

**EDUCATION SECTOR DEVELOPMENT PLAN
ST. VINCENT AND THE GRENADINES, 2014-2019**



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We are deeply grateful.

**FOREWORD BY THE HONOURABLE GIRLYN MIGUEL DEPUTY PRIME
MINISTER AND MINISTER OF EDUCATION**

The St. Vincent and the Grenadines Education Sector Development Plan (ESDP) 2014 – 2019 has been developed based on a set of goals, objectives and strategies in the education system. These goals, objectives and strategies are intended to guide developments in and enhancements to the education system in St. Vincent and the Grenadines over the next five years.

In the elaboration of the present plan, account was taken of the accomplishment of the objectives of the previous plan as well as of the gaps which remained after the development period of the latter. The methodology employed ensured that the views, ideas and interests of diverse beneficiaries and stakeholders were canvassed and incorporated so as to produce a document which would adequately meet the needs of an evolving education system, especially in a period of economic strictures.

The ESDP takes account of the current trends in education and is underpinned by a firm belief in the transformational nature and power of education. It is envisaged that the implementation of the strategies outlined in the ESDP will occasion an improvement in students’ engagement with learning, teachers’ output and an enhancement in the management and administration of the education system.

The whole encapsulates and localises the strategic imperatives outlined in the OECS Education Sector Strategy (OESS) and falls under the ambit, naturally, of the Social and Economic Development Plan of Saint Vincent and the Grenadines.

The ESDP proposes to further accomplish the articulated mission of the Ministry of Education and to meet the needs of the populace in an increasingly dynamic regional and global competitive context.

.....
Honourable Girlyn Miguel
Deputy Prime Minister and Minister of Education

ABBREVIATIONS/ACRONYMS

ACE	Adult and Continuing Education
ACCA	Association of Chartered Certified Accountants
ACCC	Association of Canadian Community Colleges
ACP	Africa Caribbean Pacific
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactive Disorder
A-Level	Advanced Level
BA	Bachelor of Arts
B Ed	Bachelor of Education
BEP	Basic Education Project
BRAGSA	Bridges Roads and General Services Authority
CANQATE	Caribbean Network for Quality Assurance in Tertiary Education
CANTA	Caribbean Association of National Training Agencies
CAP	Children Assistance Programme
CAPE	Caribbean Advance Proficiency Examination
CARICOM	Caribbean community
CARSEA	Caribbean Society of Educational Administrators
CBO	Community Based Organization
CCLSC	Caribbean Certificate of Secondary Level Competence
CDB	Caribbean Development Bank
CDT	Craft Design Technology
CDU	Curriculum Development Unit
CEE	Common Entrance Examination
CEO	Chief Education Officer
CKLN	Caribbean Knowledge and Learning Network
COHSOD	Council for Human and Social Development
COL	Commonwealth of Learning
CPA	Certified Public Accountant
CPEA	Caribbean Primary Exit Assessment
CSEC	Caribbean Secondary Examination Certificate
CSME	Caribbean Single Market and Economy
CTAP	Career Transition Assistance Plan
CTE	Career Technical Education
CTF	Canadian Teachers' Federation
CVQ	Caribbean Vocational Qualification
CXC	Caribbean Examinations Council
DASGS	Division of Arts, Sciences and General Studies (SVGCC)
D/CEO	Deputy Chief Education Officer
DEO	District Education Officer

DNE	Division of Nursing Education (SVGCC)
DOCE	Department of Continuing Education
DTE	Division of Teacher Education (SVGCC)
DTVE	Division of Technical Vocational Education (SVGCC)
EC	Eastern Caribbean
EC\$	Eastern Caribbean Dollars
ECE	Early Childhood Education
ECC	Early Childhood Centre
ECCD	Early Childhood Care and Development
ECD	Early Childhood Development
ECHO	Early Childhood Health Outreach
ECHO	Early Childhood Health Outreach
ECTEL	Eastern Caribbean Telecommunication Authority
EDEXCEL	British Examination Board, Privately owned.
ECLAC	Economic Commission for Latin America and the Caribbean
EDF	European Development Fund
EFA	Education for All
EMC	Education Monitoring Committee
EMIS	Education Management Information System
EO	Education Officer
EPIU	Education Project Implementation Unit
EPMU	Education Planning and Management Unit
EPU	Education Planning Unit
ERICTD	Education Research and Information Communication Technology Dept
ESD	Education Sector Diagnosis
ESDP	Education Sector Development Plan
FDCC	Foundation for the Development of Caribbean Children
GATS	General Agreement on Trade in Services
GCE	General Certificate of Education
GDP	Gross Domestic Product
GOSVG	Government of St. Vincent and the Grenadines
GPA	Grade Point Average
HI	Hearing Impaired
ICT	Information and Communication Technology
IFLA	International Federation of Library Associations
IJMC	Internal Joint Monitoring Committee
IT	Information Technology
JBTE	Joint Board of Teacher Education
K	Kindergarten
LDAS	Libraries, Documentation and Archives Services

LFA	Logical Framework Approach/Analysis
LFW	Lifetime Fitness and Wellness
M&E	Monitoring and Evaluation
MESA	Management, Evaluation, Supervision, and Accountability
MIS	Management Information System
MEYS	Ministry of Education Youth and Sports
MOE	Ministry of Education
MOV	Means of Verification
NCD	Non Communicable Disease
NTRC	National Telecommunications Regulatory Commission
NAEYC	National Association for the Education of Young Children
NCTVET	National Council on Technical and Vocational Education and Training
NDP	New Democratic Party
NGO	Non-Governmental Organization
NSP	Nutrition Support Programme
NTA	National Training Agency
NVQ	National Vocational Qualification (CXC)
OAS	Organisation of American States
OE	Occupational Education
OECS	Organization of Eastern Caribbean States
OEDP	OECS Education Development Project
OERU	OECS Education Reform Unit
O-Level	Ordinary Level
OVI	Objectively Verifiable Indicator
PS	Permanent Secretary
PTA	Parent Teacher Association
PVE	Professional Vocational Education
RCP	Roving Caregivers Programme
SCSN	School for Children with Special Needs
SEN	Special Education Needs
SEO	Senior Education Officer
SES	Socio Economic Status
SFP	School Feeding Programme
SMART	Specific, Measurable, Achievable, Relevant Time-bound (of Indicators)
SMS	Student Management System
SSDA	Sector Skills Development Authority
SVG	St. Vincent and the Grenadines
SVGCC	St. Vincent and the Grenadines Community College
SVGe-Net	St. Vincent and the Grenadines e-Net

SVGTU	Saint Vincent and the Grenadines Teachers' Union
TC	Technical Committee
TLE	Tertiary Level Institution
TVET	Technical and Vocational Education
TWG	Technical Working Group
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USE	Universal Secondary Education
USF	Universal Service Fund
UWI	University of the West Indies
VET	Vocational Education and Training
VI	Visually Impaired
VINSAVE	St Vincent Save the Children Fund
WAN	Wide Area Network
WE	Workforce Education
WSD	Workshop Days

SELECTED BASIC DATA
All costs given in Eastern Caribbean Dollars (EC\$)

Source: Ministry of Education

Area	150.3 sq. Miles				
Population	106,253 (Census, 2001) 101,360 (Estimate, 2002)				
GDP (2010)	1,839.70 m				
GDP per Capita	18,150.10				
Total Recurrent Revenue	502,446,000				
Total Recurrent Budget	610,174,865				
Ministry of Education, Capital Expenditure	25,337,000				
Ministry of Education, Recurrent Expenditure	104,277,246				
Government recurrent Expenditure on Education	17.08				
As percentage of Total Gov't Recurrent Expenditure	5.67				
As percentage of GDP					
Ministry of Education Recurrent expenditure by major sub-sector:	Year: 2010				
• Administration	6,476,395				
• Teaching Staff	69,722,113				
• Utilities	1,193,184				
• Teaching materials and supplies	982,950				
• Early Childhood Education	1,308,846				
• Primary Education	37,914,308				
• Secondary Education	36,011,077				
• Tertiary education	12,500,000				
EDUCATION DATA	Number of schools		Enrolment	Teachers	(Female %)
ECE	9	115	3,527	392	
Primary	59	9	13,811	877	
Secondary	19	7	10,419	680	
Tertiary	1		2,207	110	67%

(CSEC) PERFORMANCE ¹	MATH	ENG	PHYS	CHEM	BIO	5+ subjects with Math and English ²	Zero Subjects
2012	27.99%	49.97%	74.31%	70.97%	63.92%	299	94 students
2011	26.94%	68.96%	79.66%	62.56%	67.80%	307	101 students
2010	35.70%	75.48%	69.44%	70.59%	71.64%	370	<i>Not Available</i>

¹ Percentage of students returning Grades 1, 2, or 3 in the subjects listed in the CSEC examinations in a given year

² Number of students returning five or more subjects including Math and English

EXECUTIVE SUMMARY

The Government of St. Vincent and the Grenadines, Ministry of Education, decided to develop an Education Sector Development Plan (ESDP) 2012-2017 which will succeed its previous Education Sector Development Plan 2002-2007. Through international competitive bidding, the consultancy to assist the Government to develop the ESDP 2012-2017 was awarded to a team led by Professor Emeritus the Honourable Errol Miller.

Terms of Reference

The terms of reference developed by the Education Project Management Unit (EPMU) clearly set out the general objectives, the overall purpose and the specific tasks in the elaboration process which is to be undertaken in three Phases.

The General Objective

The general objective of the assignment is to assist the Ministry of Education in the development of the new ESDP 2012–2017 including:

- Strategic priorities for the development of the education sector;
- Long, medium and short-term goals to be achieved with related objectives, appropriate strategies and feasible timelines for implementation;
- Associated investment and recurrent cost requirements; and
- Design of a monitoring and review system.

