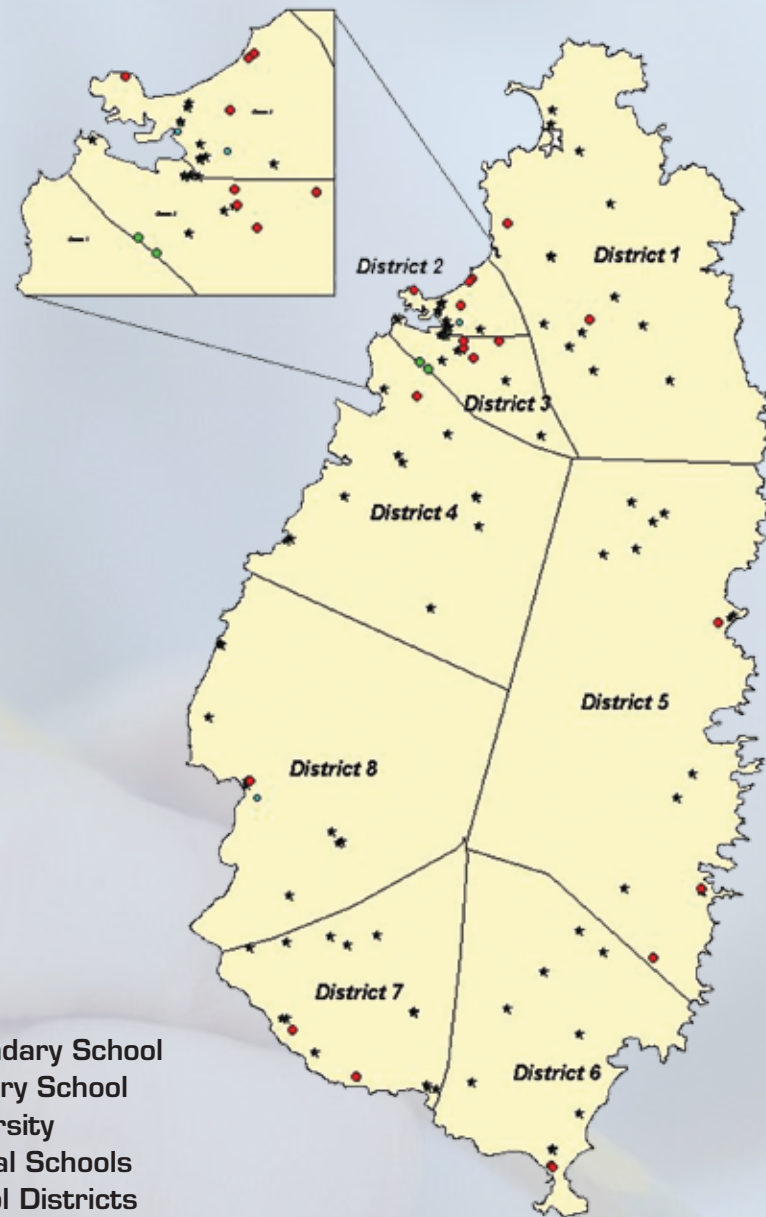


Educational Districts and Schools Of St. Lucia



- Secondary School
- ★ Primary School
- University
- Special Schools
- School Districts

MINISTRY OF EDUCATION AND CULTURE
 Francis Compton Building, Waterfront, Castries
 Website: www.education.gov.lc Email: mineduc@candw.lc



MINISTRY OF EDUCATION AND CULTURE SAINT LUCIA

EDUCATION SECTOR DEVELOPMENT PLAN

MINISTRY OF EDUCATION AND CULTURE SAINT LUCIA EDUCATION SECTOR DEVELOPMENT PLAN



2009 - 2014 and Beyond



2009 - 2014 and Beyond

Directors, Heads of Department and Senior Staff



Marina Baptiste
CDF Accountant



Gabrielle St. Paul
Education Officer - District 5



Catherine Auguste
Education Officer - District 1



Kennedy Samuel
Director of CDF



Betty Blanchard
Assistant Secretary



Cyrilla Lewis
Coordinator - School Feeding



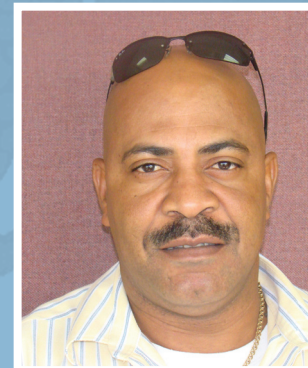
Dale St. Juste
Special Education



Dr. Anthony Felicien
Education Officer - Curriculum



Julian Delaune
Education Officer - District 2



Edmund St. Remy
Stores, Supplies and Transport



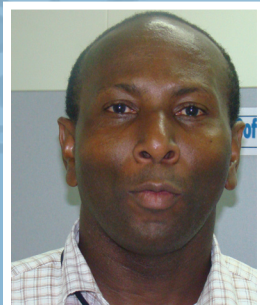
Estellita Rene
Education Officer - TVET



Esther Chitole-Joseph
Planning Officer



George Toutouyouitte
School Attendance Officer



Francis In Baptiste
Software Engineer



John Mathurin
Education Officer - District 7



Julian Calderon
Superintendent of Works



Beverley Lansiquet
Principal of SALCC

Directors, Heads of Department and Senior Staff



Evariste John
Education Officer - District 1



Kendall Khodra
Statistician



Kieran Nelson
Client Services Operator



Lucy Joseph
Education Officer - Adult Education



Ann Jean Baptiste
Planning Officer



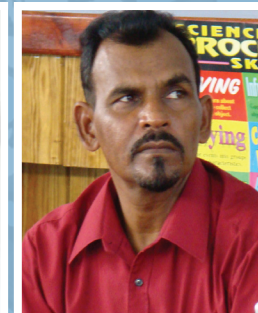
Marguerite Gustave
Education Officer - Early Childhood Education



Anthony Jean
Accountant



Marilyn Bain
Education Officer - District 4



Montellal Singh
Curriculum Specialist Science



Nathalie Elliott
Research Officer



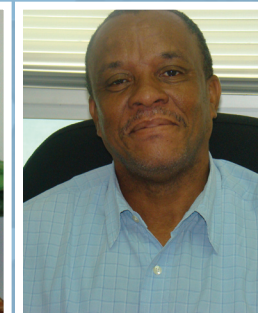
Peter Joseph
Education Officer - District 6



Petronilla Deterville
Head of CAMDU



Philomend Alexander
Registrar of Exams



Ron Isaac
Information Technology Manager



Rose Philip
Administrative Assistant



Rufina Charles
Curriculum Specialist - Social Studies



Thomas James
Director of Works



Valencia Chertery
Education Officer - District 8



Valerie Leon
Financial Analyst



Angella Mariette
Curriculum Specialist - Language Arts

CONTENTS

	Page
Abbreviations	3
Foreword	4
Context and Purpose	5
Education Policy	6
Vision, Mission and Philosophy of Education	
The Principles and Values Underpinning the Implementation of the Plan	
Outcomes of the Plan	
The Strategic Outlook	9
Quality Education and Training For All	
Institutional and Organisational Capacity Building Economic and Social Development, Discipline, Spirituality, Health and Wellness	
Arts, Culture and Heritage	
Science, Communication Information Technologies Research and Development	
Policy Objectives	13
Policy Direction	
Early Childhood Education	
Primary Education	
Secondary Education	
Tertiary Education	
Technical Vocational Education and Training and Accreditation	
Culture.....	
National Enrichment and Learning and National Skills Development	
Strengthening Education Services: Strategies and Action Plans of Education Units And Departments	25
Policy, Administration and Human Resource Management	
Accounts	
Communications	
Corporate Planning	
Information Technology	
Library Service	
Plant and Equipment	
Registry and Correspondence	
Stores, Supplies and Transport	
Early Childhood Education	
School Supervision	
Curriculum and Materials Development	
Educational Evaluation and Assessment	
National Enrichment and Learning.....	
Student Support Services: Student Welfare, Special Education And Student Counselling	
TVET and Accreditation	
Tertiary Education - Sir Arthur Lewis Community College.....	
National Commission for UNESCO	
National Skills Development	
Framework for Implementation & Monitoring	83
Monitoring Indicators	



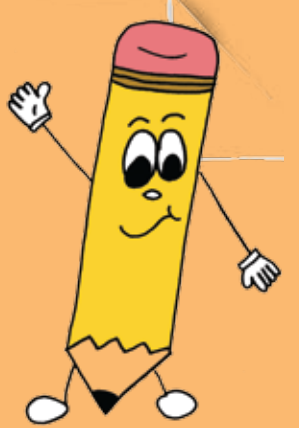
Hon. Prime Minister of St. Lucia presents the Top CSEC School - St. Joseph's Convent



Minister for Education and Culture presents Top Awardee of the 2008 Awards of Excellence – Straight 'A' student at the 2007 Cambridge University Advanced Level Examinations.



List of Abbreviations/Acronyms



ADP	-	Adolescent Development Programme
ASPnet	-	UNESCO Associated Schools Project Network
CAMDU	-	Curriculum and Material Development Unit
CAPE	-	Caribbean Advanced Proficiency Examination
CAPS	-	Community Action Programme for Safety
CARE	-	Center for Adolescent Renewal and Education
CARICOM	-	Caribbean Community
CCSLC	-	Caribbean Certificate of Secondary Level Competence
CCTV	-	Closed Circuit Television
CDB	-	Caribbean Development Bank
CDF	-	Cultural Development Foundation
CEO	-	Chief Education Officer
CEE	-	Common Entrance Examination
CETT	-	Centre of Excellence for Teacher Training
CSEC	-	Caribbean Secondary Education Certificate
CVQ	-	Caribbean Vocational Qualification
CXC	-	Caribbean Examinations Council
ECED	-	Early Childhood Education and Development
EEAU	-	Educational Evaluation and Assessment Unit
EFA	-	Education For All
EMIS	-	Education Management Information System
ESDP	-	Education Sector Development Plan
EU	-	European Union
FRC	-	Folk Research Centre
GDP	-	Gross Domestic Product
GOSL	-	Government of St. Lucia
HFLE	-	Health and Family Life Education
HOD	-	Head of Department
HRD	-	Human Resource Development
HRM	-	Human Resource Management
ICH	-	Intangible Cultural Heritage
ICT	-	Information and Communication Technology
IT	-	Information Technology
IEP	-	Individual Education Plan
JOCV	-	Japan Overseas Cooperation Volunteers
LRC	-	Learning Resource Centre
MIS	-	Management Information Systems
MOE	-	Ministry of Education
MOEC	-	Ministry of Education and Culture
MOU	-	Memorandum of Understanding
NELP	-	National Enrichment and Learning Programme
NELU	-	National Enrichment and Learning Unit
NSDC	-	National Skills Development Centre
NVQ	-	National Vocational Qualification
OECS	-	Organisation of Eastern Caribbean States
OIF	-	Organisation Internationale de la Francophonie
SALCC	-	Sir Arthur Lewis Community College
SEN	-	Special Education Needs
SLTVEA	-	St. Lucia Technical Vocational Education Association
SSSU	-	Student Support Services Unit
TLI	-	Tertiary Level Institutions
TVET	-	Technical Vocational Education and Training
UNESCO	-	United Nations Educational Scientific and Cultural Organisation
USE	-	Universal Secondary Education
UWI	-	University of the West Indies

Foreword

This Education Sector Development Plan of 2009-2014 builds on the successes of 2000-2005 and Beyond Education Sector Development Plan. The 2009-2014 Education Sector Development Plan (ESDP) was developed within the broader framework of a number of global, regional and sub-regional initiatives including UNESCO Education For All (EFA), Summit of the Americas Education Agenda, CARICOM Education Strategy and OECS Education Reform Strategy. Other important initiatives at the regional and international levels which have guided the development of this plan include:

- CARICOM Single Market and Economy
- OECS Education Reform Unit's Pillars for Partnership and Progress
- Vision 2020
- The vision of the Ideal Caribbean Person adopted by the CARICOM Heads of Government at their 18th Summit.
- Caribbean Examinations Council
- Education for All (EFA) Dakar Framework for Action
- Millennium Development Goals
- UN Convention on the Rights of the Child & World Summit for Children
- World Trade Organization
- Economic Partnership Agreements with the European Union

This plan was developed with wide stakeholder participation. The process of developing the ESDP has been upheld by various agencies including the World Bank as a "best practice" in educational planning in small states. This process began with (a) a review of previous work done to identify the direction and priorities of the education system, (b) conducting appraisals of each sub-sector within the education system, including the central office, and (c) developing a matrix of education commitments that reflect St. Lucia's obligation to regional and international initiatives in education. This initial review led to the delineation of a draft set of priorities and strategies for education. Those priorities and strategies were discussed at a series of consultation meetings with parents, teachers, students and other stakeholders at venues across the country that engendered considerable additional discussion and debate leading to the finalization of the ESDP.

The thrust of the last Education Sector Development Plan 2000-2005 was on equity and access. This plan focuses on the quality, relevance and diversification of education. The costing of the plan is presented in a separate document.



Context and Purpose

This new plan is written in the context of having achieved a significant milestone of providing universal access to secondary education in 2007/2008.

This plan is also written in the context of the alarming rate of global change that is driving the social and economic landscape. Global change is underpinned by innovations in ICT which inevitably have implications for our national strategic priorities and education initiatives.

Unlike developed countries with raw materials and flourishing industries; and other countries such as China and India with large populations, St. Lucia (with its small population) depends largely on its limited human resources for sustained social and economic development and growth.

Faced with the challenges of the changing environment, the Government of St Lucia has proposed a national development strategy which addresses

the State's development needs. The national development strategy is premised on the notion of the adequacy and availability of a highly skilled and efficient labour force.

Accordingly, this ESDP makes a deliberate attempt to develop our human capital through the provision of quality education for all. Emphasis will be placed on building a strong foundation at the early childhood, primary and secondary levels.

Specifically, the focus is on moving towards universal access to early childhood education, re-conceptualizing primary and secondary education, promoting technical and vocational education and training, the enhancement of the National Skills Development Centre to a training agency, and the upgrading of the Sir Arthur Lewis Community College to a full-fledged University College to cater to the educational, social and economical needs of our nation and the region.

Capacity building and institutional strengthening, through effective policies, teacher learning/development for the delivery of the Curriculum and dealing with learner diversities and staff development are priorities for the effective implementation of the plan.

To combat the problems that threaten the moral and social fabric of our society considerable efforts will be made to ensure that students are developed through Family Life and Citizenship Education. The introduction of co-curricular activities will be a priority. Students will be encouraged to provide community service through school-based assessments and formation of various social, uniformed and cultural groups. Through these associations/groups, students will channel their energies into useful and rewarding activities. It is hoped that in the process, students will foster desirable attitudes towards their peers and those in authority.



EDUCATION POLICY

Our vision, mission, philosophy and values



Hon. Arsene James
Minister for Education and Culture



Sen. Hon. Gaspard Charlemagne
Minister in the Ministry of Education and Culture



Dr. Rufina Frederick
Permanent Secretary

Vision:

We envision a literate, creative, productive and competitive society.

Mission:

We seek to optimize and sustain economic development and quality of life by creating a wholesome and functional individual who is accepting of civic responsibility and empowered to compete in a global environment.

We accomplish our mission by

Providing quality Education For All (EFA) and fostering an enriched culture through research, science and technology, appropriate legislation, effective policies; a comprehensive development plan and the necessary support services.

Our philosophy:

At the national level, education is critical for human resource development and global competitiveness, nation building,

and good governance.

We continue to view the need for education of each individual in the following ways:

- a. Education is a basic human right;
- b. Education provides a positive image of self, family and society;
- c. Education initiates, facilitates, accelerates and sustains multiple intelligences, respect for others, literacy/numeracy, independent and critical thinking, application of science and technology to problem solving, and social and economic development;
- d. Education is a pillar for self-reliance, self-sufficiency, economic advancement, social mobility and accepting of personal responsibility;
- e. Education is a lifelong process that prepares students for life in a technologically-advanced and knowledge-based society by ensuring that learners in the twenty-first century have good knowledge of, adequate skill in, and favourable attitudes towards science and the use of technology;
- f. Education must be innovative and responsive to the needs of the learner and the wider society;
- g. Education is a major force in the transmission of a common culture and common standards of citizenship; and promotion of peace and that the educated understand the necessity of being able to live and work harmoniously with other persons in their environment;
- h. External agencies, Ministries, parents, the community, churches, and the private sector are partners in the education process.

The following principles and values underpin the implementation of the plan:

Quality – Promoting quality education for all.

Lifelong learning – Education is a continuous process and is lifelong.

Accountability – All public officials/educators must be monitored and evaluated.

Teaching and learning – Learners, schools and other educational institutions will be the nucleus of the education system.

The individual learner – Every child has the ability to learn and schools/institutions must build on this principle.

Balanced learner – The learner's total development including the spiritual, intellectual, physical and emotional

development must be catered for. Spirituality and Life Skills will be cultivated through religious, moral and family life education in schools.

Civic responsibility – character building and values, health and well being will be promoted and learners will be trained to contribute to nation building.

Equity and Access – equality of opportunity for all learners and access to educational opportunity through early childhood, primary, secondary, tertiary, continuing education and competency-based training.

Relevance – Evaluate, review and revise curriculum in relation to individual and national needs.

