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

[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.
www.uis.unesco.org / full source ↗

[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.
databrowser.uis.unesco.org / full source ↗

[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.
www.worldbank.org / full source ↗

[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.
www.oecd.org / full source ↗

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

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

[S35] UNICEF Jamaica (2026). Inclusive Learning Recovery Following Hurricane Melissa. Evidence: Programme case. Moderate: programme monitoring; limitation: No counterfactual learning effect measured.
www.unicef.org / full source ↗

[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.
gpseducation.oecd.org / full source ↗

Photography — NacionRD (2019), Dominican Republic school science event, Creative Commons Attribution-ShareAlike 4.0; Adalex1998 (2026), Haiti EDHA school activity, Creative Commons Attribution 4.0. Documentary context and release status should be reviewed before mass public distribution.

Editorial version — Canva-inspired white-paper typographic and grid redesign. Narrative and numbered source records preserved from CAIA policy draft, 9 October 2026. This remains an independently drafted consultation edition, not a formally endorsed regional standard.