Elaboration Process

This elaboration process should be done in three phases:

In **Phase 1** the Education Sector Diagnosis (ESD) will be done and the structure of the strategic action plan framework will be developed. This phase will involve a sector performance and policy review to help identify sources of success and key constraints that affected achievement of the objectives and targets of the previous plan. It will identify strengths on which to build further expansion; constraints, challenges and weaknesses that may require change in policies, and risks for which mitigation measures will be required.

Phase 2 will be focused on determination of the recommended strategies and will include projections in order to explore the feasibility of various development scenarios. Consultations will be held to inform the development of the framework and ensure stakeholder input and ownership of the plan. Based on data and costs of education and training services, funding scenarios will be developed with the help of a model. These scenarios will be based on various structural choices, options in sequencing, rates of expanding various levels of education, scenarios for generating public, private and external funds. In addition, the associated cost of the activities needs to be determined and projected to inform the financial planning necessary for both investment and recurrent cost requirements.

Phase 3 will be centred on the design of a Monitoring and Evaluation (M&E) system to manage the effective implementation of the plan that is developmental as well as recursive.

The development of the framework is to be done using as the base input from an education sector diagnosis that includes the draft reports of the Technical Working Groups (TWGs) and the results of the various consultations to be conducted with relevant stakeholders. Overall supervision of the consultancy resides with the Technical Committee chaired by the Chief Education Officer. The Permanent Secretary represents the Government of St. Vincent and the Grenadines as the Client.

Implementation of the Education Sector Diagnosis

The steps taken to conduct the ESD were as follows:

1. The consultants visited St. Vincent in early November 2011, met with the Honourable Minister of Education and Deputy Prime Minister, the Permanent Secretary, Chief Education Officer and senior staff of the Ministry of Education to discuss the implementation of the consultancy beginning with the ESD.
2. The consultants visited St. Vincent in late November 2011 and held a workshop with members of the ten Technical Working Groups (TWGs) named by the Chief Education Officer. At the workshop: the entire ESDP exercise was discussed; the role of the TWGs was explained; the tasks related to conducting the ESD were clarified and assigned with the aid of guidelines provided by the consultants; and the timetable for completion of the exercise was agreed upon.
3. The Chief Education Officer met with the leaders of the ten TWGs, the head of the planning unit and the head of the ERICTD and arranged for the support needed by the TWGs to conduct each sub-sector diagnosis.
4. The TWGs carried out their tasks between December 2011 and January 2012.
5. The TWGs submitted written draft reports by mid-January 2012.
6. The consultants revisited St. Vincent in the latter half of January 2012, conducted stakeholder consultations including having a meeting with the Cabinet of Ministers, chaired by the Honourable Prime Minister, Dr. Ralph Gonsalves. The consultants also held a one-day workshop where feedback was provided on the draft reports submitted by each TWG.
7. The TWGs submitted their reports towards the end of February and early March, 2012.
8. The consultants then prepared the ESD³.

³ The findings of the ESD were submitted to the client in a separate document.

Organization of the Education Sector Development Plan 2012-2017

The ESDP 2012-2017 is the result of many months of exhaustive discussions among MOE officials; numerous consultations with a wide range of stakeholders including Government Ministers and officials, teachers, Principals, private and public personnel, students, and parents; sifting through numerous related documents and reports; lengthy discussions and sometimes heated debates among the consultants; and the reviewing of several drafts of the many proposals that were put forward for consideration.

Chapter 1 provides the background to the development of the plan and relies heavily on: a) instructions given to the consultants and the Technical Working Groups; b) background reading; and c) the 287 page Education Sector Diagnosis submitted in March, 2012 to the various authorities. The chapter elaborates on:

- the legal framework and the various key education policies of the state;
- the socio-economic background of St Vincent and the Grenadines; the successes of the Education Sector during the period 2007 to the present; and
- the challenges and areas of concern in the education sector; and end with a brief analysis of the issues related to user fees and the financing of post-secondary and post-compulsory age education.

Chapter 2 also draws heavily on the Education Sector Diagnosis, the various consultations across St. Vincent and the Grenadines, and the inputs of education officials in the effort to construct a set of relevant, meaningful, coherent objectives, strategies, and activities for each sub-sector of the system. In keeping with the Logical Framework Approach adopted by the consultants, attempts have been made to tie all objectives and strategies to specified, verifiable indicators and targets, to define appropriate means of verification of the attainment of these indicators and targets, and to list wherever possible, issues and matters that are critical to the achievement of indicators and targets but that lie outside of the power, control or influence of implementers. The major project activities of the various sub-sectors are listed and timelines and indicative costs are associated with each activity. These arrangements make it relatively easy for decision makers to develop annual work plans over the period of the plan, and most importantly, to monitor and evaluate the plan. For ease of reference and understanding, the plan components of each sub-sector, inclusive of the introductory analysis, the objectives, strategies, indicators, activities, risks and assumptions, and action plan, have been placed together in one section of the document. More specifically, the main elements of the plan for every sub-sector are captured in three matrices. The matrices, in order of appearance, are as follows:

1. The “**General Overview Matrix**” lists very clearly and succinctly the desirable outcomes to be achieved - *Objectives*; the approaches to be pursued in order to achieve the objectives - *Strategies*; and the actions to be taken to successfully implement the strategies - *Activities*. The three components: Objectives, Strategies,

- and Activities for each sub-sector are carefully numbered and classified so that their inter-relatedness can be identified throughout the section.
2. The “**Monitoring Matrix**” is designed to operationalise objectives and strategies by listing wherever possible, appropriate metrics, targets, for judgements to be made as precisely as possible as to whether objectives and strategies are realized over time. This matrix becomes the critical piece in monitoring and assessing the success of the plan.
 3. The “**Action Plan Matrix**” elaborates on the activities that are to be completed, by providing indicative recurrent and capital costs, related time lines, and any other available and necessary quantification of inputs. All recurrent costs in the yearly columns in these matrices are in red and all capital costs are in black. In the total cost columns, however, both recurrent and capital costs are in black. These arrangements provide MOE and Ministry of Finance officials with a clear picture of the level of recurrent and capital resources required throughout the plan period. These arrangements also facilitate decisions with respect to the development of annual work plans and assist officials in defining which components of the plan might best attract external funding.

Chapter 3 defines the specific institutional arrangements that might be put in place to ensure that the plan can be adequately monitored over time.

The Appendices provide ideas and suggestions that might be useful to the implementation of the plan but were not easily and economically assimilated in the body of the document.

Despite all the efforts, it must be clear that the document is not intended to be a final blueprint. The ESDP is a strategic document of intention and hopefully commitment a set of proposals, ideas, strategies, indicators, targets, and activities that must be constantly monitored and/or revised in the context of changing internal and external circumstances in a century of rapid change and unexpected occurrences. Hopefully, however, the implementers will have the fortitude to persevere with key initiatives, even against opposition, when there is evidence that such perseverance is warranted.

The Key Informing Ideas of the ESDP 2012-2017

Central to the development of the plan are the ideas generated from participants at the various consultations on their perceptions of the ideal St. Vincent and the Grenadines and the ideal Vincentian.

The ideal St. Vincent and the Grenadines was generally defined as:

1. A society in which citizens are productive, contributing to national development, and are able to think critically.
2. A society that is self-sufficient in food.

3. A clean, peaceful and tranquil society where the rule of law is respected and upheld, and where people care for each other and the environment.
4. A society where people are given the requisite skills to develop to their full potential; where democratic ideals are respected and tolerated, where diversity (political, religious, physical) is respected; equality and equity are desirable ends; where the Lord God almighty is accepted as the supreme head of all.
5. A society where it is mandatory to have a surplus budget every year.
6. A functionally literate and reading society where children are cared for and where people appreciate their culture and seek to preserve it.

The ideal Vincentian was generally defined as:

1. A well educated, well informed, lifelong learner with good communication skills, numeracy skills, ICT skills, and employment skills.
2. A creative, critical thinker and problem-solver who practices democratic citizenship; exercises tolerance and kindness; engages in conflict resolution; practices good health and safety habits; shows respect for God, self, others, country, environment, property, and for the rule of law; and demonstrates love and caring for his fellow men.
3. A person who possesses the knowledge, skills and disposition that enables him/her to be a productive contributing citizen to the overall development of St. Vincent and the Grenadines.
4. One who is a true patriot; very open-minded, honest, of sound moral fibre; who demonstrates a high sense of responsibility, and who is an all-round positive individual.
5. One who understands the real meaning of service, not only to visitors but to all persons.
6. One who shows pride in work.
7. One who is appreciative of the arts (music, dance, drama) of himself, our culture, and being a Vincentian.

These ideas are very much in accordance with the CARICOM statements related to the Caribbean Future and The Ideal Caribbean Person as indicated below.

Caribbean Future

The Caribbean should be seen as that part of the world where the population enjoys a good quality of life with the basic needs of food, clothing, shelter, health care and employment being all virtually satisfied. The environment should be one that provides clean air and water, unpolluted seas and healthy communities - an environment that has not been destroyed by the development process.

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 and kinship values, community cohesion, and moral issues including responsibility for and accountability to 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 problems 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 and similarities between females and males as a source of mutual strength.

In addition, the many education issues that have been brought to our attention through: meetings with the Prime Minister, the Minister of Education, the TWGs, principals, teachers, students, business people, parents; the documents that we have reviewed such as the previous education sector plan, the St. Vincent and the Grenadines Education Act (2006), and various reports on education in St. Vincent and the Grenadines; and more specifically by the Terms of Reference as set out in the consultancy, are well embodied in and captured quite succinctly by the Four Pillars of Learning as defined by UNESCO: Learning to know; Learning to do; Learning to live together; and Learning to be. We have added a fifth component: Learning to enjoy living.