Competitiveness – Learners must be equipped to compete in the global environment.

Capacity building and institutional strengthening – for implementation of the plan and delivery of the curriculum.

Teacher Development – for dealing with learner diversities and effective delivery of the curriculum.

Information Communication Technology and Sciences – will be taught, promoted and utilized in nation building and improving the teaching learning process.

Research and Development and Science and Technology – to inform practice, decision-making and policy formulation.

Participation of and consultation – Collaborate, build alliances, support implementation and to evaluate and revise the ESDP.

Our Values

- **E**quity and Excellence
- **D**uty, Professionalism and Services
- **U**nity
- **C**aring and appreciation of diversity
- **A**ccountability
- **T**olerance and respect
- **I**ntegrity
- **O**penness
- **N**ational and Regional Pride



Outcomes of the Plan:

A quality education system is fundamental to a nation's economic, social and sustainable development. This plan will be evaluated on the extent to which the stated mission is accomplished: ... *creating a wholesome and functional individual who is accepting of civic responsibility and empowered to compete in a global environment.* This will be accomplished through the achievement of the specific goals and objectives for the education system in St. Lucia, as stated in the Education Act of 1999 and highlighted below.

To encourage the development of (basic) knowledge and skills in all persons including: –

- (i) The skills of literacy, numeracy, speaking, reading, writing, problem solving, information processing.
- (ii) Critical and creative thinking skills for today's world and into the future.
- (iii) Appreciation and understanding of creative arts.
- (iv) Physical development and personal health and fitness.
- (v) The creative use of leisure time.
- (vi) The development of self



Brenda Yorke
Deputy Permanent Secretary



Augusta Ifill
Chief Education Officer



Marcus Edward
Deputy Chief Education Officer-Planning



Marietta Edward
Deputy Chief Education Officer-Instruction

- (vii) The importance of the family and community.
 - (viii) The promotion of opportunities to reach maximum potential.
 - (ix) The recognition, understanding and respect for the Constitution, laws and national symbols of the State.
 - (x) An understanding of the principle of gender equality.
 - (xi) An understanding of the history, language, culture, rights and values of St. Lucia and their changing role in contemporary society.
 - (xii) Participation in the community and global society.
 - (xiii) The promotion of the spiritual, moral, cultural, intellectual, physical development of students and of the society.
 - (xiv) The preparation of students for the opportunities, responsibilities and experiences of adult life.
- It is envisaged that the ideal Caribbean person would be nurtured.

worth through a positive educational environment.

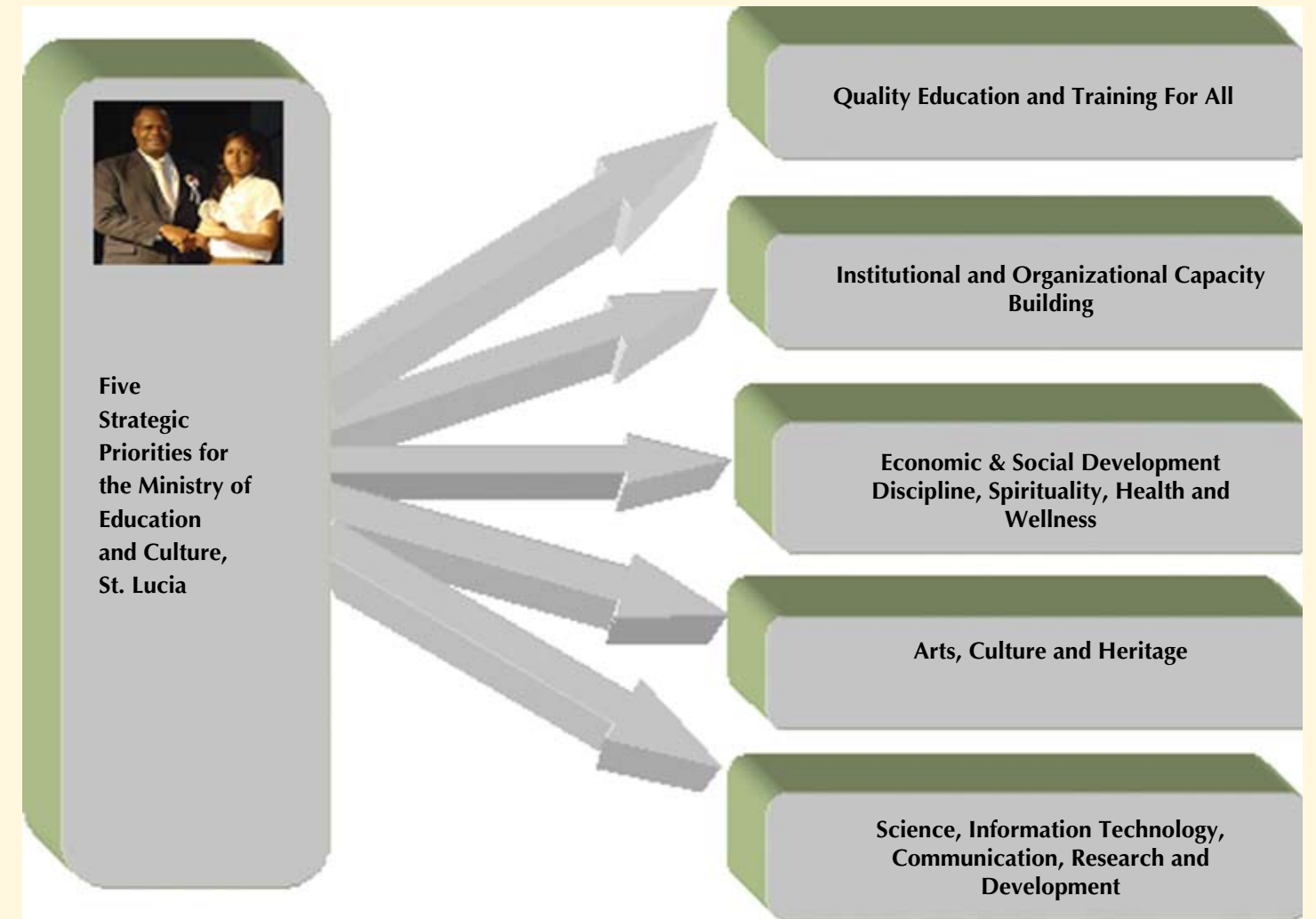
The Ideal Caribbean Person

The Ideal Caribbean Person should be someone who, among other things:

- is imbued with a respect for human life since it is the foundation on which all the other desired values must rest;
- is emotionally secure with a high level of self confidence and self esteem;
- sees ethnic, religious and other diversity as a source of potential strength and richness;
- is aware of the importance of living in harmony with the environment;
- has a strong appreciation of family, kinship and community values;
- values, cohesion and moral issues including responsibility for self and community;
- has an informed respect for the cultural heritage;
- demonstrates multiple literacies, independent and critical thinking;
- questions the beliefs and practices of past and present and brings this to bear on the innovative application of science and technology to problem solving;
- demonstrates a positive work ethic;
- values and displays the creative imagination in its various manifestations and nurtures its development in the economic and entrepreneurial spheres in all other areas of life;
- has developed the capacity to create and take advantage of opportunities to control, improve, maintain and promote physical, mental, social and spiritual well being and to contribute to the health and welfare of the community and country; and
- nourishes in him/herself and in others, the fullest development of each person's potential without gender stereotyping and embraces differences. (CARICOM Heads of Government at their 18th Summit)

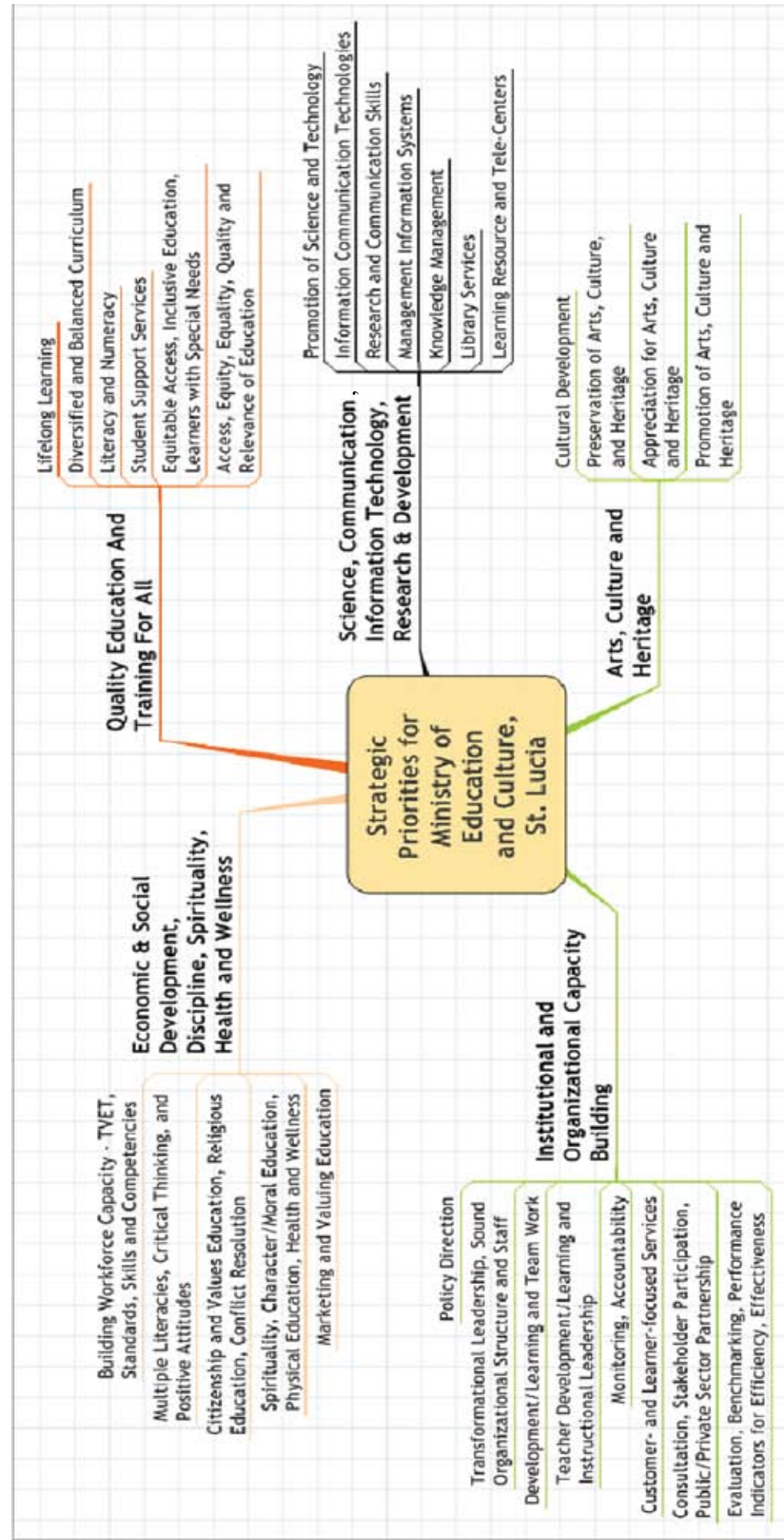
Strategic Outlook of the Ministry of Education and Culture

The Education Sector Development Plan 2009-2014 has as its main focus, the quality and relevance of education, raising the levels of achievement and civic responsibility of each learner, and promoting excellence. Five strategic priorities are outlined in the diagram below.



These five priorities have been used as the basis for the development of key policy objectives and strategies for education sub-sectors and units/departments as outlined in the plan. Each strategic priority outlines the key sub-priorities to be addressed in order to accomplish the outcomes of the ESDP as shown in the diagram overleaf.





Strategic Outlook

1. Quality Education and Training For All

Access to quality education and training is mandatory in this era of global competition and economic uncertainty in order to adequately prepare all students and learners for life. This requires a multi-faceted approach targeting the five dimensions of quality; content, outcomes, environment, processes and what learners bring. This priority thus promotes the following areas:

- a. Lifelong Learning: Early Childhood, Primary, Universal Secondary, Post Secondary, Adult Education, Skills Development, Continuing Education, Enrichment Programmes
- b. Diversified and Balanced Curriculum
- c. Literacy and Numeracy
- d. Student Support Services
- e. Equitable Access, Inclusive Education, Learners with Special Needs
- f. Access, Equity, Equality, Quality and Relevance of Education

2. Institutional and Organizational Capacity Building

The provision of quality education is dependent on a qualified, robust and efficient teaching force supported by effective management and leadership. In addition, the necessary support mechanisms, structures and services must be in place to ensure the sustainability

of quality achievements of the system. Capacity building at the school and organizational levels is therefore required and can be achieved by the following sub-priorities:

- a. Policy Direction
- b. Transformational Leadership, Sound Organizational Structure and Staff Development/Learning and Team Work
- c. Teacher Development/Learning and Instructional Leadership
- d. Monitoring and Accountability
- e. Customer- and Learner-focused Services
- f. Consultation, Stakeholder Participation, Public/Private Sector Partnership
- g. Evaluation, Benchmarking, Performance Indicators for Efficiency, Effectiveness

3. Economic and Social Development, Discipline, Spirituality, Health and Wellness

Employers complain that graduates of the formal education system do not possess the required skills or competencies for the workforce. This priority ensures that collectively, all learners are better able to contribute to the economic and social development of the country. This priority also ensures that graduates become more employable and are better able to compete in the global environment.

Sub-priorities include:

- a. Building Workforce Capacity - TVET, Standards, Skills and Competencies
- b. Multiple Literacies, Critical Thinking, and Positive Attitudes
- c. Citizenship and Values Education, Religious Education, Conflict Resolution
- d. Spirituality, Character/Moral Education, Physical Education, Health and Wellness
- e. Marketing and Valuing Education

4. Arts, Culture and Heritage

Development, promotion and preservation of culture are necessary for a cohesive society and to build national identity. Widespread access to, participation in and understanding and promotion of St. Lucia's culture and heritage are thus vital. These are made possible through:

- a. Cultural Development
- b. Preservation of Arts, Culture, and Heritage
- c. Appreciation for Arts, Culture and Heritage
- d. Promotion of Arts, Culture and Heritage

5. Science, Communication, Information Technologies, Research and Development

The development of the technological competencies of learners and educators is a key objective of this priority and will be

achieved via the following modalities:

- a. Promotion of Science and Technology
- b. Information Communication Technologies
- c. Research and Communication Skills
- d. Management Information Systems
- e. Knowledge Management
- f. Library Services
- g. Learning Resource and Tele-Centers



Policy Objectives

Key objectives of the plan are aligned to goals for education as stated in the Revised Laws of St. Lucia 2001 Cap. 18:02

Provision of quality education for all through

1. Effective management:
 - Evaluate, review, and revise existing plans and policies;
 - Review, revise and establish appropriate legislation/standards;
 - Formulate new policies (Student Support Policy, Higher/Tertiary Education Policy, Assessment Policy; Early Childhood Education Policy; Universal Secondary Education Policy; Cell Phone Policy; ICT Policy; HIV/AIDS Policy); and establish guidelines and policy/operation manuals;
 - Revise organizational structure, HR Policies and operating procedures (recruitment/mobility/retirement/succession planning);
 - Strengthen the articulation of education among early childhood, primary education, secondary education, special education, adult programmes, enrichment learning, and tertiary education;
 - Review and establish structures (methods of teacher appraisal; resources, physical school plants etc.) for optimal use of resources;
 - Establish the Advisory Board/ Education Commission on the way forward for education.

Enhance the quality of education:

2. Build a strong foundation by expanding access to Early Childhood Education and the effective delivery of early childhood education services.
3. Re-conceptualize, and change the nature, form and content of primary

and secondary education to enhance the quality of education so that students can master the essential foundations for lifelong learning and requirements for effective participation in life:

- Develop and implement a broad, balanced, differentiated and relevant curriculum;
- Raise levels of achievement in Mathematics, English Language and the Natural Sciences;
- Introduce new modalities of assessment, certification and student recognition programmes (The curriculum to include co-curricula activities such as uniformed groups, physical education and sports, Health & Family Life, Wellness, HIV/AIDS; Citizenship Education, the inculcation of social skills, values, attitudes, positive behaviours and conflict resolution). Introduce school-based and continuous assessment at all levels, and varied certification programmes – NVQ, CCSLC, CVQ;
- Develop and implement an instructional plan;
- Provide curriculum enrichment resource materials to support teaching and learning;
- Improve the participation and performance of all learners with particular emphasis on the retention of boys in schools and implement programmes for girls at risk;
- Promote natural sciences in schools;
- Monitor and supervise instruction in schools.
- Evaluate and establish school entry programmes in order to facilitate diagnostic assessment for speech, hearing, vision and psychomotor development;

- Introduce new modalities of teaching/ learning including ICT (assessment, certification, student recognition programmes);
 - Provide support services and programmes for special needs (challenged/gifted students, HIV/AIDS)
 - Monitor and evaluate school performance monthly and provide necessary support;
 - Develop programme and timetable for co-curricular activities in primary schools including Visual and Performing Arts, Music, Culture, Physical Education, Sports and Uniformed Groups.
4. Strengthen and expand welfare and support services for children with special needs (gifted children, the poor, differently abled, physically challenged/ handicapped, HIV/Aids, students at risk, orphans and others)
 5. Make provisions for alternative pathways and 'second chance' education.
 6. Offer quality Technical and Vocational Education and Training (TVET), competency-based and skills training within a highly coordinated and flexible framework in response to the changing needs of the labour market.
 7. Accredite courses/programmes, institutions, and certification of skills.
 8. Upgrade the SALCC to a full fledged university college.
 9. Expand the use of information and communication technologies (ICT) in teaching/learning to ensure that all learners are computer literate,

can apply ICT to their daily lives, and enhance their employment opportunities.

10. Establish Management Information Systems (MIS) for quality data on effective selection, recruitment and placement of staff; storage, processing and retrieval of information and for timely decision-making.
11. Maintain confidentiality and security of all databases and information.
12. Develop and implement a teacher development/learning plan (including training) to ensure effective school management, delivery of quality instruction; implementation of school improvement plans and Ministry's programmes.
13. Establish and implement a development/learning plan for enhanced administrative functions, and overall staff development, excellent customer service and the delivery of the schools' and Ministry's work programmes.
14. Modernize and uphold integrity of school plants – to include the

development and implementation of a preventative maintenance plan, massive reconstruction, rehabilitation and refurbishment of old school buildings, learning resource centres, and upgrade/expansion of science ICT/IT and other laboratories.

15. Modernize library services on par with international standards and new developments in technology to provide quality library/information services; and promote research and development programmes and communication skills.
16. Survey level of illiteracy at the national level, and implement programmes to eradicate/reduce illiteracy and to sustain functional levels of literacy.
17. Promote collaboration, functional cooperation, and partnerships among international/regional agencies, the private sector, non-governmental organizations and civil society to improve the quality of life of learners.
18. Promote a rich and vibrant Arts and Culture; develop a greater appreciation for Arts, Culture and Heritage; conserve, interpret

celebrate our Culture; and improve the quality and range of Cultural activities and achievement.

19. Promote a framework for inclusive education.
20. Demonstrate accountability through strategic and financial management, supervision, monitoring, evaluation and exercise fiscal discipline and prudent utilization of the government's resources.
21. Create more awareness/visibility in Saint Lucia for UNESCO and the Organisation Internationale de la Francophonie (OIF) by ensuring greater participation in the work of UNESCO and OIF at the school, community and national levels.
22. Market the value of education and encourage learners to value education as a tool for economic and social advancement.
23. Market this plan (ESDP) among internal and external agencies.

Policy Direction

Policy and Administration will be guided by the following sub-priorities:

1. Undertake a holistic evaluation of the

education system.

2. Review, revise and establish appropriate legislation/standards; Education Act, Teaching Service Rules & Regulations, Collective

Agreements, Reclassification Plans, Sabbatical Leave Policy, Instruction (ICT, Literacy, numeracy, HFLE, Physical Education & Sports) and Assessment Policy.

3. Formulate new policies (Student Support Policy, Higher/Tertiary Education Policy, Numeracy and Literacy, Curriculum and Assessment Policy, Early Childhood Education Policy, Universal Secondary Education Policy, Cell Phone Policy) and establish guidelines and policy/operation manuals.
4. Revise organizational structure, HR policies and operating procedures (recruitment/ mobility/retirement / succession planning).
5. Improve capacity and efficiency of the Ministry.
6. Provide conducive learning and working environments for all.
7. Facilitate the enunciation and promulgation of policies and regulations in education.
8. Prepare Documentary of Policies and Policy Statements.
9. Approve and guide the implementation of strategic and operational plans.
10. Review roles and staffing requirements for various Departments/Units and review and revise/develop organizational structure and job descriptions.
11. Review existing physical space for possible expansion and re-organization of units/departments.
12. Develop/Review and implement new teacher appraisal system.
13. Conduct performance review and establish incentive schemes (including insurance plans, sabbatical leave) for professional staff, teachers, principals and students.
14. Re-conceptualize, and change the nature, form and content of primary and secondary education to enhance the quality of education so that students can master the essential foundations for lifelong learning and requirements for effective, responsible participation in life.
15. Establish Information Management Systems for effective selection,

recruitment and placement of staff; storage, processing and retrieval of information on Ministry's personnel, quality data on students and proper inventory of stores and supplies to facilitate speedy response to data needs for decision-making.

16. Establish and implement an overall staff development/learning plan to enhance administrative functions and overall staff development/learning to ensure excellent delivery of the schools' and Ministry's work programme.
17. Develop and implement an overall Teacher Development/Learning Plan (including training) to ensure effective school management, delivery of quality instruction; and to facilitate the implementation of school improvement plans, and Ministry's programme.
18. Seek funding for reconstruction of deteriorating school buildings; for the expansion of ICT/IT in schools, and for the development of a sound literacy programme towards improved performance of all students as the nation seeks to improve its economic base and employment opportunities.
19. Strengthen and expand welfare and support services for children with special needs (gifted children, the poor, disabled, HIV/AIDS, students at risk, orphans, etc.); and make provisions for 'second chance' education.
20. Expand the use of information and communication technologies (ICT) in the teaching, learning and research processes; and ensure that all students leaving school are computer literate and can apply ICT to their daily lives and to enhance employment opportunities.
21. Modernize and uphold integrity of school plants – to include the development of a preventative maintenance plan, massive reconstruction of old school buildings, establish learning resource centres, and upgrade/expansion of science ICT/IT laboratories, etc.
22. Modernize library services on par with

international standards and new developments in technology to provide quality library/information services; and promote research and development programmes and Communication Skills.

23. Survey level of illiteracy at the national level, and Implement programmes to eradicate illiteracy and to sustain functional levels of literacy.
24. Promote collaboration, functional cooperation, and partnerships among international/regional/external agencies, the private sector, non-governmental organizations and organizations in civil society to improve the quality of life of students.
25. Establish mechanisms/programmes (Schools inpectorate, literacy, extra/co-curricula activities, ADP for enhanced quality assurance; and collaborate with CARE, CAPS, NSDC, SALCC, TVET and others) for the improvement of the quality of life of students.
26. Promote a rich and vibrant Arts and Culture to include promotion of cultural expressions.
27. Maintain confidentiality and security of all information systems.

Given the interdependence of the sub-sectors, collaboration across units/departments will be required on several strategic actions. Cumulatively, units/departments will contribute to the realization of all the policy objectives.

Seven areas have been identified. These are:

1. Early Childhood Education and Development
2. Primary Education
3. Secondary Education
4. Tertiary Education
5. Technical Vocational Education and Training and Accreditation
6. National Enrichment and Learning and Skills Development
7. Culture



Early Childhood Education

Early Childhood Education caters for students from 0 – 4 years. Building a strong foundation at that level will provide the necessary grounding for basic education and life long learning.

8. Monitor and increase accountability in the ECED sector.

Priorities

1. Increase access to Early Childhood Education and Development (ECED);
2. Modernize the early childhood education curriculum and modes of delivery;
3. Promote ICT in the management of ECED and in teaching and learning;
4. Develop a framework for inclusive education;
5. Develop and implement regulations and standards within ECED;
6. Design and implement a marketing strategy and publicity campaign to promote the importance of ECED;
7. Provide professional development and training for staff and providers;



PRIMARY EDUCATION



St. Lucia achieved universal primary education decades ago. Primary Education caters for students from 5 – 11 years. A major challenge faced both at the primary and secondary education levels is that many Grade 6 students transit to Form 1 (Grade 7) at the secondary level without the necessary pre-requisite literacy and numeracy skills. As a direct consequence, emphasis will be placed on literacy and numeracy. New modalities of instruction and assessment and improved physical plant will also be priorities.

Priorities

1. Develop literate and numerate students;
2. Develop and implement a relevant, broad-based, balanced and differentiated curriculum and guides (literacy, numeracy, ICT, democratic/citizenship education, technology, physical education and sports, health, family life and wellness/HIV/AIDS to include co-curricula activities including uniformed groups, continuous and school-based assessment, and varied certification programmes – CCSLC, CVQ);
3. Foster social development and positive behaviour (civic responsibility/citizenship, the inculcation of social skills, values, attitudes, conflict resolution; character building, self-confidence, self-esteem, spirituality and ethics) through intervention programmes to reduce crime, indiscipline, violence, disruptive behaviour and drug abuse and develop safety nets for students;
4. Raise the levels of achievement in Reading, Mathematics and Language Arts;
5. Promote Technologies and Sciences in schools;
6. Provide curriculum enrichment resource materials to support teaching and learning;
7. Evaluate and establish new school entry programmes in order to facilitate diagnostic assessment for speech, hearing, vision and psychomotor development;
8. Introduce new modalities of teaching/ learning including ICT (assessment, certification, student recognition programmes);
9. Improve the performance of all students with special emphasis on retention of boys in school and implement programmes for girls at risk;
10. Implement the curriculum, instructional and assessment plan;
11. Provide support services and programmes for learners with special needs including the physically handicapped, HIV/AIDS and gifted students;
12. Monitor and evaluate school performance monthly and provide necessary support;
13. Increase class supervision and monitoring of instruction in primary schools;
14. Supervise, monitor and evaluate sub-sector's priorities and progress;
15. Ensure participatory and student-centered learning;
16. Train teachers in the teaching of Reading and in new modalities of teaching, learning and assessment;
17. Develop and establish a bridging process from early childhood to kindergarten/primary and to secondary;
18. Strengthen instructional leadership, clinical supervision, and management of schools;
19. Integrate and utilize instructional ICT programmes and resource materials in all primary schools;
20. Ensure school safety and security and a conducive environment to teaching and learning;
21. Demonstrate accountability through adherence to established financial regulations, preparation and submission of quarterly financial and progress reports.



SECONDARY EDUCATION

Secondary Education caters for students from 12- 16 years. Some of the key challenges faced at the secondary school level include **1)** low student achievement in key subject areas such as Mathematics, English Language at the CSEC General Proficiency Level; **2)** the small percentage of students writing at least five CSEC subjects including Mathematics and English Language at the end of form five; **3)** lack of second chances; and **4)** inadequate exposure to new technologies. There is dire need to diversify and balance the curriculum to ensure the inculcation of social skills, values, attitudes, conflict resolution; character building, self-confidence, self-esteem, spirituality, and ethics. In addition, the policy that all secondary school leavers must write at least five CSEC subjects including English Language and Mathematics must be enforced.

Priorities

1. Develop and implement a relevant, broad-based, balanced and differentiated curriculum and guides, continuous and school-based assessment, and varied certification programmes – CCSLC, CVQ;
2. Foster social development and positive behaviours (civic responsibility/citizenship the inculcation of social skills, values, attitudes, conflict resolution;
3. Develop and implement a curriculum, instructional and assessment plan and guides in an endeavour to meet individual aspirations and build workforce capacity for market needs and national priorities;
4. Implement a programme for co-curricular activities including critical thinking, problem solving and other life skills;
5. Diversify certification offerings (National Examinations, CCSLC, NVQ, CVQ, CSEC);
6. Establish a bridging process from primary to secondary and to post-secondary;
7. Increase enrolment in science and technology subjects at secondary schools;
8. Improve standards of student achievement in all subjects and in particular Mathematics and English Language;
9. Develop a framework for inclusive education;
10. Implement a strategy for TVET in secondary schools, expand and upgrade TVET, and provide training and professional development in TVET education to TVET teachers;
11. Expand ICT in teaching and learning in Secondary Education;
12. Strengthen instructional leadership,

character building, self confidence, self esteem, spirituality, and ethics) through intervention programmes to reduce crime, indiscipline, violence, disruptive behaviour and drug abuse, and develop safety nets for students;

clinical supervision, and management of schools;

13. Promote participatory and student-centered learning;
14. Establish uniformed groups and timetable co-curricular activities;
15. Provide support services and programmes for special needs, HIV/AIDS and gifted students;
16. Utilize instructional ICT programmes and resource materials and expand information technology;
17. Monitor and evaluate school performance regularly and provide necessary support;
18. Increase class supervision and monitoring of instruction in secondary schools;
19. Standardize school rules and regularize fees within a legal framework;
20. Develop the capacity for management of educational institutions by establishing school boards and (re)training in clinical supervision, management, instructional and school leadership and other critical areas;
21. Increase stakeholder involvement in secondary education;
22. Make provisions for alternative pathways and 'second chance' education at secondary schools;
23. Implement a programme to promote, conserve, interpret and celebrate our culture and heritage and to promote the quality and range of cultural activity and achievement.



Tertiary Education

Education at all levels must serve the objectives of national development while enhancing opportunities for personal growth.

The demand for post-secondary and tertiary education in St. Lucia has increased over the years. The increase in the number of graduates expected from universal secondary education, the increased cost of tertiary education outside of the country and the increased number of offshore education providers have spurred the Government of St. Lucia to upgrade the SALCC into a full-fledged University College. This upgrade and expansion will increase access to post secondary and tertiary education and will afford students from poor families a greater opportunity to access tertiary education.

Other plans for tertiary education include expansion of post-secondary opportunities and technical vocational education for skill training and certification. There is also need to review the sixth form level education to meet the demand for tertiary level education in light of USE.

This sector will also concentrate on the development of an adequate supply of human resource (teachers, medical practitioners including nurses, agriculturists, laboratory and ICT technicians, Artisans and Skilled Workers etcetera).

Priorities

1. Develop and publish policies and regulations for tertiary education providers and institutions;
2. Offer accredited courses/ programmes, institutions; and certify skills;
3. Expand access to post-secondary, tertiary and continuing education by increasing the number of opportunities, options available and diversity of educational programmes and subject offerings;
4. Build a qualified teaching/academic pool to meet demands of tertiary and post-secondary education;
5. Review current policies and practices and access to A' level and CAPE programmes with a view to increasing access to post-secondary education by establishing at least 4 sixth-form centers at existing secondary schools;
6. Use ICT infrastructure to provide cost-effective access to tertiary education programmes;
7. Ensure that all programmes offered at post-secondary and tertiary institutions are accredited, regionally and internationally;
8. Build capacity to effectively manage SALCC by expanding professional
9. Rename and Upgrade SALCC to a full-fledged competitive and self sustaining university college (Review and improve student services, staff professional development, improve and expand physical plant and facilities);
10. Develop mechanisms for monitoring the provision and quality of post-secondary and tertiary education;
11. Make provisions for alternative pathways and 'second chance' education;
12. Promote and conduct academic research to inform national policies, social and economic plans and decision making;
13. Modernize library services and resource centres at post-secondary and tertiary institutions on par with international standards and new developments in technology to support learning and promote research and development programmes and communication;
14. Offer quality and relevant tertiary and post-secondary education and training within a highly coordinated and flexible framework in response to the changing needs of the labour market and the region;
15. Expand the use of information and communication technologies (ICT)



in the teaching, learning and research processes; and ensure that all learners can apply ICT to their daily lives and enhance their employment opportunities;

- 16. Build workforce capacity to meet individual needs, market demands and national priorities;
- 17. Develop a well coordinated comprehensive programme of student services to support tertiary and post-secondary education in collaboration with other agencies such as banks, credit unions and

other training institutions;

- 18. Establish regulations to ensure the quality of instructional support materials and resources for learners;

- 19. Establish a framework of articulation and benchmarking of programmes at the post-secondary level;
- 20. Establish linkages and networks with local, regional and international agencies to increase collaboration and resource/information sharing;

- 21. Review and standardize regulations, fees and matriculation requirements for tertiary education;

- 22. Demonstrate accountability through adherence to established financial regulations, preparation and submission of quarterly financial and progress reports;

- 23. Establish accreditation and monitoring bodies for medical schools, universities and other institutions.

Technical Vocational Education and Training (TVET) & Accreditation



The development of vocational and technical skills of its learners form an important strategy for the nation. The national priorities for TVET and sustainable development have been derived from the following seven interlinked strategies that are similar to those in the draft United Nations International Implementation Scheme for the Decade (October 2004):

1. Advocacy and vision building
2. Support for the Review and Development of National Regulations and TVET Policies
3. Guidelines for Planning and Implementation of programmes
4. Capacity Building and Training Programmes
5. Learning Support Materials, Resources and Equipment
6. Networking and Partnerships in TVET
7. Ongoing Monitoring, Evaluation and Research

Policy formulation and practice in this sub-sector are guided by research and labour market surveys.

This ESDP will ensure the provision of a national TVET framework and the establishment of systems for continuous learning and national certification/ accreditation of skills based on approved occupational standards.

Every secondary school will be equipped to offer TVET. The National Skills Development Center and NELU will play critical roles in continuing education in areas such as technical/vocational and soft skills to the youth and adults.

Priorities

1. Promote technical and vocational training and offer post-secondary education ;
2. Establish a national coordinating mechanism for TVET and for accreditation of programmes (TVET Council and also an Accreditation Council);
3. Make provisions for alternative pathways and 'second chance' education;
4. Offer quality Technical and Vocational Education and Training (TVET), skills and competency-based training within a highly coordinated and flexible framework in response to the changing needs of the labour market;
5. Accredite courses/programmes, institutions and certify skills;
6. Review and standardize regulations, fees and matriculation requirements of

institutions;

7. Build a qualified teaching pool to meet demands of TVET institutions;
8. Diversify certification offerings (CCSLC, NVQ, CVQ);
9. Develop a national policy and plan for TVET, enrichment and skills development;
10. Review and revise TVET programmes in response to labour market demands and industry trends;
11. Establish a national system of accreditation and certification for TVET;
12. Conduct research and development activities in collaboration with other agencies to establish a Labour Market Information System that would inform subject offerings and their relevance to national and regional priorities;
13. Monitor and evaluate progress and supervise implementation of TVET priorities;
14. Disseminate and share information on policies and regulations of TVET and accreditation for integrated decision-making and participation;
15. Foster national, regional and international cooperation with partners to create an enabling environment for TVET.