- **LEARNING TO KNOW** lays the foundation for learning throughout life. It refers to the basic knowledge needed to understand the environment and to meet the demands of everyday life. It includes literacy, numeracy, critical thinking, problem solving, abstract thinking and memory skills. Learning to know is about arousing curiosity and gaining the ability to think and reason. It involves **learning how to learn**, establishing networks and

having a repertoire of tools and strategies to serve that purpose. One of the core skills that educators will have to find appropriate means of measuring is a student's ability to access information quickly and efficiently by leveraging his system of human and non-human networks.

- **LEARNING TO DO** equips people with the skills and personal competencies needed to do the current jobs, and those of the future. It includes certified skills acquired through education and training as well as personal competencies such as creativity, initiative, and a willingness to take risks. It involves the ability to cope with a variety of situations, often unforeseen, complex, and contradictory by using our knowledge to manage change and effect innovation.
- **LEARNING TO LIVE TOGETHER** refers to developing an understanding of others; for their history, traditions and spiritual values which leads to respect, empathy and appreciation. It involves recognizing the rights of other people and an awareness of the similarities and the growing interdependence of all people. It is about sharing a vision and working together for a common purpose, and about solving conflicts in an intelligent peaceful and win-win way.
- **LEARNING TO BE** is about developing every person's mind, body, talents, intelligence, sensitivity and spirituality. It involves gaining the self-knowledge that one needs to act more independently, with insight, sound judgement and personal responsibility. It refers to taking one's place in the world as an individual and as a member of a family and community.
- **LEARNING TO ENJOY LIVING** is about developing the capacity to enjoy the wonders of the world: food, drink, accumulated assets, relationships, sex, work, leisure, music, art, science, literature, travel, sport, entertainment, with reasonable moderation. It involves being comfortable with oneself and recognizing that people of all races, creeds, and cultures have, through the ages and, on a continuing basis, contributed to this ever-growing store of wealth that is the patrimony of all mankind.

The Prime Minister of St. Vincent and the Grenadines, Dr. Ralph Gonsalves, at a lecture entitled Education and Independence in the 21st Century on Wednesday, November 2, 2011 at the Methodist Church Hall in Kingstown, put forward the view that education and training in the Caribbean and Vincentian contexts have four functions to satisfy:

1. To train critical minds fit to receive and transmit universal culture, including science and technology, but with a Caribbean/Vincentian particularity;
2. To produce skilled workers, including professionals, with sound attitudes to work, for the modern, competitive production apparatus;
3. To inculcate a core of tried and tested values, including honesty, discipline, Godliness, resident in our Caribbean civilization and its Vincentian component; and

4. To shape well-rounded personalities and healthy beings for life, living and production.

The goal of the Ministry of Education in St. Vincent and the Grenadines is given as:

A well-managed, effective and efficient education system based on national policies of inclusion and transparency.

The mission of the Ministry of Education is:

To provide all persons of the state, with opportunities appropriate to their developmental needs through the provision of quality Education – academic, technical/vocational, moral and physical – which will equip them with the values, attitudes, knowledge and skills necessary for creating and maintaining a productive, innovative and harmonious society.

Recent studies carried out in St. Vincent and the Grenadines on the issues of economic and social development, point to:

- the acute need for well-educated and trained personnel to meet critical labour market needs;
- the existence of high private demand for education and training; and
- the existence of a reasonable education and training platform on which to construct an appropriate system.

However, the studies also point to:

- the lack of an appropriate integrated system of education and training;
- the fragmented nature of the various key education and training institutions;
- the general perception that TVET is for slow learners or at least low-performing students, paradoxically enough in the areas of literacy, numeracy, and science;
- the lack of appropriate incentives to channel good students into needed TVET fields;
- the lack of appropriate public/private sector arrangements for defining, developing, and financing relevant, high quality post-basic education and training.

It is recognized that modern development requires a high-performance TVET system. However, a system that attempts to squeeze TVET preparation into the secondary school years (11-16) is likely to be counter-productive in the 21st century. It is argued that humans are basically children before the age of 18 years. The vast majority of such youngsters are generally not emotionally prepared for employment, entrepreneurship, or even higher education.

The expectation that 16 year olds can generally be dumped onto the labour market in a 21st century environment is unsupportable and only serves to give an inflated view of unemployment, but unemployment nonetheless, with the inevitable consequences of youth frustration, all-day liming on the block, falling prey to predators of all types, high teenage pregnancy rates,

involvement in undesirable pursuits, social unrest, and continued sub-optimal social and economic development.

In general, it appears that the complexity and dynamic nature of modern educational challenges and the urgency of the situations require bold and timely responses, not simply tinkering around the edges of existing strategies and approaches. Indeed, across the world in modern times, incremental and evolutionary approaches and “Make haste slowly” policies have not produced desired results, and are unlikely to produce meaningful results in the fast-moving, complex environment of the 21st century in which people are ushered into tomorrow’s realities before they come to grips with today’s issues and challenges.

The overall plan, ESDP 2014-2019, is based on the assumption that the country is prepared to define and implement a relevant, equitable, sustainable, dynamic, integrated system of life-long education and training of high quality building upon the foundation that has been laid in recent times (see Appendix 4 for outline).

The ESDP 2014-2019 has been constructed on the sub-sector approach using ten sub-sectors: Early childhood Education; Primary Education; Secondary Education; Tertiary Education; Technical, Vocational Education and Training; Adult and Continuing Education; Special Education; Teacher Education and the Teaching Profession; Libraries, Documentation and Archives; and Management, and Administration and Governance.

For ease of analysis, the major objectives and related strategies of these sub-sectors have generally been grouped into six categories or areas of focus as listed below.

AREAS OF FOCUS	CLARIFICATION
ACCESS AND PARTICIPATION	Enrolment and actual participation
QUALITY OF EDUCATION	Relevant curriculum (Adapted and adjusted to meet the needs of individuals, communities, and nation in the context of functioning in a sub-regional, regional, and international world) Appropriate physical facilities, equipment and materials Appropriate teaching strategies and atmosphere High student performance
EFFICIENCY	Internal External
EQUITY	Equity of: Access/participation Quality Efficiency Assessed by Gender, SES, geographical location, ethnicity, etc.
MANAGEMENT, LEADERSHIP, GOVERNANCE	Leadership function Management, operational function Information/communication function Research and development function Monitoring and evaluation function Community/Stakeholder involvement
COMMUNITY AND STAKEHOLDER INVOLVEMENT	Two-way communication and involvement with community and stakeholders (students; parents; private sector; public sector; regional, sub-regional and international agencies and partners)

The plan considered a curriculum at the basic education level (ECE, PRI, SEC) consisting of **Core Subjects** (English/communication skills, Mathematics/Numeracy, Science, and Technology); **Foundation areas** (Social studies/Civics⁴, History, Geography, Strategic Foreign Languages, ICT); **Music, Art, Dance; Sports/hobbies and recreational pursuits; Lifetime Fitness and Wellness**; and the **Cross-curricular themes**: (Critical Thinking; Creativity; ICT usage and issues; Enterprise; Team Work; Values; Problem solving; Utilization of knowledge and skills for practical purposes; Development of Emotional Intelligence) integrated into all areas of the general curriculum referred to above.

The notion of Cross-curricular Themes as used here is not synonymous with “Interdisciplinary Teaching”. The themes that are recommended above are themes that are meaningful and relevant to every subject in the curriculum; themes that presumably will energize and bring alive the subject and the students who pass through the school system. The approach is not intended to force the already over-burdened subject teachers to delve into other subject areas that they might not have the competence to deal with as is the common complaint with Interdisciplinary Teaching.

The view is put forward that Technology⁵ (not to be confused with, or restricted to Information Technology) should be a staple in the education development of all students, starting from the earliest levels of primary education. Technology is defined in this context as “**Industrial Technology**”⁶ which is concerned with the various branches of technology that relate to current everyday life such as: Communications Technology, Construction Technology, Manufacturing Technology, and Transportation Technology, among others. These specific areas would be studied as follows:

1. **Communications Technology** (the focus would be on computers, cell phones, and other communication devices, how they are used, and how they work).
2. **Construction Technology** (how buildings, bridges, etc are designed and built and the various sub-systems of such structures such as plumbing, electrical, cooling, security, etc.)
3. **Manufacturing Technology** (process of manufacturing consumer and commercial goods, and how the manufacturing system works within and across countries).
4. **Transportation Technology** (understanding the complex processes and devices that undergird modern transportation; understanding the internal combustion engine and

⁴**Civics**: helping students to gain a fundamental understanding of their system of political governance; the major institutions of democracy in their country; their rights and responsibilities; the intricate, dynamic issue of balancing individual rights and the common good; developing a keen sense of **empathy**; and how these arrangements, issues, and institutions can be used to the benefit of all in the society.

⁵ See a more extensive discussion in the TVET sub-sector component in Chapter 2

⁶ The set of Technology areas that can be studied would vary significantly and would depend on the resources available and their relevance to a given society. As many as 14 areas are studied in some advanced countries.

other sub-systems in motor vehicles; understanding aerodynamics and how aeroplanes fly, etc.)

ICT would be heavily used here for various illustration and simulation purposes. Such an arrangement would require minimal laboratory facilities and of course would obviate the need for the purchase and maintenance of large quantities of expensive, rapid obsolescent equipment and facilities and, moreover, would help students significantly in making more informed decisions about selecting areas of work that might better suit their aptitudes and attitudes.

Students could be engaged in discourse that would help them to understand or at least come to grips with issues such as:

- The realities of employment in these areas;
- The range of employment opportunities in these areas;
- The upsides and downsides of these technologies; and
- Projections of the state of technological developments twenty or thirty years in the future.

Technical, vocational education and training, and skills training would then be constructed on the foundation that would have been laid during the earlier years of engagement in technology at the primary and secondary levels. It is hoped too that this progression would help to cement in the minds of young students the critical need for a good basic education and in particular, the relevance of and the need to focus on language skills, mathematics, ICT, science and entrepreneurial understanding and skills. Hopefully too, students will see the necessity of the concept of being life-long learners.