CULTURE



CULTURE

Culture embraces the aims of national priorities in social and economic development, education and community learning and development.

Priorities

1. Raise the quality and range of cultural activity and achievement;
2. Promote culture in schools;
3. Identify a role for culture in emerging fields such as Digital Inclusion, e-government and in the public realm;
4. Support people and organisations whose work includes cultural activity;
5. Increase access and participation in cultural activity;
6. Support all schools and other educational institutions in the area of culture;
7. Construct a National Arts Theatre;
8. Promote St. Lucia's cultural identity locally, regionally and internationally and establish linkages with regional and international cultural bodies;
9. Support the local economy and the development of cultural industries;
10. Embed culture in the planning and work of all agencies and school curriculum;
11. Conserve, interpret, and celebrate our cultural heritage;
12. Increase funding and investment in culture;
13. Develop proposals/new initiatives for cultural exchanges, technical support, funding, etc;
14. Recognize and promote the role of culture to cross-cutting agendas including economic development, social inclusion, lifelong learning, health and well being;
15. Coordinate national festival activities including music, drama and cultural/traditional activities for special holidays and events.



National Enrichment and Learning & National Skills Development

The National Enrichment and Learning and National Skills Development Programmes are geared towards 'second chance' education, alternative pathways, lifelong and continuous learning. This plan ensures equitable access to various opportunities. Thus, learners are registered in various continuing education courses (technical/vocational, academic). Policy formulation and practice in this sub-sector are guided by research and labour market surveys.

Priorities

1. Provide training in key areas in education to sustain lifelong learning;
2. Provide and increase access to adult education, enrichment and continuing education programmes and services that enhance the economic, social and cultural development of St. Lucia;
3. Offer competencies and skills training to youth within a highly coordinated and flexible framework in response to the changing needs of the labour market;
4. Provide continuing education in the core, technical/vocational and enrichment areas;
5. Offer programmes and examinations

of national, regional, and international accreditation standing;

6. Build workforce capacity to meet individual, market and national needs;
7. Assess the status of literacy in St. Lucia and develop a national literacy policy and plan for enrichment and skills development; and to eradicate illiteracy and sustain functional levels of literacy;
8. Review and revise the national literacy policy in light of the literacy survey results;
9. Establish linkages and networks with local, regional and international agencies to increase collaboration and resource/information sharing;
10. Make enrichment learning programmes and training and skills development institutions competitive and self-sustaining (review and improve student services, staff professional development, improve and expand physical plant and facilities);
11. Establish workable mechanisms of collaboration with the private and public sectors;

12. Assess the social and financial impact of enrichment, and training and skills development programmes and make recommendations;
13. Develop and revise a soft skills curriculum;
14. Establish framework of articulation for programmes in collaboration with the post secondary and private sector;
15. Develop proposals for grant funding for education and training in St. Lucia;
16. Diversify certification offerings (CCSLC, NVQ, CVQ);
17. Conduct research and development activities (including collaboration with other agencies to establish a Labour Market Information System to inform subject offerings and their relevance to national and regional priorities);
18. Provide support for adult education programmes (finance, institutional support structures, human resources);
19. Implement projects which have been financed by internal and external agencies;
20. Provide second chance opportunities

Strengthening Education Services Strategies and Action Plan of Units/Departments



The multifaceted nature of the Education Service necessitates a multipartite approach in the modalities of its delivery and management. Such an approach is not only consistent with emerging trends of educational decentralization but also ensures collective action and responsibility in the realization of the goals of the ESDP.

Consequently, the implementation of the ESDP requires collaboration among a multifarious set of stakeholders. The implementation of the ESDP will therefore require substantial coordination of the input of the various units/departments. Strategies and action plans for each unit/department follow.



Policy, Administration and Human Resource Management

Strategies

- | | | |
|---|--|--|
| <ol style="list-style-type: none"> 1. Review and revise HR policies and regulations; 2. Enhance capacity and efficiency of the Ministry; 3. Develop and enforce operations and policy; 4. Review, revise and disseminate HR Handbook and Policy Manual (Employee and Customer Guide); 5. Establish systems for the efficient selection, recruitment, placement, retirement and career mobility of staff; 6. Establish and implement an Education Training Plan for staff and teacher development; 7. Review and revise/develop organizational structure and job descriptions; 8. Review existing physical space for the possible expansion and re-organization of units/departments; 9. Develop/review and implement | <p>new teacher appraisal system, classification plan, sabbatical programme, and professional development plan;</p> <ol style="list-style-type: none"> 10. Conduct performance review and establish incentive schemes for professional staff, teachers, principals and students; 11. Ensure the provision of excellent service to principals, teachers, other Ministry personnel, the general public and other external agencies; 12. Use technology to enhance management functions, instruction and more effective collaboration among units, departments, schools and external agencies; 13. Promote cooperative labour management and relations with trade unions; 14. Implement Management Information System for HR and policy (EMIS); 15. Promote Health and Safety in the workplace; 16. Ensure technical and human resource | <p>capacity to successfully pursue and attain goals and mandate in a sustainable manner;</p> <ol style="list-style-type: none"> 17. Re-examine the role of District Education Officers for increased supervision of instruction and for improved efficiency and quality of service delivery and performance; 18. Establish and enforce guidelines for staff management, development and training for increased productivity; 19. Manage the fiscal envelope established by central agencies; 20. Promote excellence within all education sectors, departments and units; 21. Facilitate the documentation of the history of the education system; 22. Revise the management structure of secondary schools; 23. Enhance and strengthen units through capacity building programmes; 24. Ensure that HRM database is implemented and fully utilized. |
|---|--|--|

Action Plan

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
HR regulations and Policies for MOE reviewed /developed and ratified	Policies in use by MOE	All employees	2009 - 2013	All agencies	
HR Handbook approved and HR MIS implemented	Efficient selection, recruitment and placement of staff MOE retrieving relevant up-to-date data/ information	All new MOE staff selected, recruited and placed in positions	2009 - 2011	All agencies	GOSL
Training Plan for MOE developed to include ongoing professional development	Development of a training plan informed by needs assessment Training programmes approved for staff development and proposals for funding developed	Approval of training plan by September 2010 At least 50% staff to be trained	2010 - 2011	All agencies	
New and revised job descriptions developed and approved	Relevant officers using new and/or revised job descriptions	100% staff with new or revised job descriptions	2011	All agencies	
Research carried out on the role of district offices in decentralizing the work of the MOE and necessary changes made	Research findings and recommendations discussed and recommendations implemented	All eight education offices re-examined	2009- 2010	All agencies	GOSL
Organizational structure of MOE revised in keeping with new strategic focus of the MOE	New organizational structure discussed and disseminated	All units/ depts. of MOE	2010 - 2012	All agencies	
Organisational structure of MOE alongside physical space re-examined	Approved plan available	Entire MOE space reviewed	2009-2012	All agencies, Unions, Labour Dept.	
Mechanisms/ structures to address labour management issues with workers representatives developed and instituted	Increased collaboration between management and workers representatives	Amicable and timely resolutions to labour management issues	ongoing	Unions Labour Dept. All agencies	
Operations and Policy Manual/ Users' Guide developed and approved	100% participation of Staff in the formulation and use of the Manual/ User's Guide	Improved performance of all Ministry's staff over the previous year	2009-2012	All agencies	GOSL
Excellent service provided by staff and	Reduction in complaints from principals				

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
delivered to customers	teachers, ancillary staff and other stakeholders and customers	All internal and external staff	Ongoing	All agencies	
Health and safety regulations for MOE and schools approved	Awareness of existing regulations created and sustained Regulations are put into practice	All MOE staff and students benefit from healthy, safe and secure working and school environment	2009-2012	All agencies	
A policy proposal to insure schools developed	Draft proposal disseminated for discussion and feedback	Coverage for all schools	2010-2012	All agencies, relevant insurance co.	GOSL
Emergency evacuation plans developed, approved and drills conducted	Emergency drills and plans instituted and practiced in the workplace and in schools	All students and other MOE staff trained in emergency drills and other evacuation plans	2009-2010, Ongoing	All agencies	
CCTV policy and plan developed and ratified	Policy and plan available	All secondary schools	2009- 2013	All agencies	GOSL
New teacher appraisal system developed and approved	New/revised appraisal form available New appraisal system implemented	Implemented in all primary and secondary schools	2009 - 2010	All agencies	
Incentive scheme in line with new appraisal system developed and approved	Incentive scheme implemented	Implemented in all primary and secondary schools	2009-2010		
Ensure teacher performance reviews are done using new appraisal system	Appraisal documents reflect performance reviews carried out	Reviews done once a term	Ongoing	All agencies	
Schools' inspectorate in place and working	Reports from school visits available	Schools visited on a needs basis	2010	All agencies	GOSL
Finalised and approved strategic and operational plans (ESDP, Annual Work Plans)	Plans in use	All departments /units	2009 - 2010	All agencies	GOSL
The development of monitoring and evaluation mechanisms	Regular monitoring and evaluation of the plan's projects and activities	All departments /units	2012	All agencies	

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
for the ESDP facilitated and approved					
Mechanisms and measures defined, developed, approved, articulated and disseminated for the management of the education system	Mechanisms and measures are being used for monitoring and accountability	100% authentic monitoring and accountability in the education system	2009 and ongoing	All agencies	
Policy and programme developed and ratified for co-curricular activities in schools, inclusive education, deviant behaviour and intervention programmes	Full stakeholder participation Policies available and programmes ready for implementation	All schools, primary, secondary, special education	2010- 2012	All agencies	GOSL
Staff, including administrative staff, have access to and are trained in the use of relevant available technology	Technology being used according to training received	At least 80% of relevant staff	2009 and ongoing	All agencies	GOSL Donors
Revised and finalised lower secondary school curricula to include Science and Technology	Science and Technology is offered at the lower secondary level	At least 10% increase in student participation in Science and Technology	2009- 2011	All agencies	GOSL Donors
Include a science and/ or technology subject in the core subjects at Forms 4 and 5	All secondary students enroll in a science and technology subject	All secondary schools have Science and/or Technology as a core subject	2010	All agencies	
Resources (material, human) made available to support Science and Technology	All schools are able to access equitably the requisite resources to support the subject	Increased student participation in Science and Technology	2009 - 2014	All agencies	GOSL Donors
New and revised standards available for quality teaching, learning and assessment	100% participation in the formulation and revision of new standards	Increased commitment to quality teaching and learning	2009 - 2014	All agencies	GOSL
Policy on student promotion and continuation of school regarding pregnant students developed and implemented	Standard guidelines for repetition, continuation and promotion	All schools	2010 - 2011	All agencies	

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
Excellent teachers recognized	Achievements of outstanding teachers recognized through awards, opportunities to share their experiences etc	Schools and education district levels	2009 and Ongoing	All agencies	GOSL, Public and Private Partners
Research conducted to establish level of equity in access, resource distribution, school standards and school support	Policy/decision(s) informed by research findings	Information on levels of equity in access, resource distribution and standards in all schools available for decision making	2010-2014	All agencies	GOSL
Standardized School Code /Regulations approved	Standard School Code/ Regulations adopted by schools	All schools are guided by same	2009 - 2011	All agencies	
Provisions made for the expansion of school feeding; textbook and transportation programmes	An increased number of students benefiting from these programmes	At least 30% increased participation in textbook and school feeding and transportation programmes	2010- 2012	All agencies	GOSL Donors
Financial support for Training of teachers and other education personnel in student support services	Skills learnt practiced	ECE, primary and secondary levels	2010 and Ongoing	All agencies	GOSL Donors
Policy and strategy document for TVET developed and ratified	Policy in use	Policy available for entire country	2009 - 2010	All agencies	
Quality assurance system for awarding of certification developed	List of accredited programmes, institutions and instructors available	100% of providers meeting criteria	2010 - 2014	All agencies	
A national TVET framework in line with regional standards developed and approved	TVET framework ready for use	At least 80% participation from stakeholders	2009- 2011	All agencies, CARICOM, SALCC	GOSL
Protocol/ MOU established with media, line ministries and others	Guide for stakeholders' participation in the Education Sector	100% collaboration	2010	All agencies	

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
Monetary assistance sourced from public and private sectors and received for a range of activities	Public and private sector provide support for College and Career Fairs, Awards of Excellence, Educational Conferences etc	Increased participation by public and private sectors in education	2009 and Ongoing	All agencies Public and Private sector	GOSL, Public and Private partners
Policy for merger of Pre - Schools and Day-care services approved	Policy for merger approved and ready for implementation	Merger completed by 2nd Quarter 2009	2011	All agencies	
ECED, Curriculum and assessment and literacy and numeracy policies ratified and programmes in line with policy	Policy disseminated and programmes available	Programme developed for Primary and Secondary schools	2010	All agencies	
Financial support given for the implementation of the literacy programme	Literacy programme in use at schools	All primary and secondary schools	2009 and Ongoing	All agencies	GOSL
Continued support (financial and human resource) for the conduct of national literacy survey	Literacy survey conducted with involvement from relevant staff	Survey reflects literacy levels for entire country	2009 -2011	All agencies	GOSL
List of research priorities approved	Priorities for research identified, delineated and disseminated	Two major research projects undertaken annually	Annually	All agencies	
Facilitate the conduct of research on a comprehensive history of the local education system	Information on the education sector available to history students and the public system	Support to staff by way of time and resources	2010	All agencies	GOSL
Yearly Agency Milestone documents produced	Document developed and circulated to all heads of department	Documents circulated by the end of 1st quarter 2010	Ongoing	All agencies	GOSL
Quarterly meetings held with HODs and analysis of units/depts. financial/ progress/depts reports produced	Submission of progress reports and analysis of departments progress/ performance	Submissions meetings at least once every quarter	Ongoing	All agencies	
Budgeting is done within the fiscal envelope	Reduced unrealistic demands and complaints	Improved performance/ realistic budgeting	Ongoing	All agencies	

Action Plan

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
Financial and progress reporting formats produced, approved and implemented	Increased vigilance in the pursuit for timely reporting on practice for decision making	100% responses	2010 and ongoing	All agencies	
Formula to set level of resource allocation developed	Management is keeping track of resources and responding to demands on merit	100% performance in resource management	2009 - 2010	All agencies	
Efficient use of resources (human and materials) in the education system practiced	Eliminate wastage, reducing the budget for overheads, central resource allocations and increase allocations for students	All departments and units practice prudence	Ongoing	All agencies	
Financial regulations available and put into practice	Reports reflect established financial procedures	100% conformity to financial regulations	Ongoing	All agencies	
Collaboration of Heads and senior staff	Regular meetings	monthly/quarterly meetings	Ongoing	All agencies	

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
Proposal and TORs for research on Education system developed and funding sourced	Consultant selected to conduct research		20010	All agencies	GOSL
Research conducted	Report is available for discussion and action	Report available by 3rd Quarter 2009	Ongoing	All agencies	Funding Agency
Increased guidance, clarity and compliance with the Ministry's obligations/responsibilities	Increased visibility and responsiveness in carrying out work programmes of Units/ Departments	80% of policies ratified	Ongoing	All agencies	
Establishment of policies /standards to govern operations and customer service	Standards for services to include teaching and learning, and customer service	30-40% improvement in teacher performance, student achievement and service delivery	2010	All agencies	GOSL
Information Management Systems: HR database, Inventory database and EMIS are up and running	Schools and key units of the Ministry making effective use of the system	Increased access to information for effective and timely decisions	2010 - 2011	All agencies	GOSL
Quality reporting and speedy responses	Quality of reporting, responding, access to and processing of data improved and sustained	50% reduction in wait time for quarterly financial reports and other reports	Ongoing	All agencies	

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
A training plan guiding all training initiatives of the Ministry	A holistic approach to training	90% reduction in duplication of effort and reduction in time away from tasks	2010	All agencies	
Facilitate ongoing review of training programmes for more realistic budgeting	Greater impact of the training delivered at a lower cost	Reduction in the resources allocated to training	Ongoing	All agencies	
Funding secured for the reconstruction of aged school buildings	Reconstruction of schools undertaken	Four schools replaced in 2009/10	Ongoing	All agencies	GOSL CDB Other Donors
Funding secured for the expansion of IT/ICT in schools (e.g. Millennium Project) and training of teachers	All primary and secondary school teachers trained to teach using IT/ICT	All primary schools have access to IT/ICT	Ongoing	All agencies	European Union
Funding secured for the implementation of a comprehensive literacy programme	A comprehensive programme to address literacy formulated and implemented	At least 50% of primary schools and the lower forms of the secondary schools	2010	All agencies	GOSL Donor Agencies
Establish quality assurance mechanisms and programmes (e.g. teacher appraisals, standards for furniture)	Students and teachers receive support	Improved school management, teacher and student performance and longer lasting furniture	2010 and Ongoing	All agencies	
RISE, CARE, CAPS, NSDC, SALCC, TVET all working together to improve the quality of life of students/youth	A functional network involving interest groups in education and the wider community formed	Students in schools and youth in the wider community	Ongoing	All agencies	



Accounts Unit

Strategies

- Promote accountability through strategic and financial management, supervision, monitoring, and evaluation;
- Establish system of payments that are in sync with the requirements of the MOEC;
- Ensure that the budget submissions adequately represent the requirements of all the Ministry's programmes;
- Establish and enforce financial guidelines, regulations and sound practices in conducting financial activities;
- Manage and supervise the fiscal envelope established by central agency;
- Inform programme managers of their financial performance in comparison with the budget and allow for meaningful variance analysis;
- Provide customer friendly service to all stakeholders and customers;
- Develop technical capacity in financial management to successfully pursue and attain goals and mandate in a sustainable manner;
- Exercise fiscal discipline and prudent utilization of the government's resources.
- Facilitate programme implementation

Action Plan

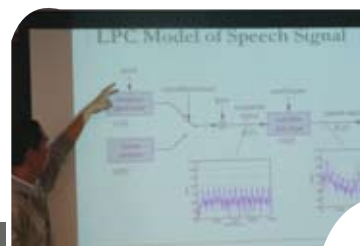
Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
Prepare budget submission to ensure that it adequately represents the requirements of all the Ministry's programmes and subsector priorities	Annual budget prepared and submitted	Timeliness in budget submission	Annual	All agencies	
Prepare financial and other reports relating to budget and finance for educational institutions	A system for timely collection of revenues from schools and departments developed and implemented	Revenues for financial year collected in that year	Quarterly	All agencies	
	A monitoring system to evaluate quarterly Financial performance of schools and units dept developed		Quarterly		
	Financial and other reports relating to budget and finance for educational institutions prepared	All educational institutions			
Monitor and evaluate financial performance of schools and departments	A system to inform programme managers of their resource allocation and quarterly financial status in comparison to the budget developed	End of every quarter	2009 and Ongoing	All agencies	GOSL
	Programme managers trained in conducting financial activities using sound practices	All Units/ Depts			
Develop monitoring mechanisms and accountability measures for management of the fiscal envelope	Bank reconciliation submitted	Monthly reconciliation for all agency bank accounts	Ongoing	All agencies	
	Monthly General Ledger reconciliation statements submitted	Elimination of audit concerns			
Effective system of purchase orders and payments for all departments established	Timely processing of all orders and payments	Immediate processing of purchase orders, all payment invoices prepared and approved within 48 hours of all transactions budgeted for	2009 and Ongoing	All agencies	GOSL



Communications Unit

Strategies

- Promote the education system;
- Provide wide range coverage for all educational activities and initiatives;
- Market the value of education;
- Promote educational campaigns and use the media to promote lifelong learning;
- Document and share best educational and cultural practices;
- Communicate effectively the key initiatives of the Ministry and schools to the general public;
- Publish monthly reports, newspaper columns, and produce news items on the education system;
- Publish Top Class quarterly with the approval of the Editor in Chief.
- Market the key initiatives of the Ministry of Education and Culture to the general public;



Action Plan

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
<p>Increase television programmes produced</p> <p>Market the value of education and promote educational programmes</p>	<p>Responses to questions on programmes from system survey</p> <p>Coverage of all educational activities</p> <p>Document and share best educational practices</p> <p>Market the initiatives of the Ministry</p>	Programme will target general public	2009- 2012	All agencies	GOSL
Four issues of Top Class produced	Issues disseminated and posted on Outlook	1800 copies half yearly for 2009, 2500 quarterly thereafter	Ongoing	All agencies	GOSL
Monthly newspaper column produced News items	Articles appeared in local newspaper Weekly news items	One article in one newspaper once a month	2010	All agencies, newspaper owners	GOSL
System survey conducted to assess programmes	Findings available and discussed	To be conducted annually	2010	All agencies	GOSL
Progress reports submitted	Progress reports are available	Quarterly submissions	Ongoing	All agencies	
Financial Regulations adhered to	Statement or report from MOE's Accounts Unit	Quarterly statements from MOE's Accounts Unit	Ongoing	All agencies	
Research on relevant issues conducted (e.g. System Survey)	Findings discussed and available	On a needs basis	Ongoing	All agencies	GOSL



Corporate Planning Unit

Strategies

1. Facilitate the development of coherent and integrated strategic and operational plans of the Ministry;
2. Develop extensive monitoring mechanisms and accountability at the school level;
3. Research and prepare proposals to support the development of education and to secure funding;
4. Establish benchmarks for efficiency throughout the education system;
5. Conduct research to inform practice;
6. Document and share best educational practices;
7. Develop guidelines for the implementation of co-curricula activities in primary and secondary schools;
8. Develop for the ministry new initiatives to support delivery of instruction;
9. Publish and disseminate various policy plans and reports and statistical digest;
10. Prepare the Annual Calendar of Activities.



Action Plan

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
Publication and dissemination of various policy plans and reports	Disseminated on a timely basis to all HODs and stakeholders locally, regionally and internationally	The following documents produced and disseminated: - ESDP 2009/14 - Annual Work Plan, - Calendar of activities - Statistical Digest	2009 Annual Annual Annual	All agencies	GOSL
Minimum operating standards for schools delineated	Policy developed and implemented	Manual developed to reflect standards for student performance, instruction, teacher management, and facilities	2009-2010	Policy and Admin Plant and Equipment School Supervision	GOSL
Develop guidelines for the implementation of co-curricula activities in primary and secondary schools	Guidelines in effect in all primary and secondary schools	Guidelines to address expansion of uniformed groups and school clubs	2009-2010	Policy and Admin, Accounts, Plant and Equipment, School Supervision, CAMDU	GOSL
Annual report by units/depts. using a monitoring protocol	Monitoring protocol developed to include list of monitoring indicators for ESDP, Annual Work Plan and other operational plans	All units/depts. submit reports on a timely basis	Ongoing	All agencies	GOSL
Realization of integrated planning within the Ministry	Coherence of activities between ESDP, Volume 1 and Work Plan	Priorities in ESDP are reflected in Volume 1 and Work Plan; Training in costing of activities given to HODs	Ongoing	All agencies	
Develop new initiatives for the Ministry	New initiatives approved	Various interventions to improve the quality of education in the following areas:	Annual	All agencies	GOSL

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
		- Raising levels of male achievement - Conflict resolution in schools - Uniformed groups & co-curricular activities - Continuous assessment - Literacy - Teacher training needs assessment		All agencies	
Research done to establish benchmarks for education system	International benchmarks established	Benchmarks established for key subject areas	2010		
Programme detailing standards and activities for the promotion of excellence completed	Programme circulated and feedback received	All schools provided feedback	2010		GOSL
EMIS installed and in operation at secondary schools, education offices and MOE	MOE retrieving relevant up-to-date/information from system EMIS Coordinators in place and data up to date Training received by all EMIS Coordinators and relevant MOE staff	MOE retrieving real-time information from secondary schools via system Reports from Central level used to produce annual plan, other MOE reports and projects	2010- 2011 2010	Policy and Admin, CAMDU IT UNESCO EEAU	GOSL Donors
National Literacy Survey conducted Proposal to secure funding to implement educational programmes	Survey Report produced and disseminated to relevant persons Responses received from funding agencies	Report circulated and findings discussed with all relevant persons; 90% responses to the proposal	2010	All agencies, Government Statistics Dept.	GOSL

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
Project and research proposals developed to source support for qualitative improvements in the delivery of instruction and to source funding.	Funding agencies received proposals and responded favourably Projects/research studies conducted within time and budget Research Agenda updated	Projects to support instructional leadership training for principals; ICT training for teachers and training for TVET teachers	2010	All agencies, Schools	GOSL Donors
		Research proposals to study impact of the ICT driven curriculum at Ciceron Secondary and impact of CETT on literacy levels	2010		



Information

Technology Unit

Strategies

1. Provide support for teaching/learning and management by ensuring that the necessary ICT software, hardware and network are of the required standard, in place and maintained regularly;
2. Expand the use of information and communication technologies (ICT) in the teaching learning and research processes; and ensure that all students leaving school are computer literate, can apply ICT to their daily lives and have enhanced employment opportunities;
3. Promote the use of ICT in the education system to enhance student learning;
4. Promote the use of technology to enhance management functions, instruction and more effective collaboration among units, departments, schools and external agencies;
5. Revise and implement the ICT Policy, Security Policy and ICT Maintenance Plan;
6. Maintain security of data bases, computer systems, information and the Ministry's MIS.

Action Plan

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
Develop policy plan and programme for the use of ICT in the Education system and in administration	Three-phase plan for the use of ICT at the primary school level to enhance teaching and learning formulated	For entire education system	2009- 2014	All agencies, Schools	GOSL EU
	ICT maintenance and support systems for the Ministry and all schools developed and implemented	For entire education system	2010		GOSL
	Monitoring framework developed for the Ministry and schools	Lab resources used by Secondary Schools with 50% decreased down time	2010		GOSL
	Inventory database for IT software and hardware developed		2009		
	Help Desk established and training provided	95% improvement in response to technical problems	2011		GOSL
Security Policy Developed		Requests for IT support provided within 2 working days		All agencies	GOSL
	Troubleshooting manual produced	Entire education system	2012		GOSL
ICT / TVET Labs upgraded at twenty four Secondary Schools	Certificate of completion available	60% of secondary schools completed	2013	All agencies	GOSL
	ICT labs and resource rooms equipped with hardware and networking infrastructure	100% increase access to ICT resources by teachers and students at 60% of secondary schools	2013		
		75% increase in the number of students accessing online resources			

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source	
Provide ICT training	Destination Maths software installed and training given to select teachers from 19 pilot schools	Increased % of students with access to Mathematics software	2010	All agencies	GOSL	
	Support for training in Curriculum-based Software	All teachers selected for the centres trained	2010		GOSL	
	Existing IT staff receive Industry accredited training for the ICT maintenance plan	Customization of software completed on time				GOSL, EU
		Increase in the % of industry certified staff			2010	
Training to all teachers in ICT		Primary and Secondary schools	2009-2013		GOSL, EU	
Provide ICT support for management	EMIS timetabling module received and training provided	All EMIS Coordinators and Principals trained	2010	All agencies, Maplewood	GOSL	
	Network infrastructure installed for EMIS	Installation of hardware and software at District offices by 2nd Quarter 2010	2010			
Expansion and use of ICT in education	Incorporation of ICT in the Curriculum	All primary and secondary schools	2009 and Ongoing	All agencies	GOSL, EU	

Library Services



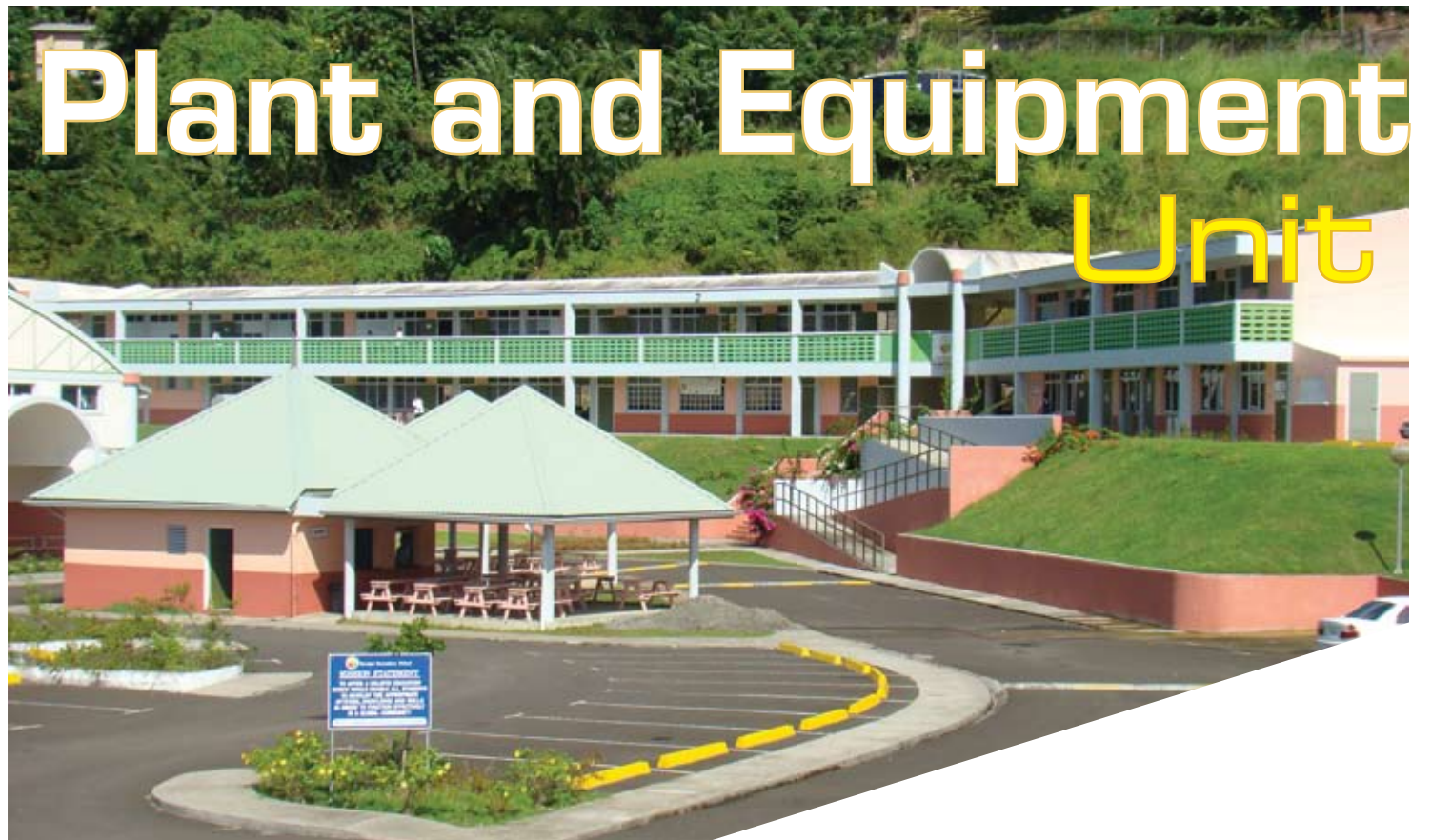
Strategies

1. Modernize library services to be on par with international standards and new developments in technology;
2. Promote research and development programmes through the use of communication technologies;
3. Provide a wide range of information resources and services;
4. Develop the capacity to enhance the quality of service to the public;
5. Expand and enhance outreach programmes;
6. Assess the quality of library and information service.



Action Plan

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
Improved library and information service through the use of ICT and audio-visual equipment	Automated technical and circulation service Central and Branch Libraries networked and Internet services provided Audio-visual centres/ collections established	Improved quality of service	2010- 2012	Plant and Equipment	GOSL Donors
		Establish one (1) AV Centre by March 2010	Ongoing		
		Internet service at all libraries by 2012	Ongoing	Policy and Admin	
Special services provided to prisons and visually challenged	Prisons have access to library services Resource centre for visually challenged established	At least one service offered to the Bordelais Correctional Facility	Ongoing	Prison Officers	GOSL Donors
		50% and above utilization of Resource Centre by the visually challenged	Ongoing	Special Education Student Support Services School Supervision	
Bookmobile service in the south of the island	Number of communities served by bookmobile	Secure funding for bookmobile vehicle	2011		GOSL Donors
Staff trained in Librarianship, Customer Service and related areas	Improved service	Secure funding for one (1) scholarship Annual "Customer Service" workshops/ training	Ongoing		
Create attractive libraries for greater utilization by the public	Increase in number of persons using the libraries Displays and Presentations by Literary Artistes "Friends of the Library" Committee established	10% increase in new user registration	Ongoing	Policy and Admin	GOSL, Public and Private Partners
		Increase in adult registration by 15%	Annual	Community Development	
		"Friends of the Library" Committee	2009	UNESCO	

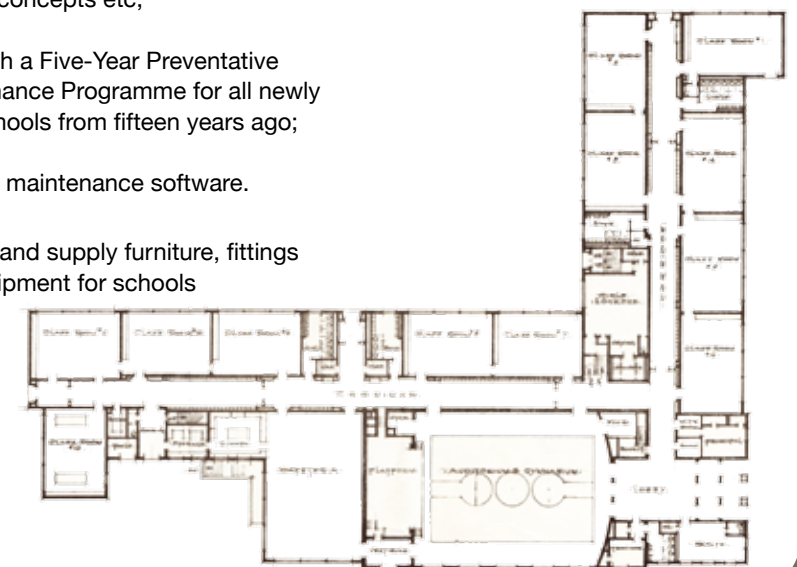


Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
		Established by 2009 "Literary Night" held during Library Week	Annual		
Expand and enhance outreach programmes	Evaluation by participants and parents Community groups and stakeholders participating	Community groups, students and other stakeholders	2009 and Ongoing	CAMDU School Supervision ECE, UNESCO	GOSL Donors