In the context of the notion of developing an integrated life-long education and training system, emphasis has been placed on the need to define and clarify the roles of the various key sub-sectors such as Secondary Education, TVET, Adult and Continuing Education, and Tertiary Education so that the benefits to the community are optimized rather than wasted in needless duplication and confrontations over turf.

The quality of the teaching force is a critical factor in providing high quality education. Accordingly, the Division of Teacher Education of the SVGCC would have to play a major role in the pre-service and in-service training of teachers in the new environment. Focusing on ICT, the integration of the several cross-curricular themes referred to above, and the need to deal with the new area of industrial technology will require much effort and ingenuity on the part of the teacher training institutions.

Significant focus is also placed on curriculum matters. The point must be made, however, that the effort, time and cost involved in developing, pilot testing, and reaching consensus on curriculum and curriculum materials is massive. Scarce resources should therefore not be frittered away on developing new curriculum and curriculum materials when existing curriculum and materials can be effectively utilized with appropriate revision, adjustments, or with the use

of supplemental ideas. In particular, since most curriculum development initiatives are pursued on a regional or sub-regional basis, the focus here must be primarily on adjusting and tweaking current curriculum to meet the specific needs of local students and the local environment with emphasis on: relevance; the integration of ICT into the teaching/learning process; and the integration of cross-curricular themes in all subject areas as referred to above. This should be done with the understanding that arrangements would be put in place at the regional and/or sub-regional level to conduct substantial curriculum reviews (focusing on relevance, objectives, content, methods, assessment) every 4-5 years.

It is recommended that significant emphasis be placed on Music, and Lifetime Fitness and Wellness programmes for all students and throughout the basic education years. The plan also makes a case for more intensive community use of school property, buildings and facilities.

Given the many changes envisaged under the plan, and the many demands that will be placed on school Principals, it is difficult to expect that primary school Principals, especially in large schools, will be able to provide the required management and leadership of these institutions without appropriate secretarial and clerical support services. It is therefore proposed that in general, appropriately qualified candidates be appointed to, among other things: provide varied administrative and clerical support; assist with correspondence and communications; establish and maintain an appropriate filing and financial system; and maintain data systems in accordance with school and MOE requirements.

In an effort to monitor and manage the overall system of basic education appropriately, the recommendation is made that there be some decentralization or decongestion of the administration of the system. The current arrangements funnel every issue of concern from principals, and teachers to the Chief Education Officer and/or the Permanent Secretary. This is ineffective and counterproductive in every conceivable way. It is proposed that the country be sub-divided into five to eight education districts defined in the most convenient, efficient, and effective manner to minimize distance between the schools involved and to maximize cohesion between schools, community, curriculum officers, counsellors, and related personnel and units of the Ministry of Education.

Each district should consist of a cluster of schools supervised by a District Education Officer (DEO) who would be given responsibilities. In general, the DEO's responsibilities would include:

- assisting schools in formulating goals, objectives and strategies relevant to the needs of the students and community that they serve, and in accordance with the expressed goals and objectives of the Ministry of Education;
- assisting schools in successfully pursuing their goals and objectives;
- assisting schools in developing appropriate team building and self-assessment arrangements in pursuit of quality improvement;

- coordinating, managing and monitoring the efforts of schools in the district;
- helping schools to involve and communicate with the community; and
- managing the District Office.

It is expected that the district office would be supported by a secretary/administrator and minimal ancillary staff in the initial stages. If financial allocations are made directly to schools, a bursar would be required to assist schools in setting up appropriate accounting systems and procedures. The district office would also be used as a meeting place for principals and teachers in the district; as a resource centre for principals and teachers; as a venue for workshops and seminars; and as a place for interaction between the community and education officials. DEOs can be supervised by the D/CEO (Instruction) or by the Education Officer for primary/secondary schools or by the Chief Education Officer directly.

The start-up cost per district for the first year of operation is estimated at EC\$230,000 made up of EC\$47,190 for capital expenditure, and EC\$181,500 for recurrent expenditure. Subsequent annual cost is estimated at the recurrent figure of EC\$181,500 per district. It is recommended that the MOE should first determine the number of districts required for optimal effect, and the schools that fall within each district. The MOE might then develop a plan for the order in which the various districts are brought on stream.

Recommendations are made for the effective monitoring and evaluation of the education plan. The three pillars on which the M & E arrangements are constructed are defined in Chapter 3 as:

1. The Education Monitoring Committee (EMC)
2. The Internal Joint Monitoring Committee (IJMC); and
3. The Annual One-Day Review Meeting with the Parliament and the Public

The Education Monitoring Committee (EMC) is conceptualized as the main policy-making body, consisting of the Minister of Education; top level MOE staff; representatives of the Ministry of Planning/Finance and other selected Ministries; relevant Agencies; and major relevant stakeholder groups as deemed to be important to the implementation of the plan.

The Internal Joint Monitoring Committee (IJMC) is conceptualized as consisting of: senior MOE staff; members of the Technical Committee; representatives from the Technical Working Groups; and technical core representatives.

The roles of the IJMC will be:

- to oversee the implementation of the plan in a comprehensive way;
- to ensure that activities specified under the monitoring system are appropriately executed;

- to ensure information exchange and coordination among the different departments implementing the plan; and
- to make adjustments in the plan as might be required from time to time and in keeping with policy specified by the IMC.

The Annual One-Day Review Meeting with the Parliament and the Public is conceptualized as an open, interactive meeting carried by the media, at which the Ministry of Education provides a comprehensive report to the Parliament and to the nation on the state of health of education in the nation, and receives appropriate feedback from the community that it serves.

SUMMARY OF MAIN ESDP OBJECTIVES BY SUB-SECTOR

1. THE ESDP OBJECTIVES OF THE EARLY CHILDHOOD EDUCATION (ECE) SUB-SECTOR ARE TO:

- 1. FACILITATE THE FULL PARTICIPATION OF CHILDREN FROM INDIGENT AND POOR HOMES IN ECE.**
- 2. IMPROVE THE QUALITY OF EARLY CHILDHOOD EDUCATION SERVICES FOR ALL CHILDREN.**
- 3. IMPROVE EXTERNAL EFFICIENCY IN ALL CENTRES.**
- 4. FACILITATE EQUITABLE ACCESS TO ECE.**
- 5. TO IMPROVE THE MANAGEMENT, MONITORING, SUPERVISION AND COORDINATION OF ECE CENTRES ACROSS THE STATE.**
- 6. INVOLVE PARENTS AND KEY STAKEHOLDERS IN THE PROCESS OF ECE.**

SEE pages 33-39 for elaboration of related issues, challenges, accomplishments, ESDP strategies, activities, action plan, and cost estimates.

2. THE ESDP OBJECTIVES OF THE PRIMARY EDUCATION SUB-SECTOR ARE TO:

- 1. IMPROVE THE QUALITY OF PRIMARY EDUCATION FOR ALL CHILDREN.**
- 2. ENSURE EQUITY IN PRIMARY EDUCATION.**
- 3. ENSURE EFFICIENCY (INTERNAL AND EXTERNAL) IN PRIMARY EDUCATION.**
- 4. IMPROVE THE MANAGEMENT OF PRIMARY SCHOOLS.**
- 5. INVOLVE PARENTS AND OTHER STAKEHOLDERS IN MEANINGFUL WAYS IN THE PROCESS OF PRIMARY EDUCATION.**

See pages 46-56 for elaboration of related issues, challenges, accomplishments, ESDP strategies, activities, action plan, and cost estimates.

3. THE ESDP OBJECTIVES OF THE SECONDARY EDUCATION SUB-SECTOR ARE TO:

- 1. IMPROVE THE QUALITY OF SECONDARY EDUCATION FOR ALL STUDENTS.**
- 2. IMPROVE EARNED PROMOTION RATES THROUGH SECONDARY FORMS AND TO IMPROVE EARNED TRANSMISSION RATES TO TERTIARY EDUCATION AND THE WORLD OF WORK.**
- 3. ENSURE EQUITY IN SECONDARY EDUCATION.**
- 4. IMPROVE THE MANAGEMENT OF SECONDARY SCHOOLS.**
- 5. INVOLVE PARENTS AND OTHER STAKEHOLDERS IN MEANINGFUL WAYS IN THE PROCESS OF SECONDARY EDUCATION.**

See pages 64-73 for elaboration of related issues, challenges, accomplishments, ESDP strategies, activities, action plan, and cost estimates.

4. THE ESDP OBJECTIVES OF THE TERTIARY EDUCATION SUB-SECTOR ARE TO:

- 1. PLAY A LEAD ROLE IN INTEGRATING THE TERTIARY SUB-SECTOR INTO A NATIONAL SYSTEM OF LIFE-LONG EDUCATION AND TRAINING IN THE STATE.**
- 2. INCREASE ACCESS TO AND PARTICIPATION IN POST-COMPULSORY-AGE EDUCATION AND TRAINING, AND HIGHER EDUCATION IN ST. VINCENT AND THE GRENADINES.**
- 3. IMPROVE QUALITY AND RELEVANCE OF PROGRAMMES/COURSES, AND OFFERINGS.**
- 4. IMPROVE EQUITY IN TERTIARY EDUCATION.**
- 5. EXPAND AND IMPROVE STUDENTS' SERVICES AND WELFARE.**
- 6. IMPROVE STAFF DEVELOPMENT, STAFF ASSESSMENT, AND STAFF WELFARE ARRANGEMENTS.**
- 7. IMPROVE AND EXPAND PHYSICAL FACILITIES AND RESOURCES AT SVGCC IN A PLANNED AND SYSTEMATIC MANNER.**
- 8. IMPROVE MANAGEMENT, ADMINISTRATION AND GOVERNANCE OF TERTIARY EDUCATION.**
- 9. INVOLVE ALL STAKEHOLDERS IN MEANINGFUL WAYS IN THE DEVELOPMENT OF TERTIARY EDUCATION.**

See pages 81-93 for elaboration of related issues, challenges, ESDP strategies, activities action plan and cost estimates.