Strategies

1. Modernize and uphold integrity of school plants by the development of a preventative maintenance plan, the facilitation of massive reconstruction of old school buildings, learning resource centres, and upgrade/ expansion of science and ICT/IT laboratories and school environment;
2. Implement civil works projects;
3. Ensure school safety and security of school plants (school insurance for students and staff);
4. Adhere to established financial procedures and practices;
5. Rehabilitate, refurbish and construct educational buildings;
6. Establish a Building and Maintenance Policy with reference to existing Condition Surveys, Master Plans, Design concepts etc;
7. Establish a Five-Year Preventative Maintenance Programme for all newly built schools from fifteen years ago;
8. Procure maintenance software.
9. Procure and supply furniture, fittings and equipment for schools



Action Plan

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
Maintenance Plan to include standards and training developed and implemented	Standards for buildings and furniture reviewed and revised Trained craftsmen hired and ancillary staff aware and adhere to standards Hire trained contractors, technical and managerial assistants, procurement specialist(s) Appropriate tools, equipment and furniture purchased	All schools and district offices Furniture purchased based on standards set 100% of craftsmen and ancillary staff observe standards Longer lasting building and furniture	2009- 2011 2011 and Ongoing	Accounts, Policy and Admin, Schools, Ministry of Physical Development	GOSL Donors
Market research on available MIS conducted and MIS implemented	Report on suitable MIS for unit Unit trained in use of MIS	Timely and accurate information for decision-making	2009-2010	Accounts, Policy and Admin	GOSL Donors
Construction, upgrade and expansion of school buildings and playing fields	Plans completed and works in progress	Works in progress at George Charles, Corinth, Anse Ger, Piaye, Dunnattor	2009 and Ongoing	Accounts, Corporate Planning, School Supervision, Policy and Admin	GOSL, CDB
Security for staff, students, and the school plant strengthened	Security system reviewed and some changes implemented CCTV installed in selected schools Insurance system for school plant researched	Less cases of theft and an increased sense of security at Secondary schools	2009 and Ongoing 2010 and Ongoing 2010 and Ongoing	Accounts, Corporate Planning, School Supervision, Policy and Admin	GOSL, EU, CDB
Electrical works completed in LRCs, IT and Science labs	Labs are in use	Selected Primary and Secondary Schools	2009-2010	Accounts, Corporate Planning, School Supervision, Policy and Admin	GOSL, EU, CDB
Procure and supply furniture, fittings and equipment to all schools	Schools supply	All schools	Ongoing	Accounts, Corporate Planning, School Supervision, Policy and Admin	GOSL, EU, CDB

Registry and Correspondence Unit



Strategies

1. Establish Management Information System (MIS) for quality data (on effective, storage, processing distribution of correspondence and retrieval of information on education system) to facilitate timely decision-making;
2. Develop and implement an effective system for timely dissemination of correspondence;
3. Develop monitoring mechanisms;
4. Implement and use database.

Action Plan

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
Revised schedule of distribution of all correspondence	Accurate and timely distribution of correspondence	Correspondence distributed as per revised schedule	Ongoing	Policy and Admin, Courier Service, School Supervision	GOSL
Greater accuracy in disseminating, filing and retrieving information achieved	Incoming and outgoing correspondence is sorted, filed, distributed and retrieved on a timely basis Quicker access to information Revised schedule of distribution Faster response time	No complaints of misfiles	Ongoing	Policy and Admin	GOSL
		Delivering and filing of internal correspondence within 24 hours of receiving it	Ongoing		
			Ongoing		
			Ongoing		
Database for electronic recording of all correspondence implemented	Train all staff of unit in the use of the database	Database developed locally and running	2010	Policy and Admin, HRM	GOSL Donors
Monitoring mechanisms developed for the implementation of operational plans	Timeliness, accuracy, safety of information and correspondence	Submission of quarterly financial and progress reports	Ongoing	Accounts, Policy and Admin	
Efficient management and utilization of resources	Resources used for intended purposes	All resources are used as intended	Ongoing	Accounts, Policy and Admin	



Stores, Supplies and Transport Unit

Strategies

1. Provide quality services to support teaching and learning and customer service;
2. Provide an effective and efficient transportation scheduling system;
3. Procure relevant and quality resource materials to support teaching and learning and office and administration;
4. Ensure the timely distribution of supplies, furniture and equipment to schools, districts and central offices;
5. Maintain accurate records/databases;
6. Rationalize transportation services.

Action Plan

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
New procurement guidelines and procurement schedule established	MOE and schools adhere to Procurement guidelines and revised requisition forms	100% schools utilize procurement guidelines	2009	Policy and Admin, Corporate Planning, Plant & Equipment	GOSL
	Market research to procure inventory database undertaken	Train all staff in the use of MS Project	2010		
Instructional resources in line with guidelines to support teaching and learning and administration	Feedback from schools concerning instructional resources Office resources available	Improved teacher performance	2010	Policy and Admin, Corporate Planning, Plant & Equipment, CAMDU, School Supervision	GOSL
Safe, equitable and timely distribution of supplies, furniture and equipment to schools and district offices	Feedback from schools and MOE offices	Distribution completed before the reopening of school	Ongoing	Policy and Admin, Corporate Planning, Plant & Equipment, CAMDU, School Supervision	GOSL
	Timeline for recording and distribution of supplies established	Central warehouse to serve the entire education sector	2009		
	Table of specifications for minimum standards for warehouse developed		2009		
	Needs assessment conducted to allow for equitable distribution of resources		2009		
	Safety and security measures were implemented for school supplies		2010		
	Monitoring Protocol developed to include list of monitoring indicators		2010		
Service rationalized – Schedule for drivers developed	Schedule for drivers and management of vehicles adhered to Training provided for drivers in basic maintenance, health, safety, protocol and courtesy	Greater efficiency and availability of drivers and vehicles	Ongoing	Policy and Admin, Corporate Planning, Plant & Equipment	GOSL
		Improved service	2010		

Early Childhood Education Unit



Strategies

1. Enhance the quality of Early Childhood provision;
2. Strengthen the articulation of education among early childhood and other education sectors;
3. Build a strong foundation by expanding access to early childhood education and the effective delivery of early childhood education services;
4. Develop and implement policy regulations and standards in Early Childhood Education & Development;
5. Modernize the early childhood education curriculum and modes of delivery;
6. Facilitate the professional development of practitioners;
7. Increase parental and community involvement;
8. Improve the Early Childhood provision for all children including children with special needs and children at risk;
9. Promote ICT in the management of ECED and in teaching and learning;
10. Design and implement a marketing strategy and publicity campaign to promote the importance of ECED.



Action Plan

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
National Early Childhood Education Policy including minimum standards and operational regulations for operating an EC centre	Timely ratification of document Improved provision for children at risk Improved quality of service Regulations and standards established	Public and private centres	2010 - 2011	Policy and Administration, Corporate Planning, HRM, School Supervision	GOSL
An increased number of children accessing early childhood education in government centres including children with special needs	Increased enrolment Government managed centres refurbished/renovated	10% increase in enrolment in government centres	Ongoing	Corporate Planning, Plant & Equipment	GOSL Donors
National Early Childhood Curriculum Manual reviewed, revised and implemented ICT in teaching and learning	Curriculum developed and implemented ICT in teaching and learning	Curriculum will be pilot tested at randomly selected centres	Ongoing	CAMDU, School Supervision, Corporate Planning, IT Unit	GOSL
Trained and Certified Administrators and Care Givers	Strengthened managerial capacity and effective delivery of instructions Professional development of partners Increased parental and community involvement	At least 50% of administrators will be certified in Business Management	Ongoing	HRM, Policy and Admin	GOSL
Marketing strategy and publicity campaign	Marketing plan Parental and community involvement Public awareness	Communities and Media	Ongoing	Communications Unit, CAMDU, ECED	GOSL



Winners of Secondary School Food Competition - Vieux Fort Comprehensive Campus B

School Supervision: Primary and Secondary Education

Strategies

1. Provide quality education for all;
2. Strengthen the articulation of education among early childhood through to secondary and special education;
3. Review and establish structures for optimal use of resources;
4. Re-conceptualize, and change the nature, form and content of primary and secondary education to enhance the quality of education so that students can master the essential foundations for life long learning and the requirements for effective, responsible participation in life;
 - a. Enhance the quality of education: Develop and implement a broad, balanced, differentiated and relevant curriculum and introduce ICT in teaching and learning;
 - b. Introduce new modalities of assessment, certification and student recognition programmes;
 - c. Improve the performance and retention of boys in school and implement programmes for students at risk;
 - d. Promote natural sciences in schools;
 - e. Monitor and supervise instruction in schools;
5. Develop and implement an instructional plan for primary and secondary education;
6. Develop and implement an overall staff development plan (including training) to ensure effective school management, delivery of quality instruction; and to facilitate the implementation of school improvement plans and Ministry's programmes;
7. Establish Management Information Systems (MIS) for quality data;
8. Improve students' literacy and numeracy skills;
9. Improve the quality of teaching and learning to raise levels of student achievement;
10. Ensure closer match between prevocational programmes at the secondary level and labour market demands;
11. Foster personal/social development.

Action Plan

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
Early detection of students at risk	Records of diagnostic assessment {Health Cards}	All children ages 3-5 years	Ongoing	Special Education, Student Support, CAMDU	
New teacher appraisal system including monitoring framework developed and implemented	Professional development aligned with appraisal	All teachers	2010	Policy and Admin, Corporate Planning, School Supervision	GOSL
	Functional Schools Inspectorate in place		2010		
Differentiated curriculum and training programmes developed (including programmes for boys and girls at risk), implemented and monitored	Curriculum available for implementation	All schools	2010	Corporate Planning, EEAU	GOSL
	Teachers receive training in differentiated instruction	At least 25% teachers trained in differentiated instruction	2010		GOSL Donors
Improved students literacy and numeracy skills	Improved student and teacher performance All students writing at least 5 CXC subject	Schools in lowest percentile All schools	Ongoing	NELU CAMDU EEAU	GOSL
Award for excellence at the district level: subjects, debates, sports, competitions etc	Students received awards	Highest achievers in various areas	Annual	CAMDU, EEAU Culture Communications	GOSL Public and Private partners
Training/re-training for Principals, Senior Teachers, subject coordinators including pre-service and in-service training for new teachers	Attendance records and evaluation reports of training Training in literacy, numeracy and clinical supervision Trained newly recruited teachers, Orientation sessions attended	50% of principals, senior teachers and subject coordinators trained and re-trained	2009 and ongoing	Corporate Planning, SALCC HRM CAMDU	GOSL Donors
Monitor and supervise the use of ICTs in teaching and learning in schools	Reflected in teachers appraisals	All teachers who receive training practice methods	2009-2014 and ongoing	IT, HRM	



Curriculum and Materials Development Unit

Strategies

1. Re-conceptualize, and change the nature, form and content of primary and secondary education to enhance the quality of education so that students can master the essential foundations for life long learning and requirements for effective and responsible participation in life;
 - a. Enhance the quality of education;
 - b. Develop and implement a broad, balanced, differentiated and relevant curriculum:

The curriculum to include co-curricula activities including uniformed groups, physical education and sports; Health & Family Life, Wellness, HIV/AIDS and citizenship education, social skills, values, attitudes, positive behaviours, & conflict resolution;
2. Ensure cohesion between instruction and assessment;
3. Review and revise the curriculum to expand the use of ICT in teaching learning so that all students leaving school are computer literate and can apply ICT to their daily lives and to enhance employment opportunities;
4. Work with the Educational Evaluation and Assessment Unit on issues relating to assessment;
5. Establishing structures to monitor the implementation of curricula;
6. Develop and publish support material and texts for all subject areas at the Primary level;
7. Promote Arts Education in Schools (Visual and Performing);
8. Provide instructional support for teachers;
9. Conduct professional development for teachers and principals;
10. Ensure the effective implementation of the curriculum at all levels of the school system;
11. Promote a culture of lifelong learning through the provision of skills as per the national policies;
12. Implement a redesigned National Sports Programme for all students so as to reflect the developments in scientific and technological advances;
13. Increase the awareness of the value of arts education, physical education and sporting programmes in ensuring the holistic development of the individual thus improving health and wellness and by implication, the quality of life;
14. Design and execute a range of activities/events and competitions in all subject areas.

Action Plan

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
A broad-based integrated curriculum developed and implemented	Instruction in schools at all levels reflects a greater emphasis on Arts and Culture, Citizenship Education, ICT in Education, Modern Languages, Physical Education and Sports	Students exposed to a holistic approach to instruction in 50% of schools Greater emphasis on Arts and Culture in schools	2009- 2012	All agencies	GOSL, EU
Curriculum, Instruction and Assessment Policy and Plan developed	All stakeholders provide input during review process Curriculum implementation guided by the Instructional and Assessment Policy and Plan	Feedback incorporated into a revised document Consistency among school in curriculum implementation	2009- 2010	All agencies	GOSL
National ICT, Literacy, and Numeracy policies and plans revised and implemented	Policies and plans are accepted and adopted	Enhanced delivery of instruction through National literacy, numeracy and ICT programmes	2009- 2011	All agencies	GOSL, EU
A variety of resource materials developed and published	All schools have access to resource materials	Adequate provision of materials to support teaching and learning	Ongoing	All agencies	GOSL
Best practices in teaching, learning and assessment documented and replicated	On-going systematic recording of best practices	Schools share and utilize best practices	Ongoing	All agencies	GOSL
Organised: Concerts, Exhibitions, Enrichment programs (debates, elocution, competitions), Awards of Excellence, College and Career Fairs, Educational Conferences	Increased opportunities and avenues to showcase students' abilities and talents	Increased stakeholder participation (Student participation, parental involvement, corporate sponsors)	Annual	All agencies	GOSL, Public and Private partners



Educational Evaluation and Assessment Unit



Strategies

- Expose students to and promote the use of a variety of assessment modalities;
 - Introduce new modalities of assessment, certification and student recognition programmes;
 - Ensure cohesion between instruction and assessment;
- Move from a testing culture to an assessment culture by promoting assessment and evaluation as integral parts of the teaching and learning process;
- Develop and administer valid, reliable and relevant local examinations;
- Provide meaningful feedback on assessment, and local and overseas examinations;
- Redefine the roles and restructure formats of local examinations in light of USE;
- Manage the local and overseas examinations administration process to maintain international standards of integrity;
- Provide support for teachers in areas of assessment;
- Conduct professional development for teachers and principals.

Action Plan

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
Promote the use of a variety of assessment modalities	Implement SBA in Grades 2 and 4 in all primary schools	Timely intervention	Ongoing	Policy and Admin, Accounts, Student Support Services, School Supervision, CAMDU, TVET/EEAU	GOSL
	Provide technical support/training to teachers	At least two schools per district per term	Ongoing		
	Sensitize educators, parents and students on the role of assessment in instruction and learning	All educators, students and their parents	Ongoing		
	Best practices and students' work were showcased	Teachers and students	2010 and ongoing		
Implement MIS for Exams Unit	Procured software and hardware	All Examinations	2009 - 2011	Policy and Admin, Account, Student Support Services, School Supervision, CAMDU, TVET/EEAU	GOSL
	Training provided to relevant personnel		2009 - 2011		
	Use of system to generate relevant reports		2010		
Conduct Feasibility study for processing exams locally	Feasibility study report circulated to policy makers	Process common entrance examination locally	2009-2010	Policy and Admin, CXC, Student Support Services, School Supervision, CAMDU, TVET/EEAU	GOSL
Conduct local and regional examinations and make appropriate use of examination results	Replenished Item bank with appropriate examination questions	Valid and reliable items from selected item writers	Ongoing	Policy and Admin, Accounts, Student Support Services, School Supervision, CAMDU, TVET/EEAU, CXC, Cambridge	GOSL
	Standardized Examination procedures	Timely dissemination			
	Marking exercises completed	Relevant training for principals, senior teachers and other examiners			
	MST result scripts distributed to schools and performance reports published				

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
	Candidates for overseas examining bodies registered	Principals and teachers of all primary and secondary schools and Education Officers identified schools	Annual		
	Performance reports of local and regional examinations prepared, disseminated and discussed at follow-up workshops		Annual		
	Technical assistance to schools based on their students and subject performances provided		Annual		
Curriculum and assessment officers collaborated in planning and implementing instruction	Instructional framework and joint work plan developed and made available	All CAMDU and Examinations Officers	2009- 2010	Policy and Admin, Accounts, Student Support Services, School Supervision, CAMDU, TVET/EEAU, CXC, Cambridge	GOSL
Participation of stakeholders in educational innovations through a variety of modalities	Solicited stakeholder involvement through public meetings, sponsorships, research etc.	All stakeholders	Ongoing	Policy and Admin, Accounts Student Support Services, School Supervision, CAMDU, TVET/EEAU, CXC, Cambridge	GOSL Public and Private Partners
	Awards ceremony with private sector sponsorship for top CSEC performers held	All schools	Annual		
	Outstanding teachers/schools of CEE and CSEC rewarded	All public and private secondary schools	Annual		

National Enrichment & Learning Unit



Strategies

1. Offer quality adult education, Technical and Vocational Education and Training (TVET), enrichment and skills training within a highly coordinated and flexible framework in response to the changing needs of the labour market;
2. Survey continuously level of illiteracy at the national level;
3. Implement programmes to eradicate illiteracy and sustain functional levels of literacy;
4. Provide continuing education to adults in the core, technical/vocational and enrichment areas;
5. Establish workable mechanisms of collaboration with the private and public sectors;
6. Develop new modes of instructional delivery;
7. Provide training for staff, facilitators and coordinators;
8. Assess the impact of NELP.

Action Plan

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
Formalize linkages with NSDC, CARE, SALCC and TVET regarding programme offerings	Eliminate duplication of programme offerings Comprehensive training manual available including providers and offerings	TVET areas	2009 2010	Policy and Admin, TVET NSDC NELU SALCC CARE EEAU	GOSL
Training provided to adult learners in academic, technical/vocational and enrichment areas	700 participants completed courses Family Learning Programme is piloted (monitored and evaluated) and replicated Home Health Aide Programme is implemented	Increase in the number of NELP participants Forty-five families from one community receive training Three facilitators are recruited and trained for Home Health Aide	Ongoing 2009 2010	Policy and Admin, TVET NSDC NELU SALCC EEAU	GOSL, Bernard Van Leer Foundation, other donors
Standardized system of monitoring and evaluation services	Instrument in use by all centres	Quarterly standard reports received from all centres	2009 and ongoing	Policy and Admin, TVET, NSDC NELU, SALCC EEAU	GOSL
Expansion of enrichment programmes in secondary schools	Feasibility study conducted At least two courses piloted at the secondary schools	Research is conducted in secondary schools Tiling and Flower arranging courses offered	2010 - 2014 2010 and Ongoing	Policy and Admin, TVET NSDC NELU SALCC	GOSL
National Literacy Survey conducted and report completed	Survey completed Draft Report disseminated for feedback	Fifty enumerators, supervisors and co-ordinators are trained Pilot survey completed by March 2009 and main survey to be completed by April 2011 Draft report prepared by November 2011	2011	Policy and Admin, TVET NSDC NELU SALCC EEAU	GOSL



Student Support Services - Student Welfare, Special Education and Student Counselling



- 10. Increase equity in access to education through the Book Bursary, Textbook Rental and Transportation Subsidy Programmes;
- 11. Expand the Transportation Subsidy Programme in secondary schools;
- 12. Create safety nets for students.



Strategies

1. Strengthen and expand welfare and support services for children with special needs (gifted children, the poor, disabled, HIV/AIDS, students at risk, orphans, etc.) and make provisions for 'second chance' education;
2. Improve the educational opportunities for all learners with special emphasis on learners at risk;
3. Introduce mandatory screening of vision, hearing and developmental for school entrants;
4. Provide special education, counselling services and student support services within the education system;
5. Establish structures for the early detection of students at risk;
6. Improve the physical plant of special schools;
7. Establish effective linkages with the SSS Unit and local, regional and international agencies that provide support services for learners;
8. Improve the quality of instruction for students with special needs;
9. Expand the School Feeding Programme;

Action Plan

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
Expand the school feeding programme	School kitchen gardens/ green houses to complement the feeding programme established	Schools in the urban areas	2010 and Ongoing	Policy and Admin, Accounts, Student Support Services, School Supervision	GOSL Schools Parents
	Fresh provisions and vegetables available for the programme	Visits to 76 Primary and 9 Special Schools	Ongoing		
	Visited Schools to monitor feeding programme		Ongoing		
Improve service delivery and standards of performance of cooks and other staff	Attendance of participants at workshops	Improved standards and performance of cooks	Ongoing	Policy and Admin, Accounts, Student Support Services, School Supervision	GOSL
	Summer workshops for cooks conducted	Improved methods of assessing kitchens and food preparation practices and ability to train cooks	Ongoing		
	Training in stock and Inventory Control, Purchase and Resource Management conducted		Ongoing		
Improve quality of service by providing the necessary equipment for student support services	Safety items installed	All schools	2009 and Ongoing	Policy and Admin, Accounts, Student Support Services, School Supervision, Plant and Equipment	GOSL Donors
	All open spaces in kitchens are covered with wire mesh	Tiling of Vide Bouteille and River Doree Primary Schools	Ongoing		
	Floor of school feeding rooms tiled	Wire mesh installed at Mon Repos Combined School Kitchen	2011		
	Working gears for cooks and handymen provided: Chef jackets/ lab coats, coveralls, hair nets, aprons, kitchen towels and mittens	80 hair nets and aprons, 160 Kitchen towels and mittens	2009		
		Each handyman with two coveralls for work			

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
Expand textbook rental programme	Records of books received and available Records of recipients available Used textbooks collected and assessed	10% expansion 100% of textbooks returned 30% of school's cohort and waivers given in extreme cases	2010 and ongoing	Policy and Admin, Accounts, Student Support Services, School Supervision	GOSL Parents Donors
Comprehensive evaluation of SEN programme conducted	Recommendations emanating from evaluation disseminated	Improve service delivery	2009- 2010	School supervision, CAMDU	GOSL
Draft policy, plan and programme for Special Needs Education developed	Draft policy submitted for feedback Programme for students designed and developed	All special needs students Individualized Education Plans for students	2010 - 2011	Policy and Admin, Accounts, Student Support Services, School Supervision, CAMDU	GOSL
Screening of all school entrants in the following areas; Vision, Hearing, Developmental	Screening instruments in use	All kindergarten students screened	2009 and ongoing	Policy and Admin, Accounts, Student Support Services, School Supervision, CAMDU	GOSL
Motivational programme 'Why Try' established in schools	Increased number of students motivated to stay in school	Increase student attendance to 90%	2011	Policy and Admin, Accounts, Student Support Services, School Supervision, CAMDU	GOSL Donors
National framework and policy for school counselling programme developed	Policy document circulated for feedback	All schools	2009-2011	Policy and Admin, Accounts, Student Support Services, School Supervision, CAMDU	GOSL
Guidance and Counselling curriculum developed and approved (character	Involvement by all stakeholders	For all students at primary and secondary	2010-2011	Policy and Admin	GOSL

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
education, life skills, career and behaviour management)		schools		Accounts, Student Support Services, School Supervision, CAMDU	
Assessment tool for evaluating counsellors developed	Assessment tool in use	Improved counsellor accountability	2009 - 2010	Policy and Admin, Accounts, Student Support Services, School Supervision, CAMDU	GOSL
Training programmes conducted for Teachers, Counsellors, Principals, Education Officers and Parents	Workshops on conflict resolution, anger management and childhood developmental disorders for teachers and counsellors conducted Proposal for inservice supervision training for Education Officers and Principals submitted Training Parent workshops conducted Training Programmes to involve community police, parents and other interested community and professional groups developed and implemented	Increase teacher awareness and knowledge of disorders and situations that may put children " at risk"	Ongoing	Policy and Admin, Accounts, Student Support Services, School Supervision, CAMDU, SALCC Policy and Admin, Accounts, Student Support Services, School Supervision, CAMDU, Police, Community	GOSL Donors
		Increased teacher support	2010		
		Increased parental and student participation on activities	Ongoing		
HIV policy and plan developed and ratified	Participation of all stakeholders in the development of policy and plan	Entire education sector	2009 - 2010	Policy and Admin, Accounts, Student Support Services, School Supervision, CAMDU, TVET / EEAU	GOSL Donors
		Transportation Subsidy Programme expanded	Increased number of schools on programme		

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
				Accounts, Student Support Services, Corporate Planning	Private partners



School Counselling



School Feeding Programme

TVET and Accreditation Unit



Strategies

- Promote TVET;
- Offer quality Technical and Vocational Education and Training (TVET) and skills training within a highly coordinated and flexible framework in response to the changing needs of the labour market;
- Offer TVET at all secondary schools;
- Ensure that the legislative framework for accreditation is prepared;
- Accredit courses/programmes, institutions; and certification of skills;
- Implement systems for national certification of skills based on standards;
- Implement programmes for enhancement of training for TVET teachers in collaboration with major stakeholders;
- Develop a National TVET Framework and accreditation council;
- Review TVET programmes to reflect national skills needs;
- Sustain public awareness and career guidance programmes;
- Conduct labour/skills needs assessment;
- Improve the quality of access to opportunities and the standard of higher education to all persons at the national level;
- Increase access to training in all sectors;
- Collaborate to establish a Development Plan for TVET;
- Establish regulations and implement procedures for accreditation of training providers, trainees and graduates;
- Establish a registration and accreditation system for training providers.

Action Plan

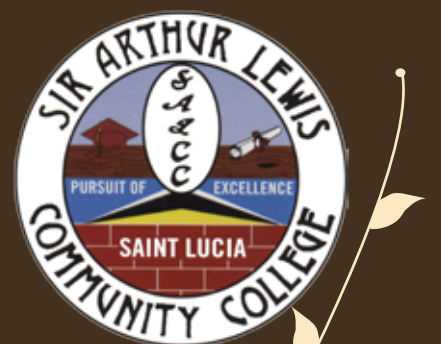
Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
<p>Policy Framework & strategy document for TVET developed and implemented in line with CARICOM</p> <p>Development Plan for TVET established</p>	<p>TVET framework approved</p> <p>Document ratified and Policy in Use</p> <p>National TVET framework disseminated and implemented</p> <p>National Plan developed and disseminated</p> <p>Workshops conducted to inform and create awareness</p> <p>Increased articulation between levels and programmes</p>	At least 80% participation from stakeholders	2009-2011	<p>TVET NSDC NELU SALCC CARE OECS CARICOM UNESCO Training Agencies</p>	GOSL
<p>National system for certification and assessment developed and established</p> <p>Labour market needs assessment conducted</p>	<p>Standards in use and certificates awarded</p> <p>Programmes, Institutions and Instructors are assessed based on established criteria</p> <p>Subject offerings (new, reviewed and customised) recognized nationally, regionally and internationally</p>	<p>100% coverage (schools, tertiary institutions, training providers)</p> <p>At least 50% of the programmes, institutions and instructors assessed</p>	<p>2010 - 2011</p> <p>2011</p> <p>2010 and ongoing</p>	<p>TVET NSDC NELU SALCC CARE OECS CARICOM CXC</p>	GOSL, Public and Private partners
<p>National system for accreditation (programmes, institutions, instructors) developed and established</p>	<p>List of accredited programmes, institutions and instructors available</p>	100% of those meeting criteria accredited	2010 - 2011	<p>TVET NSDC NELU SALCC CARE OECS CARICOM CXC</p>	GOSL
<p>Research conducted in areas identified (e.g. teachers' skills needs)</p>	<p>Findings discussed, disseminated and used to inform practice</p> <p>Skills needs for teachers conducted</p> <p>TVET technical team participated in Labour market needs survey</p>	All stakeholders participate in discussions	Ongoing	<p>TVET NSDC NELU SALCC CARE OECS CARICOM CXC</p>	GOSL Donors

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
Promotion of TVET	<p>Advocacy drive created to include TVET among core subjects</p> <p>Discussions with parents</p> <p>Career showcase staged</p> <p>Participated in Awards of Excellence</p> <p>TVET Week hosted -career showcase -educational conference -showcase student talents -competitions and debates</p> <p>Share best practices via publications and web-sites</p> <p>Support regional and international training programme networks and TVET professional associations</p>	<p>Increased enrolment in TVET in all primary and secondary schools</p> <p>Develop partnerships</p>	Ongoing	<p>TVET NSDC NELU SALCC CARE OECS CARICOM</p> <p>TVET NSDC SALCC CARICOM UNESCO</p>	
Training and development programmes	<p>Training in differentiated learning to TVET teachers</p>	Improvement in male students performance	Ongoing	<p>TVET NSDC NELU SALCC CARE OECS CARICOM Training Providers</p>	GOSL Donors
Unit's expenditure in line with budgetary allocation	<p>Financial and progress reports submitted</p> <p>Financial allocations utilized for intended purpose</p> <p>Staff workplan and quarterly reports submitted</p>	Quarterly feedback reports	Ongoing	<p>TVET NSDC NELU SALCC CARE OECS CARICOM</p>	GOSL

Action Plan



Tertiary Education – Sir Arthur Lewis Community College



Strategies

1. Prepare and implement a re-development plan for the upgrade of SALCC to a full-fledged competitive and self-sustaining university college (Review and revise legal authority, proposed organizational changes, management and administrative capacities including operational and procedures, planning and research, HRM, staff competencies and clerical support);
2. Revise the Act governing the College;
3. Increase access to post-secondary, tertiary and continuing education;
4. Review and reform academic and non-academic offerings and pedagogical delivery to incorporate ICT and establish monitoring/evaluation mechanism to include accredited courses/programmes and certification of skills within a highly coordinated and flexible framework in response to changing higher education needs and the labour market;
5. Modernize library services and resource centres on par with international standards and new developments in technology to support learning and promote research and development programmes and communication;
6. Manage the fiscal budget, demonstrate accountability through adherence to established financial regulations, prepare required timely report and foster public/private partnerships;
7. Collaborate with national and regional tertiary institutions and spearhead the diversification goals of the national government.

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
Re-development plan completed and implemented	Plan finalised with wide stakeholder participation	For management and operations of SALCC	2010-2011	MOE, UWI, TLIs, Public and Private Partners	SALCC
Expand access to tertiary education	Increased enrolment	Increase by 40%	2009-2010	UWI	GOSL, SALCC, Donor Agencies
	School day extended	8:00 am- 8:00 pm	2012-2013		
	Blended and online programme offerings	Social Work, Environmental Health and Management	2012-2014		
	Improved infrastructure	New classrooms			
Revised curricula and academic offerings expanded	Curricula for Bachelors degree programmes approved and introduced	Selected academic and professional areas	2009-2011	UWI, MOE, other Stakeholders	SALCC other
	Degree programmes offered via blended and online modalities		2010-2014		
	Academic qualifications of staff upgraded	Masters and Doctoral Levels			
	Library services upgraded and ICT - ready rooms increased				
Student services expanded	Recruitment of new staff to support student services	Emotional, Learning and Personal Development needs	2009-2011	MOE	SALCC MOE, Other
	Implement new systems to monitor student achievement and satisfaction		2011-2012		
	Upgrade the student services department		2012-2013		
Professional development provided to strengthen management	Management structure of College revised	Current and New staff	2010-2013	Training institution, TLIs	SALCC GOSL, other
	Code of ethics and standards of operation developed		2009-2010		
	Monitoring and evaluation mechanism established				

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
	Linkages with other Tertiary institutions established Research facility expanded and improved				
Mechanism established to ensure that SALCC is self-sustaining	Income generating mechanisms put in place Student fees revised Workplace programmes implemented	Full sustenance by 2014	2012-2014	GOSL, TLIs, Students, Public and Private Partners	SALCC, GOSL, Private and Public Partners, Other
Quality Assurance system that meet regional and international standards established	Quality assurance office established System of standards and accreditation established	All programmes	2012-2014	MOE, UWI, TLIs	SALCC



National Commission for



United Nations
Educational, Scientific and
Cultural Organization

Strategies

1. Facilitate the widespread visibility of UNESCO and the Francophonie (OIF) in St Lucia and promote awareness and understanding of UNESCO and the Agence Intergouvernementale de la Francophonie (OIF);
2. Increase St. Lucia's participation in the programmes and activities of UNESCO and OIF at the regional and international levels;
3. Strengthen the network of local, regional and international partners;
4. Foster greater participation in the work of UNESCO and the OIF at the school, community and national level;
5. Mobilize resources from UNESCO and the OIF to assist in meeting the developmental goals of St. Lucia;
6. Contribute to the development of St. Lucia's human resource;
7. Contribute to the development of multilingualism in St. Lucia;
8. Develop greater appreciation for the Arts, Culture and Heritage.