5. THE ESDP OBJECTIVES OF THE TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) SUB-SECTOR ARE TO:

- 1. PLAY A LEAD ROLE IN DEVELOPING A NATIONAL, INTEGRATED SYSTEM OF LIFE-LONG EDUCATION AND TRAINING FOR SVG.**
- 2. EXPAND THE RANGE OF TVET PROGRAMMES AND COURSES OFFERED BY THE TVET CENTRES.**

- 3. IMPROVE THE QUALITY OF TVET PROGRAMMES/COURSES OFFERED BY THE TVET CENTRES.**
- 4. IMPROVE EXTERNAL AND INTERNAL EFFICIENCY OF THE TVET CENTRES.**
- 5. INCREASE EQUITABLE ACCESS TO AND PARTICIPATION IN TVET CENTRE COURSES AND PROGRAMMES IMPROVE THE MANAGEMENT OF THE VARIOUS PROGRAMMES, COURSES AND CENTRES.**
- 6. IMPROVE THE MANAGEMENT OF THE SUB-SECTOR AND THE VARIOUS CENTRES.**
- 7. ESTABLISH EFFECTIVE STAKEHOLDER PARTNERSHIP AND GENERAL INVOLVEMENT IN THE WORK OF THE TVET SUB-SECTOR.**

See pages 105-112 for elaboration of related issues, challenges, accomplishments, ESDP strategies, activities, action plan, and cost estimates.

- 6. THE ESDP OBJECTIVES OF THE ADULT AND CONTINUING EDUCATION (ACE) SUB-SECTOR ARE TO:**
 - 1. PLAY A LEAD ROLE IN DEVELOPING A NATIONAL, INTEGRATED SYSTEM OF LIFE-LONG EDUCATION AND TRAINING FOR SVG.**
 - 2. EXPAND THE RANGE AND RELEVANCE OF ACE PROGRAMMES AND COURSES.**
 - 3. IMPROVE THE QUALITY OF PROGRAMMES AND COURSES OFFERED BY THE ACE SUB-SECTOR.**
 - 4. IMPROVE INTERNAL AND EXTERNAL EFFICIENCY OF THE ACE SUB-SECTOR.**
 - 5. ACHIEVE EQUITABLE ACCESS TO THE VARIOUS ACE OFFERINGS.**
 - 6. IMPROVE THE MANAGEMENT OF THE ACE SUB-SECTOR.**
 - 7. ESTABLISH EFFECTIVE STAKEHOLDER PARTNERSHIPS AND GENERAL INVOLVEMENT IN THE WORK OF THE ACE SUB-SECTOR.**

See pages 119-125 for elaboration of related issues, challenges, accomplishments, ESDP strategies, activities, action plan, and cost estimates.

- 7. THE ESDP OBJECTIVES OF THE SPECIAL EDUCATION NEEDS (SEN) SUB-SECTOR ARE TO:**
 - 1. TO PROVIDE APPROPRIATE ACCESS TO EDUCATION FOR ALL SEN CHILDREN IN SVG.**
 - 2. TO IMPROVE THE QUALITY OF EDUCATION TO STUDENTS WITH SEN.**
 - 3. TO IMPROVE EQUITY OF ACCESS AND PARTICIPATION FOR SEN CHILDREN.**
 - 4. TO IMPROVE MANAGEMENT AND ADMINISTRATION OF THE SUB-SECTOR.**
 - 5. TO INVOLVE PARENTS AND OTHER STAKEHOLDERS IN THE EDUCATION PROCESS FOR STUDENTS WITH SPECIAL NEEDS.**

See pages 131-137 for elaboration of related issues, challenges, accomplishments, ESDP strategies, activities, action plan, and cost estimates.

8. THE ESDP OBJECTIVES OF THE TEACHING PROFESSION SUB-SECTOR ARE TO:

- 1. IMPROVE THE QUALITY OF TEACHING IN THE CRITICAL AREAS OF: ENGLISH/MATHEMATICS AND SCIENCE.**
- 2. WIDEN THE SCOPE OF TRAINING TO MEET NEW TEACHER TRAINING DEMANDS IN THE EDUCATION SYSTEM.**
- 3. FACILITATE CONTINUOUS IN-SERVICE DEVELOPMENT OF THE TEACHING FORCE.**
- 4. SYSTEMATICALLY PROVIDE FOR THE PROFESSIONAL DEVELOPMENT OF TEACHER TRAINERS.**
- 5. IMPROVE REWARDS, INCENTIVE ARRANGEMENTS, AND WORKING CONDITIONS FOR TEACHERS.**
- 6. IMPROVE AND MAKE MORE TRANSPARENT THE ARRANGEMENTS FOR TEACHER APPOINTMENTS AND CONTINUED EMPLOYMENT OF TEACHERS.**

See pages 143-149 for elaboration of related issues, challenges, accomplishments, ESDP strategies, activities, action plan, and cost estimates

9. THE ESDP OBJECTIVES OF THE LIBRARIES, DOCUMENTATION AND ARCHIVES SUB-SECTOR ARE:

- 1. TO IMPROVE THE QUALITY OF LIBRARY SERVICES.**
- 2. TO INCREASE USER PARTICIPATION OF LIBRARY RESOURCES AND SERVICES THROUGH THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES.**
- 3. TO ENHANCE THE SCHOOL LIBRARY SYSTEM.**
- 4. TO DEVELOP AND PROMOTE A POSITIVE IMAGE OF THE PROFESSION AND THE DEPARTMENT OF LIBRARIES.**
- 5. TO DEVELOP AND STRENGTHEN THE ADMINISTRATIVE STRUCTURE OF THE DEPARTMENT OF LIBRARIES.**

See pages 156-159 for elaboration of related issues, challenges, accomplishments, ESDP strategies, activities, action plan, and cost estimates.

10(a). THE ESDP OBJECTIVES OF THE MANAGEMENT, ADMINISTRATION AND GOVERNANCE SUBSECTOR (ADMINISTRATIVE SECTION) ARE:

- 1. TO DEFINE AND DEVELOP A FULLY INTEGRATED, DYNAMIC, NATIONAL SYSTEM OF LIFELONG EDUCATION AND TRAINING.**
- 2. TO IMPROVE EFFICIENCY OF MANAGEMENT AND ADMINISTRATIVE FUNCTIONS WITHIN THE MINISTRY.**
- 3. TO IMPROVE POLICY FORMULATION AND DECISION-MAKING PROCESSES WITHIN THE MINISTRY.**
- 4. TO INCREASE NATIONAL INVOLVEMENT IN EDUCATION.**
- 5. TO IMPROVE COMMUNICATION AMONG VARIOUS EDUCATION STAKEHOLDERS.**

6. TO CONSTRUCT NEW HEADQUARTERS TO HOUSE ALL DIVISIONS OF THE MINISTRY.

See pages 166-172 for elaboration of related issues, challenges, accomplishments, ESDP strategies, activities, action plan, and cost estimates.

10(b). THE ESDP OBJECTIVES OF THE MANAGEMENT, ADMINISTRATION AND GOVERNANCE SUB-SECTOR (PROFESSIONAL SECTION) ARE:

- 1. TO PLAY A LEAD ROLE IN DEFINING AND DEVELOPING A FULLY INTEGRATED NATIONAL SYSTEM OF LIFE-LONG EDUCATION AND TRAINING FOR SVG.**
- 2. TO IMPROVE EFFICIENCY AND EFFECTIVENESS IN LEADERSHIP AND MANAGEMENT OF EDUCATIONAL INSTITUTIONS.**
- 3. TO REVIEW AND IMPROVE THE CURRICULUM IN ALL SUB-SECTORS.**
- 4. TO RAISE THE ACHIEVEMENT LEVELS OF ALL STUDENTS.**
- 5. TO IMPROVE EFFECTIVENESS, EFFICIENCY, ACCURACY AND TIMELINESS IN EDUCATION DATA COLLECTION, AND IN THE USE OF SUCH DATA TO IMPROVE STUDENT ACHIEVEMENT.**
- 6. TO ENSURE THAT ALL EDUCATION INSTITUTIONS ARE WELCOMING, HEALTHY, AND SAFE ENVIRONMENTS FOR STUDENTS AND STAFF.**
- 7. TO INVOLVE PARENTS AND OTHER STAKEHOLDERS (LOCAL, REGIONAL, INTERNATIONAL) IN MEANINGFUL WAYS IN THE EDUCATION PROCESS.**

See pages 179-188 for elaboration of related issues, challenges, accomplishments, ESDP strategies, activities, action plan, and cost estimates

11(a). THE ESDP OBJECTIVES RELATED TO THE PROPOSAL FOR MORE INTENSIVE COMMUNITY USE OF SCHOOL PROPERTY, BUILDINGS AND FACILITIES ARE TO:

- 1. ESTABLISH APPROPRIATE POLICY WITH RESPECT TO THE COMMUNITY USE OF SCHOOL PROPERTY, BUILDINGS AND FACILITIES.**
- 2. ENSURE THAT APPROPRIATE ARRANGEMENTS ARE MADE IN THE PLANNING AND DESIGN OF ALL SCHOOL PROPERTY, BUILDINGS AND FACILITIES.**
- 3. ESTABLISH APPROPRIATE FRAMEWORKS (RULES, REGULATIONS, AND PENALTIES) WITH RESPECT TO THE PROCEDURES AND ARRANGEMENTS FOR THE COMMUNITY USE OF SCHOOL PROPERTY, BUILDINGS AND FACILITIES.**
- 4. ESTABLISH ARRANGEMENTS FOR THE MONITORING AND EVALUATION OF THE POLICY.**