Action Plan

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
Programme of activities developed for the National Commission including UNESCO Associated Schools and St. Lucia Federation of UNESCO Clubs	Activities funded and implemented Annual report of activities presented	UNESCO Associated Schools, UNESCO Clubs	Annual	Policy and Admin, UNESCO, School Supervision, UNESCO Associated Schools and St. Lucia Federation of UNESCO Clubs	GOSL UNESCO
Widespread visibility of UNESCO facilitated	Stakeholders and general public informed on a regular basis, of the programme and activities of UNESCO and OIF	General public	ongoing	UNESCO, Communication Unit, Media houses	GOSL UNESCO
Observance of commemorative events	Activities planned for the observance of various events	Schools, governmental and non-governmental agencies and the general public	annual	Schools, government, non-governmental agencies and the general public	GOSL UNESCO OIF
Heightened awareness of and participation in UNESCO's programme in the various fields of competence	Sub-commissions strengthened to develop and implement programmes in the various fields	Sub-commissions Government Ministries, Schools, NGO's, civil society groups, general public	annual	Sub-commissions Government Ministries, Schools, NGO's, civil society groups, general public	GOSL UNESCO
Ensure more resources for St. Lucia through participation in the various UNESCO/OIF programmes activities	Project Proposals submitted to UNESCO for funding Proposal approved Projects funded and implemented Project evaluation reports completed and submitted to UNESCO	Sub-commissions Ministry of Education units/dept., Government agencies, NGO's	bi- annual 2010 Annual	Policy and Admin, UNESCO, School Supervision, Community groups, Communications, Upton Girls' Centre, Boys' Training Centre, CARE	GOSL UNESCO

Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
Strengthen the network of local, regional and international partners and encourage networking of resource/information centres within the government system	Training workshops and seminars Interregional and Regional Cooperation established through regional and international workshops/exchanges	UNESCO ASPnet, UNESCO Clubs, Members of National Commission Schools and General Public Members of the National Commission, Ministries, Civil Society Schools, UNESCO Clubs, Ministry of Education, Civil Society	2010 Annual 2010 and ongoing Annual	UNESCO ASPnet, UNESCO Clubs, Members of National Commission Schools and General Public Members of the National Commission, Ministries, Civil Society Schools, UNESCO Clubs, Ministry of Education, Civil Society	GOSL UNESCO
Information on UNESCO fellowships and OIF scholarships disseminated and application process facilitated	National human resource capacity enhanced	Public Servants General Public	Annual	Ministry of the Public Service, Ministry of Education	UNESCO OIF
Establishment of a linguistic pact with the OIF facilitated	Pact agreement finalized and signed Plan of action implemented	Schools, Government agencies, General Public	2010 - 2013	Ministry of Education, Ministry of External Affairs, Office of the Prime Minister	GOSL OIF
The Department of Arts Education Programmes in schools supported	Schools more actively involved in the Arts Information on the importance of Heritage available in the form of booklets, brochures, CDs	All Schools Material Disseminated to all schools and available in documentation centre	2009 and ongoing 2009 and ongoing	Ministry of Education, Schools	GOSL UNESCO
Networking with agencies responsible for the promotion of the Arts and Culture strengthened	Development and implementation of programmes for the promotion of the Arts and Culture	Culture Sub-commission General public	2010 and ongoing	CDF, FRC, other agencies involved in the Arts and Culture	
Preservation of culture and heritage	National memory of the World Register established		2010	National Archives	

National Skills Development Centre

Action Plan



Strategies

1. Offer accredited Technical and Vocational Education and Training (TVET) and skills competency-based training within a highly coordinated and flexible framework in response to the changing needs of the labour market;
2. Conduct labour market needs assessment and provide information and training services towards developing a skilled, informed and marketable workforce which will contribute to the development of St. Lucia;
3. Review, develop and modify training/ skills curricula for training in St. Lucia and together develop a nationally recognized programme of certification to meet national needs;
4. Establish linkages and networks with local and regional HRD agencies to increase collaboration and resource/information sharing and enhance training approaches as well as promote integrated development planning;
5. Upgrade infrastructure and procure equipment for training and programme administration;
6. Sustain public awareness on available programmes;
7. Develop management information systems/databases for national skills/competencies.



Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
Increased number of students trained	increased number of trainees graduating from programme	10% increase in persons trained over last year	2011 and Ongoing	Policy and Admin, Accounts, Student Support Services, School Supervision, CAMDU, TVET/ EEAU, NSDC	GOSL Donors
Source additional/new funding to run training programmes	Proposals for funding submitted and responses from funding agencies available	10% increase in the number of proposals receive funding	Ongoing	Policy and Admin, Accounts, Student Support Services, School Supervision, CAMDU, TVET/EEAU, NSDC	GOSL
Increased partnerships with private and public sector forged	MOU's between NSDC and agencies signed and available	5% increase in MOU's signed	2009 and ongoing	Policy and Admin, Accounts, Student Support Services, School Supervision, CAMDU, TVET/EEAU, NSDC	GOSL Donors
Skills/labour market needs assessment conducted	Needs identified	whole country	Ongoing	All stakeholders	GOSL Donors
Existing facilities renovated and expanded to meet international standards	Certification upgraded to meet international standards	25% of existing facilities renovated or upgraded	2012	All agencies	GOSL Donors
New accreditation, standards and endorsements developed and established	List of accredited programmes, institutions and instructors available	100 % of students meeting criteria accredited	Ongoing	Policy and Admin, Accounts, CAMDU, TVET/ EEAU, NSDC	GOSL

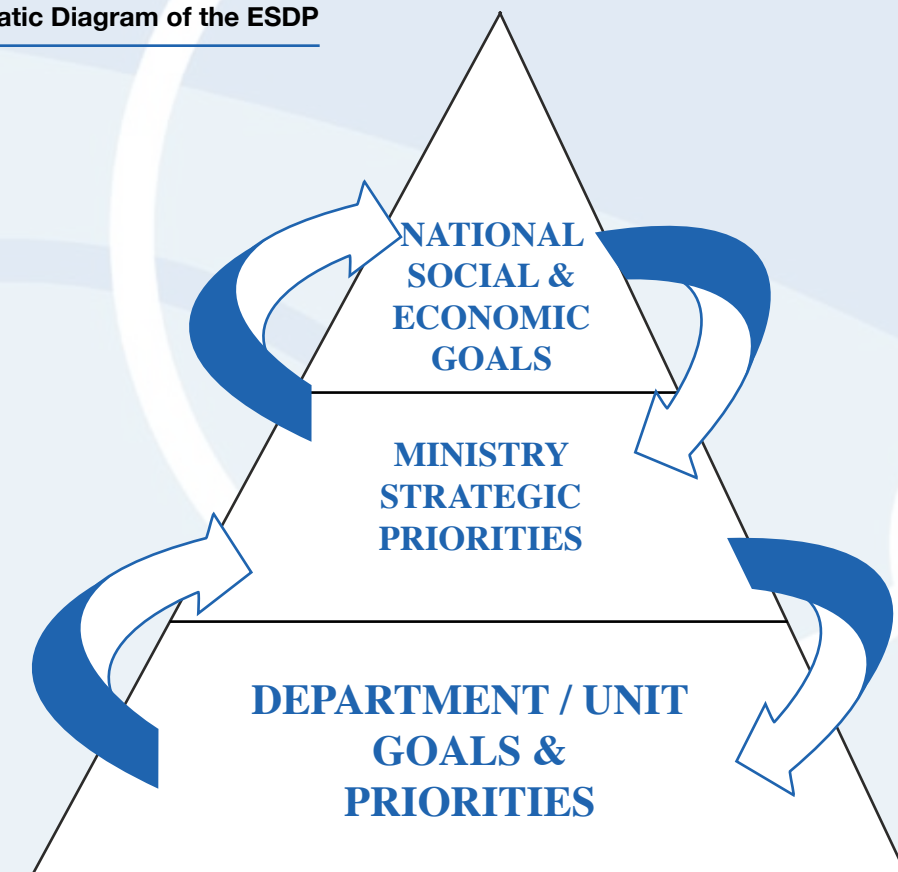
Output	Performance Measure	Target	Time Frame	Collaborating Agency	Funding Source
Strategies for self sustainability developed and implemented	IT used in self sustaining activities	5% self - sustenance	2011	Policy and Admin, Accounts, CAMDU, TVET/EEAU NSDC	GOSL
An HR plan in line with that of the MOE developed and used to appraise teachers	HR plan ready for implementation Appraisal scores available	For all NSDC staff Appraisals to be done every 6 months	2010	All agencies	GOSL



FRAMEWORK FOR IMPLEMENTATION AND MONITORING

This Education Sector Development Plan represents priority programmes emanating from broad national aims. The explicit link is that education is pivotal to national development. As may be noted in Figure 1, this relationship is symbiotic as education both influences and is influenced by the direction of national development. Hence one notes that the direction of influence is iterative rather than strictly top-down.

Figure 1: Schematic Diagram of the ESDP





Plan Implementation

The implementation of the ESDP will be through the Annual Work Plans of the Ministry. Programme managers will on a yearly basis specify the objectives, activities and outputs of an operational plan which will be published in the Annual Work Plan. Annual work plans will be linked to the approved estimates and the ESDP action plan for the fiscal year.

Plan Monitoring

An ESDP Steering and Monitoring Team will be established to oversee the implementation of the plan. It will be chaired by the Permanent Secretary and will include the Chief Education Officer, the Deputy CEO Planning, the Financial Analyst and the Accountant III. The Corporate Planning Unit will service the ESDP Monitoring team. The Unit will gather and disseminate data on the monitoring indicators and conduct research or policy analyses related to the implementation of the ESDP. The ESDP

monitoring team will receive status reports from Heads of Department, recommend modifications to the ESDP and annual work plans and will endorse all activities in the ESDP and Annual Plan. It will coordinate the activities of all groups concerned with the implementation of the ESDP.

A major component of the ESDP monitoring protocol is the convening of quarterly, biannual and annual meetings. Short written progress reports will be commissioned, so that each programme manager reports at least once every three months. Quarterly meetings of the ESDP Monitoring team and Programme Managers will review the status of plan implementation on a monthly basis. Biannual meetings will be convened by the ESDP Monitoring team to review progress and to agree on actions for the remainder of the financial year. Annual meetings will be convened by the Corporate Planning Unit to evaluate overall progress on the implementation, modify the plan if necessary and agree on activities for the

next year. The annual meetings will draw participants from a wide cross-section of stakeholders and will include all Heads of Department of the Ministry of Education and representatives of governmental and non-governmental agencies.

A key facet of the ESDP monitoring will involve the use of an indicator framework encompassing both quantitative and qualitative data. The performance indicators will be used to assess and document progress towards the achievement of targets set in the ESDP. The indicator framework will also be used to guide the setting of SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets and decision-making relating to the operationalization of the plan.

The indicator framework for monitoring the implementation of the ESDP is presented in Box 1. The indicators cover key areas of focus in the ESDP that need particular attention.

Box 1: Monitoring Indicators - Quantitative

	Base line Indicator	2009	2010	2011	2012	2013
Education Policy, Planning & Administration : <i>School Supervision, Corporate Planning; Information Technology; Accounts; Stores, Supplies and Transport; Registry & Correspondence; Communication; Human Resource Management; Plant and Equipment</i>						
<ul style="list-style-type: none"> - Student-Teacher ratio (Primary) - Student-Teacher ratio (Secondary) - % Qualified Teachers (Primary) - % Qualified Teachers (Secondary) - % Graduate Teachers (Secondary) - Enrolment rate – primary schools - Enrolment rate – secondary schools - # of teachers trained in use of ICT for teaching/ learning - % schools linked to EMIS - Computer/student ratio (primary) - Computer/student ratio (secondary) - # of schools with access to online resources - Number of MOE support teams to schools - Average # of visits to schools by support teams - Number of schools with CCTV - % of schools with security personnel - # of schools with disaster management plans - # of schools for which distribution of supplies completed before re-opening of school - # of education television programmes produced - Public expenditure on education as % of GDP - Education expenditure as a % of total government exp. - % recurrent expenditure on salaries and wages - % recurrent expenditure on training & workshops - % expenditure on physical works and equipment (maintenance, rehabilitation, extensions etc) - % recurrent expenditure on research activities - Education revenue as a % of total recurrent expenditure - % of schools with functioning students' councils - % of students in Student's branch of the National Youth Council 						
Student Support Services : <i>Student Welfare, Special Education, Bursary, Transportation and Student Counselling</i>						
<ul style="list-style-type: none"> - % of kindergarten students screened (vision, hearing, developmental) - Number of teachers qualified in SEN - Ratio of Special needs students to SEN teachers - Number of trained counsellors - Dropout Rate (Primary, Secondary) - % of teachers trained in areas to assist students at risk areas - % of teachers trained in special needs instruction - Participation in book rental scheme - Participation in school feeding programme - Participation in school transportation subsidy programme - Participation in school bursaries programme 						

Box 1: Monitoring Indicators - Quantitative

	Base line Indicator	2009	2010	2011	2012	2013
Early Childhood Education						
<ul style="list-style-type: none"> - Gross Enrolment in ECE (total and by community if possible) - Net Enrolment in ECE - Number of Early Childhood centres/programmes by community - Increase in ECE enrolment by gender and community - % of qualified/trained practitioners - Child/Practitioner ratio - Number of schools meeting Minimum Standards 						
Primary Education						
<ul style="list-style-type: none"> - Gross and Net intake rate - % of students operating at or above the minimum standard in MST English Language - % of students operating at or above the minimum standard in MST mathematics - Teacher attendance rate - Student attendance rate by gender - Transition rate primary to secondary - Number of schools with a special Education programme - Number of students with IEPs - Repetition rate by gender - Percent of students with basic reading, writing and numeracy skills. 						
Secondary Education						
<ul style="list-style-type: none"> - Teacher attendance rate - Student attendance rate by gender - Repetition rate by gender - Number of students sitting at least 5 CSEC subjects, including English and Maths (general & technical) - % of students passing 5 CSEC subjects, including English and Maths (general & technical) - % of students achieving grades 1,2 or 3 in English - % of students achieving grades 1,2 or 3 in Mathematics - % of students enrolled in the Sciences - Number of students with IEPs 						
School Sports & Co-Curricular Activities (Primary and Secondary)						
<ul style="list-style-type: none"> - % of schools with Physical Education as part of core curriculum (primary and secondary) - Number of PE teachers by school level - % of trained personnel in Physical Education at schools - Number of trained PE personnel by area of specialization 						

Box 1: Monitoring Indicators - Quantitative

	Base line Indicator	2009	2010	2011	2012	2013
School Sports & Co-Curricular Activities (Primary and Secondary)						
<ul style="list-style-type: none"> - % of students sitting CXC Physical Education - % of students passing CXC Physical Education - % of schools using Physical Education guide - Number of schools with various active sports teams (e.g. football, cricket, netball, athletics, volleyball etc) - Number of schools with < 3 co-curricular groups - Number of schools with 3 or more co-curricular groups 						
Tertiary Education						
<ul style="list-style-type: none"> - Enrolment by programme and level - % of students benefiting from financial aid services enrolment by programme - % of budget financed by non-Government contribution 						
National Enrichment & Learning Programme						
<ul style="list-style-type: none"> - Number of participants in continuing education programmes by gender - Participation in the Family Learning Programme - Number of secondary school students enrolled in enrichment programmes 						
National Commission for UNESCO						
<ul style="list-style-type: none"> - % of schools participating in Francophone/-UNESCO activities - Number of Youth projects implemented - Number of new alliances of international influence established 						
Library Services						
<ul style="list-style-type: none"> - Number of libraries with internet access - Number of computers in library premises - Number of communities serviced by bookmobile - Range of services offered to the public 						
TVET and Accreditation						
<ul style="list-style-type: none"> - Number of persons trained in NSDC programmes - Number of students/persons receiving National TVET Certification - Number of centers of Excellence developed - % of teachers trained in TVET - Enrolment in TVET programmes (old and new) - Performance of students in TVET subjects - Number of students receiving acceptance into recognized regional and international institutions or jobs with TVET certificate. - Number of schools offering TVET - Availability of information on labour market needs 						

Box 1: Monitoring Indicators - Quantitative

	Base line Indicator	2009	2010	2011	2012	2013
Educational Evaluation & Assessment						
<ul style="list-style-type: none"> - Number of schools with training manuals and assessment guidelines - % of teachers receiving training in enhanced assessment practices - % of teachers using training manuals and assessment guidelines - % of schools using enhanced assessment practices - Performance of students on revised national examinations - Performance of students from exams based on revised curricula - Number of schools which implemented curriculum and assessment policy 						
Curriculum And Materials Development						
<ul style="list-style-type: none"> - % of teachers trained in the art of integrating the lower secondary school curriculum - % of teachers teaching the integrated Lower Secondary school curriculum - % of teachers with access to support manuals for teaching integrated curricula - % of teachers with curriculum guides for integrated curriculum - Number of coordinators appointed for Revised Curricula - % of coordinators trained in use and revision of curricula - Access to revised curricula manuals at schools - Number of subjects for which textbooks and other materials are produced - Number of schools using textbooks and support materials developed - Number of schools where Curriculum and assessment Policy has been implemented - Number of teachers trained in Arts Education by level of training (both Primary and Secondary) - Number of schools equipped with Learning Labs 						

In addition to the above quantitative indicators, the unit/department will prepare qualitative reports which will be used for monitoring.

Telephone Directory



Policy and Administration	468 5207/5206/5208/5205
Human Resource Management Unit	468 5290/5237
Accounts	468 5423/5424/5213/5214
Stores and Supplies and Transport Unit	468 5226/5232
School Supervision	468 5261/5268
Education Office – District 1	450 5036
Education Office – District 2	468 5244
Education Office – District 3	468 5428
Education Office – District 4	451 7911
Education Office – District 5	454 0771
Education Office – District 6	454 6566
Education Office – District 7	459 3324
Education Office – District 8	459 5393
Student Support Services	468 5441/5444/5449
Plant and Equipment Unit	468 5255
Corporate Planning Unit	468 5259/5251
Information Technology Unit	468 5248/5247
Educational Evaluation and Assessment Unit	468 5287/5244
UNESCO	468 5273
National Enrichment and Learning Unit	468 5416
Communications Unit	468 5217
Curriculum and Materials Development Unit	452 3522
Early Childhood Education	451 7710
Library Services (Central)	452 2875
TVET and Accreditation	468 5263/5438/5439
Registry and Correspondence Unit	468 5228
Cultural Development Foundation	452 1859/5646