See pages 189-190 for elaboration of related strategies

11(b). ESDP OBJECTIVES FOR THE PROPOSED MUSIC EDUCATION PROGRAMME

- 1. TO DEFINE DEVELOP AND DELIVER A COMPREHENSIVE MUSIC EDUCATION PROGRAMME FOR SCHOOLS.**
- 2. TO DELIVER A GOOD QUALITY MUSIC PROGRAMME FOR ALL STUDENTS DURING THEIR BASIC EDUCATION YEARS.**
- 3. TO FACILITATE EQUITABLE ACCESS TO MUSIC EDUCATION.**
- 4. TO SET UP APPROPRIATE MANAGEMENT STRUCTURES AND ARRANGEMENTS FOR MUSIC EDUCATION ACROSS THE STATE.**
- 5. TO INVOLVE PARENTS AND KEY STAKEHOLDERS IN THE PROGRAMME OF MUSIC EDUCATION.**

See pages 193-197 for elaboration of related issues, challenges, accomplishments, ESDP strategies, activities, action plan, and cost estimates

11(c). ESDP OBJECTIVES FOR THE PROPOSED LIFETIME FITNESS AND WELLNESS (LFW) PROGRAMME ARE:

- 1. TO DEFINE DEVELOP AND DELIVER A COMPREHENSIVE LIFETIME FITNESS AND WELLNESS PROGRAMME FOR SCHOOLS.**
- 2. TO PROVIDE A GOOD QUALITY AGE-APPROPRIATE LIFETIME FITNESS AND WELLNESS PROGRAMME FOR ALL STUDENTS DURING THEIR BASIC EDUCATION YEARS.**
- 3. TO FACILITATE EQUITABLE ACCESS LIFETIME FITNESS AND WELLNESS EDUCATION AND TRAINING.**
- 4. TO SET UP APPROPRIATE MANAGEMENT STRUCTURES AND ARRANGEMENTS FOR THE DELIVERY AND COORDINATION OF LIFETIME FITNESS AND WELLNESS PROGRAMMES ACROSS SCHOOLS.**
- 5. TO INVOLVE PARENTS AND COMMUNITY IN THE LIFETIME FITNESS AND WELLNESS PROGRAMME.**

See pages 201-205 for elaboration of related issues, challenges, accomplishments, ESDP strategies, activities, action plan, and cost estimates

CHAPTER 1 INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

The Government of St. Vincent and the Grenadines (GOSVG), in 2010, decided to develop an Education Sector Development Plan (ESDP) to succeed the ESDP 2002– 2007. During the period 2002 to 2010 the Government of St. Vincent and the Grenadines embarked on major reforms in the education sector, an undertaking that has been dubbed ‘the Education Revolution’. The principal focus of the Education Revolution has been:

- Increasing access to early childhood and tertiary education;
- Universal access to secondary education;
- Improving the quality and relevance of educational outcomes;
- Streamlining and enhancing the management functions at both the central and decentralized levels within the education sector;
- Instituting curriculum reforms across the education system in both formal and informal sectors;
- Providing all educational institutions with broad-band access to the internet; and
- Providing students and teachers at the primary and secondary levels with one laptop (net-book) each.

These wide-ranging reforms were financed by a combination of grants, loans and credits from several donor and multilateral lending agencies, including the European Union (EU), The World Bank (WB), the Caribbean Development Bank (CDB) and the Government of St. Vincent and the Grenadines (GOSVG).

It is within the context of the accomplishments of the ESDP 2002 – 2007, and initiatives not originally included in that ESDP, as well as provisions of the Education Act 2006, that the GOSVG decided to develop a new ESDP. When approached by the GOSVG, the CDB gave their support to the development of the new ESDP.

The GOSVG and the CDB agreed that consultancy services would be required to support the Government in reviewing ESDP 2002 – 2007 and developing an elaborated future strategic plan for the development of the education sector, that would provide a blueprint for the work to be done in human resource development within St. Vincent and the Grenadines (SVG). The intention is that the new ESDP will articulate the optimal configuration for human capital development for the continuing economic and social transformation of the St. Vincent and the Grenadines society and position the country to maximize its niche advantages in the regional and global communities. Such a configuration should reflect the state-of-the-art in systemic quality, and elaborate a plan towards an education system for the future.

1.2 TERMS OF REFERENCE

The Terms of Reference developed for the Consultancy by the Ministry of Education set out the general objectives, the overall purpose and the specific tasks in the elaboration process which were to be undertaken in three Phases. Each of these is set out in turn.

The General Objective

The general objective of the assignment is to assist the Ministry of Education (MOE) in the development of the new ESDP 2014 – 2019 including:

- Strategic priorities for the development of the education sector;
- Long, medium and short-term goals to be achieved with related objectives, appropriate strategies and feasible timelines for implementation;
- Associated investment and recurrent cost requirements; and
- Design of a monitoring and review system.

The development of the framework is to be done using as base input an education sector diagnosis, the draft reports of the Technical Working Groups (TWGs) and the results of the various consultations to be conducted with relevant stakeholders.

The Overall Purpose

The overall purpose of this process is to review the long-term ESDP in light of the Education Act of 2006, the current status of and the emerging challenges within the sector. In order to successfully complete this revision, analytical and planning activities are needed to:

- Provide an in-depth review of the education and training system;
- Review the prevailing policies and financing arrangements;
- Develop an overall plan which is in line with the Government's commitment to the National Education Reform Programme;
- Harmonize targets, financing, policies and sequencing; and
- Discuss the new ESDP and the key policies with stakeholders.

The desired result is a coherent, strategic framework that will define the long, medium and short-term goals to be achieved with related objectives, appropriate strategies and feasible timelines for implementation.

The Elaboration Process

This elaboration process should be done in three phases. In **Phase 1**, the Education Sector Diagnosis (ESD) will be done and the structure of the strategic action plan framework will be developed. This phase will involve a sector performance and policy review to help identify sources of success and key constraints that affected achievement of the objectives and targets of the previous plan. It will identify strengths on which to build further expansion; constraints, challenges and weaknesses that may require change in policies, and risks for which mitigation measures will be required.

Phase 2 will be focused on the determination of the recommended strategies and will include projections in order to explore the feasibility of various development scenarios. Consultations will be held to inform the development of the framework and ensure stakeholder input and ownership of the plan. Based on data and costs of education and training services, funding scenarios will be developed with the help of a model. These scenarios will be based on various structural choices, options in sequencing, rates of expanding various levels of education, and scenarios for generating public, private and external funds. In addition, the associated cost of the activities needs to be determined and projected to inform the financial planning necessary for both investment and recurrent cost requirements. Indicative costs will be estimated and consolidated to develop a cost and financing framework detailing capital and recurrent costs. These will be the basis for overall programming and projectisation of the various initiatives as well as informing the annual action plans of the MOE.

Phase 3 will be centred on the design of a Monitoring and Evaluation (M&E) system to manage the effective implementation of the plan that is developmental as well as recursive. The M&E framework will typically present a matrix of key indicators with the monitoring processes to be implemented and the monitoring structures to be institutionalized at the various levels of management - school, district, department and ministry. The exercise will provide an opportunity for regular (i.e., annual) re-examination of the strategic framework and allow for national consensus on the policies, strategies, priorities, targets and programmes, and mobilize the support of partners to facilitate implementation of the plan. The degree of consultation reflects the commitment to a participatory process that recognises the interest and stake of all partners and invites them to be a part of the reconstruction of the education sector.

The Technical Committee, (TC) comprised of three or four educational experts and chaired by the Chief Education Officer (CEO) or Designate, will be the main counterpart support to the Consultants. It will be the main working group providing overall technical support to the plan-development process and facilitating the work of the Consultants. The secretariat of the TC will be the Education Planning Unit.

The Technical Working Groups (TWGs) are critical to the elaboration of the strategic plan as well as enhanced ownership of the finished product, principally because they will be the focal points to support the technical implementation of the plan in due course. The overall function of the TWGs is to ensure that the accumulated knowledge, expertise and experience in the MOE are captured in a systematic way and inform the final product. Their role is to provide informed input into the analysis, identification and projection of the priority areas, goals and strategies to be recommended.

Education Sector Diagnosis: Process and Methodology

The Terms of Reference specified that Phase 1 of the development of the new ESDP would be the conduct of an Education Sector Diagnosis (ESD). Phase 1 also coincided with the commencement of the Consultancy.

1.3 PROCEDURES

Team members, Professor Errol Miller and Dr. George Forde, commenced the Consultancy with a two-day Planning Visit to St. Vincent and the Grenadines on November 3 and 4, 2011. The Team had separate meetings with the Honourable Minister of Education and Deputy Prime Minister, Mrs. Girlyn Miguel, Permanent Secretary, Mrs. Nicole Bonadie-Baker, Chief Education Officer, Ms. Lou-Anne Gilchrist, Senior Officers of the Ministry of Education, and Mr. Dixon Findlay, Head of the Education Research and Information Communication Technology Department (ERICTD), Mr. Keith Thomas, Planning Planner and the 22 persons drawn from the Ministry of Education and the school system who were likely to be leading members of the Technical Working Groups.

In addition, Dr. Forde attended the Public Lecture delivered on Wednesday November 02, 2011 by the Honourable Ralph Gonzales, Prime Minister of St. Vincent and the Grenadines on “Education and Independence in the 21st Century”. The visit ended with a taped television interview by the Agency for Public Information with the consultants, intended to acquaint the general public with the purpose and scope of the exercise of developing the new ESDP.

The main agreements of the Planning Visit relevant to the ESD were that:

1. The Education Sector Development Plan would be for the period 2012 to 2017.⁷
2. The Technical Committee, chaired by the Chief Education Officer, would be constituted from among the ten Senior Officers of the Ministry who attended the meeting with the Consultancy Team.
3. The ten Technical Working Groups, which had been formed for the Education Sector Development Plan 2002 to 2007 and had become defunct, would be re-constituted and resuscitated by the Ministry of Education (MOE). It was also agreed that each Technical Group would consist of four to six members and the leadership of each group would be selected and named by the CEO while some members would be nominated by relevant stakeholder groups within the education community.
4. The resuscitation of the Technical Working Groups would commence with a two-day Workshop, led by the Consultants, on November 24-25, 2011.
5. The Workshop for the resuscitation of the Technical Working Groups would mark the commencement of the ESD.
6. The Diagnostic Framework, drafted by the Consultants and modified in the meeting with the Chief Education Officer and Senior Education Officers, would serve as the guideline for conducting the Education Sector Diagnosis of the education system of St. Vincent and the Grenadines. The Planning Unit, the Education Research and Information and Communication Technology Department, and the Technical Working Groups would be assigned different tasks that would complement and assist the Consultants in conducting the exercise.

⁷ Subsequently changed to 2014-2019

7. The consultants and the Technical Working Groups would be assisted in the gathering of the necessary documents and data needed to conduct the ESD, by Mr. Keith Thomas and Mr. Dixon Findlay, Education Planner, and SEO Research and Development respectively.

The Methodology Employed to Conduct the ESD

The methodology employed to conduct the ESD included the following 12 elements:

1. An orientation workshop conducted by Consultants with members of the ten Technical Working Groups
2. The application by the Planning Unit, the Education Research and Information and Communication Department and Technical Working Groups of a framework and guidelines for conducting the ESD, that was mutually agreed by the Technical Committee and the Consultants
3. Coordination and supervision of the work of the Technical Working Groups by the Chief Education Officer.
4. The Planning Unit and the Education Research and Information and Communication Department would carry out the macro context analysis of the education system and the analysis of existing policies, respectively, as well as provide the Technical Working Groups with such data as are available and that are germane to the sub-sector analyses.
5. A workshop conducted by the Consultants to review the Draft Reports of the Ten Technical Working Groups.
6. Each Technical Working Group finalizing its Sub-sector diagnosis based on feedback from the plenary sessions of the Workshop reviewing the Draft Reports.
7. The consultants holding town meetings with a broad cross-section of stakeholders in the four Districts of the country namely, the Leeward the Windward, Kingstown and the Grenadines, and separate consultations with primary school principals, secondary school principals, primary and secondary teachers, the President of the St. Vincent and the Grenadines Teachers Union, the Administrative and Clerical staff of the Ministry of Education, students of the Community College, key segments of the private sector and the Members of Parliament.
8. The examination of relevant documents such as the ESDP 2002-2007, the Survey of Living Conditions of St. Vincent and the Grenadines 2008, the Education Act 2006, and the 2010 Manifestos of Unity Labour Party and the New Democratic Party.
9. The examination of Common Entrance Examination, CSEC, CAPE and other results over the past 10 years.
10. Perusing local newspapers for comments and opinions on the education system.
11. Reviewing Project documents and Reports related to projects implemented since 2000.
12. Reviewing research results done on various aspects of education in St. Vincent and the Grenadines over the last 15 years.

These 12 elements of the ESD can be conveniently condensed into five categories with different foci. While integrated to create the whole, each category makes its own unique contribution to the exercise.

The Terms of Reference explicitly stated that the overall function of the Technical Working Groups is to ensure that the accumulated knowledge, expertise and experience in the Ministry of Education are captured in a systematic way and inform the final product. Their role is to provide informed input into the analysis, identification and projection of the priority areas, goals and strategies to be recommended. The Terms of Reference also stated that the Technical Working Groups are critical to ownership of the ESDP and its implementation.

In addition to complying with the requirements of the Terms of Reference the elements of the methodology related to the Technical Working Groups took account of the fact that many members of the Technical Working Groups, though very knowledgeable and intimately involved in their Sub-sectors, had limited knowledge of and were not involved in the development of the ESDP 2002-2007; had little experience in the formal planning process; and were somewhat unfamiliar with some of the important tools that are employed in education planning.

The elements of the methodology involving the Technical Working Groups, therefore, sought not only to comply with the stated requirements of the Terms of Reference but also to build capacity and promote the sharing of knowledge among these critical actors across the ten sectors in the education system of St. Vincent and the Grenadines. The element of the ESD related to the Planning Unit and the Education Research and Information and Communications Department is mindful of the fact that the Planning Unit will be first among equals in ownership of the ESDP and therefore integral to its development, and the Department is not only responsible for the Unit but will carry out functions that are critical to the implementation of the ESDP.

The element of the methodology related to Town Meetings in Kingstown, the Leeward side and the Windward side of St. Vincent and in the Grenadines was designed to ensure that the Consultants benefited from the views, opinions and knowledge of the general public of St. Vincent and the Grenadines. The element of the methodology related to consultations with particular groups sought to ensure that the Consultants took account of the views, opinions and knowledge of the education system of St. Vincent and the Grenadines held by Parliamentarians, principals, teachers, the teachers' union, the support staff of the Ministry of Education, students, parents and private sector groups.

The elements of the methodology related to examining the Education Act of 2006, the political manifestos of the two major political parties that form the Government and the Opposition in Parliament, and various policy documents were to ensure that the Consultants took account of the legal and policy framework within which the education system of St. Vincent and the Grenadines operates.

The elements of the methodology related to reviewing student performance in examinations of the Ministry of Education and the Caribbean Examination Council, results of research studies,

the evaluation of projects implemented in the country over the last 10 to 15 years and surveys conducted on general conditions in the country were designed to ensure that the Consultants took account of empirical data and findings concerning various aspects of the education system of St. Vincent and the Grenadines.

Essentially, the ESD is a distillation and synthesis of the knowledge, expertise and experience of the leading actors in education in the Ministry of Education and in the school system at all levels; the views, opinions and knowledge of the major stakeholders in the education system of the country; empirical data from surveys, research studies, evaluation reports and student examination performance; and the legal and policy framework within which the education system of St. Vincent and the Grenadines operates. By triangulating quantitative data and qualitative judgments and juxtaposing and cross-referencing different perspectives, the ESD seeks to capture the main and major aspects, categories and dimensions that best define and describe the current status of the education system of St. Vincent and the Grenadines, which is the foundation of the development of the ESDP.

Implementation of the Methodology

The Orientation Workshop with the members of the ten Technical Working Groups was held on November 24 and 25, 2011 in Kingstown. The Chief Education Officer outlined the decision of the Government to develop an ESDP 2014– 2019 and explained the role and functions of the Technical Working Groups in the process. She also introduced the Consultants to the Technical Working Groups

The Consultants then did the following:

1. Provided the Technical Working Groups with a gestalt of the overall process for developing the ESDP 2014– 2019 inclusive of the ESD, the development of the Monitoring and Evaluation Framework and the elaboration of the plan itself.
2. Outlined the Work Plan for carrying out the exercise inclusive of the time frame deadlines.
3. Provided the general guidelines for conducting the ESD. Essentially this consisted of context analysis; policy analysis; analysis of the ten sub-sectors; analysis of management capacity; and performance and analysis of the use of resources.
4. Engaged the Technical Working Groups in an exercise that approximated conducting the ESD.

At the conclusion of the workshop, Mr. Keith Thomas accepted the task of drafting the macro context analysis for the ESD. Mr. Dixon Findlay agreed to undertake the task of drafting the Policy Analysis. Both agreed to support the ten Technical Working Groups with such data as were available in order to facilitate the Working Groups in the diagnosis of their Sub-sectors The ten Technical Working Groups were mandated to conduct the analysis of their particular sub-sector. All were agreed on the time frame and deadlines for completing the ESD.

Following the workshop, the consultants provided each working group with detailed guidelines concerning the categories and types of data that would assist each Technical Working Group

with the diagnosis of its sub-sector. Also the Chief Education Officer met with the leader of each Technical Working Group, the Education Planner and the Head of the Education Research and Information and Communication Department to review the Overall Framework and Guidelines for data gathering as well as the modus operandi of the Working Groups.

The consultants visited SVG during the week of January 22 to 28, 2012 for the purpose of holding discussions and consultations on the ESD and the development of the proposed ESDP with as wide a range of stakeholders as possible. Through the efforts of Mr. Joseph Green and Mr. Dixon Findlay, town meetings were arranged and held in Barrouallie on the Leeward side, Georgetown on the Windward side, in Kingstown in St. Vincent, and in Bequia and Union Island.

During the visit to Bequia, Dr Forde visited the newly built Bequia Primary School and had meetings with the principal and teachers, and an open consultation in the evening with over a hundred of the islanders. During the visit to Union Island, Professor Miller visited the newly built Union Secondary School and the Ashton and Clifton Primary Schools. At the Union Island Secondary School and the Clifton Primary School he had discussions with the principals of each school. A brief summary of the specific issues, challenges comments and recommendations arising out of these discussions and consultations is provided in Appendix 1 (Voices Views, and Visions).

During the week, the consultants also had separate consultations with the members of the Administrative and Clerical staff of the Ministry of Education, the President of the St. Vincent and the Grenadines Teachers' Union, the Principals of primary schools in St. Vincent, the Principals of secondary schools in St. Vincent, a selected number of teachers of primary and secondary schools in St. Vincent, a selected number of secondary school students, students of the St. Vincent and the Grenadines Community College; and the Cabinet of Ministers of St. Vincent and the Grenadines, chaired by the Honourable Prime Minister, Dr. Ralph Gonzalves. It should be noted that Mrs. N Bailey served as rapporteur at most of the meetings in St. Vincent.

It was arranged for the consultants to meet with the Honourable Leader of the Opposition and Opposition members in the Parliament however, at the last moment the consultants were informed that the Opposition members were unable to attend. It should be noted that Mr. Olliveriere, Member of Parliament for the Southern Grenadines and Opposition Spokesman on Education, attended the town meeting in Union Island and made several cogent and pertinent interventions and observations.

The visit ended with a one-day workshop with the Technical Working Groups where the Leader of each group presented highlights of their Draft Reports. Prior to the Workshops, the consultants had received copies of the Draft Report from the Early Childhood, Primary, Technical and Vocational, Teachers and Libraries Archives and Documentation Services Working Groups. The Tertiary Technical Working Group presented their written Draft Report at the workshop, while Special Needs Education, Secondary, Adult Education and Management and Administration presented oral reports. These Draft Reports were all presented in a plenary session during which

the presentations were followed by discussions in which participants and consultants posed questions and made observations and suggestions.

The deadline for submitting Reports was February 17, 2012. Six Technical Working Groups met the deadline. The other four reports plus the Context and Policy Analyses were submitted subsequently.

Development of the ESDP

There are several ways in which an Educational Sector Development plan can be constructed. Some countries have used the sub-sector approach; others have focused on: labour market considerations, internal efficiency, external efficiency and specific internal issues and challenges (Grenada, for example); still others have constructed their plans by focusing on the six goals set by the Education For All (EFA) declarations of Jomtien, Thailand, 1990, and Dakar Senegal, 2000 with the six EFA goals serving as the central issues for plan development.

St. Vincent and the Grenadines have over the past decade used the sub-sector approach with cross-cutting themes of access, equity, quality, curriculum relevance, management and administration, human resource development, partnership and cooperation, poverty reduction and financing in the construction and implementation of its Education Sector Plan. For continuity and ease of long term analysis, monitoring, and evaluation; and given that the Terms of Reference of the consultancy focused heavily on a specified set of ten sub-sectors to be considered by the consultants, and for other technical reasons, the consultants favoured the cross-sector approach using the cross-cutting themes of access and participation, quality, efficiency, equity, management/administration; and involvement of parents and community.

The consultants used the Logical Framework Approach (LFA) as an analytical technique to allow for a fully integrated approach to the development of the ESDP and the monitoring and evaluation of all aspects of the planned activities and arrangements over time. A full set of M & E arrangements and procedures were developed for the plan.

Several workshops were held with the various TWGs with the dual purpose of capacity building within the groups and the actual development of the ESDP.

Workshop participants benefited from an interesting and informative two-hour long Skype link-up with Dr. Didicus Jules, Registrar and Chief Executive Officer, Caribbean Examinations Council (CXC) on Wednesday, June 13th, 2012. Dr. Jules spoke on the numerous initiatives and undertakings by CXC, including the range of CAPE⁸, CSEC⁹, CCSLC¹⁰ and CVQ¹¹ offerings and arrangements; current work being done on the Caribbean Primary Exit Assessment (CPEA)¹²; and Notesmaster, a free interactive learning portal for Educational Organizations,

⁸ Caribbean Advanced Proficiency Examinations

⁹ Caribbean Secondary Education Certificate

¹⁰ Caribbean Certificate of Secondary Level Competence

¹¹ Caribbean Vocational Qualification

¹² Caribbean Primary Exit Assessment

Teachers and Students of CXC offerings. The portal assists with study notes, simulations, quizzes, and provides vast amounts of safe storage for students, teachers, and organizations using the facility.

1.4 LEGAL FRAMEWORK AND POLICIES

Education in St. Vincent and the Grenadines is conducted within the framework of the Education Act, 2006. The Act does the following:

1. Defines the essential parameters of the education system.
2. Sets out the governance and management of the education system through the Minister of Education, the Chief Education Officer, the Education Advisory Board, boards of management of institutions, and principals and vice-principals of schools.
3. Prescribes the rights and responsibilities of students and parents.
4. Sets out the terms for admission to and attendance at schools.
5. Prescribes the parameters for the discipline, suspension and expulsion of students.
6. Defines public and private education, and the terms under which private bodies can provide education in the country.
7. Defines pre-primary education, primary education, secondary education, special needs education, tertiary education, adult and continuing education, and distance education.
8. Prescribes the age ranges for pre-primary, primary, secondary, special needs education; the duration of the school day, the duration of the school year.
9. Defines and sets the parameters for home education.
10. Specifies the terms to be satisfied for the employment of teachers and their conditions of service.
11. Sets out the parameters for the conduct of public school teachers.
12. Defines the duties of principals.
13. Sets out the general guidelines for the curriculum of education and the assessment of students.
14. Sets out the general guidelines for scholarships and financial assistance to students.
15. Prescribes the inspection of educational institutions and the review of the education systems.
16. Addresses such miscellaneous matters pertaining to the operation of vendors on school premises, the use of the premises of educational institutions and loitering.

Policies

The main objective of the Government's education thrust, dubbed 'The Education Revolution', is to provide greater access to quality education with equity for all Vincentians from Early Childhood to tertiary level education. Consequently, significant investments have been made towards the expansion of the physical facilities and other infrastructure along with curriculum development efforts, pedagogical equipment and facilities, and efforts to improve the teaching/learning process. It is estimated that over 1.5 billion dollars have already been spent on education since 2001.

The policy of the Ministry of Education is to provide appropriate staff, and instructional materials, equipment and facilities to schools on an equitable basis. During the last decade, and with donor assistance, the Ministry adapted and implemented new standards for the physical facilities to be provided in public schools.

The government is also committed to ensuring that all Vincentians of all ages are provided with appropriate pathways and arrangements to benefit from the resources allocated to the education sector. Literacy enrichment and support have been one of the main components in the ministry's drive in the last decade. A literacy assessment in 2002 found that 83.1 per cent of the population 15 years and older was functionally literate. The Country Poverty Assessment of 2008 estimated overall adult literacy to be 88.7 per cent (see Table 1.1).

Table 1.1
Literacy Levels by Quintiles

Age Cohort	I (Poorest Quintile)	II	III	IV	V (Richest Quintile)	Total
Overall	84.0	88.3	88.7	89.5	93.0	88.7
15-19 years	96.9	100.0	97.5	97.1	100.0	98.9
20-24 years	95.2	97.2	97.4	98.6	90.0	95.6
65years plus	63.3	81.0	87.9	92.4	92.7	86.6

Source: Country Poverty Assessment (2008)

Table 1.1 indicates that in the oldest age cohort there is a marked difference between the literacy levels of the poorest and richest quintiles. However, among the younger age cohorts, the persons most recently out of school, and who would have benefitted from the new education thrust, there is no such marked difference.

Poverty reduction continues to be a top priority of the Government of St. Vincent and the Grenadines. In fact, according to the Final Report of the St. Vincent and the Grenadines Country Poverty Assessment (2007/2008), the government has identified the general improvement of educational levels as one of its main pillars in its poverty reduction strategy. The CPA of 2007/2008 indicated that the annual indigence line and the poverty line were estimated at EC\$2,445 and EC\$5,523 per adult respectively in 2008. According to the report, 30.2 per cent of the population was deemed poor while 2.9 percent was deemed to be indigent. The Gini coefficient of inequality was estimated to be 0.4023 with the richest 10 per cent of the population accounting for 33.8 per cent of total consumption expenditure, while the poorest 10 per cent accounting for a mere 2.8 per cent of total consumption. The national unemployment rate was 18.8 per cent, but the unemployment rate of the poor was 25.3 percent (Kairi Consultant Limited, 2007/2008). As stated before, the government's policy to reduce poverty focuses a lot on educating the populace for living and production. The investment in education at all levels is designed to improve the human resource capacity of the population. The government continues

to implement social support programmes such as: the book loan scheme; school feeding programmes; subsidized transport; and the provision of books and uniforms for children from poor households. All of these programmes were designed with the intention of increasing participation and retention of persons from the lower socio-economic strata by reducing educational costs through various means.

Secondary education attracted considerable investment in preparation for Universal Access to Secondary Education during the period 2002-2007. During this period, the main focus was on achieving universal access to secondary education. Universal access to secondary education was attained in September 2005. The policy stipulates that every child will be allowed to enter secondary school upon completion of seven years of primary education. The Common Entrance Examination (CEE) that is done in Grade 6 is used to assist in placing students at the various secondary schools.

A major goal of the government is to have at least one university graduate per household by the year 2025. As a precursor to achieving this goal, the government has expanded the student loan programme. The student loan programme offers regular and economically disadvantaged loans. Economically disadvantaged loans enable indigent persons to access finance to further their studies at the university level. The economically disadvantaged student loan is available to students who do not have the collateral to secure a regular student loan. Under this economically disadvantaged student loan programme, the government acts as the guarantor of the loan. This allows for a greater number of poor students to access student loans to further their study.

In 2011, 252 persons applied for student loans. Eighty three persons benefitted from the disadvantaged loan programme while 91 persons received regular student loans. These loans totalled in excess of twelve million (\$12,000,000) EC dollars. The National Insurance Services (NIS) and the National Lotteries Authority partner with the government to provide the money to financial institutions that the students can access without any security. Reflows to the scheme assist with financing of the programme over successive years.

The government is also providing more scholarships for Vincentian students to study at regional and international tertiary institutions. The government in recent times has increased the number of national scholarships, study grants and bursaries. Vincentian students have been going off to study in the USA, UK, Canada and in countries such as the Republic of China on Taiwan, Turkey, Morocco, Russia, Mexico, Japan, Austria, Australia, Malaysia, New Zealand, Venezuela and Cuba to mention a few. The Government over the last decade or so has been getting more and more scholarships for Vincentians to pursue tertiary level training. More and more Vincentians are now returning with degrees in various fields.

Commitment to Regional and Global Policy Objectives

As a member state of the Organization of Eastern Caribbean States (OECS), the government over the past decade has moved to implement most of the strategies as contained in reform documents such as the OECS Foundations for the Future and OECS Education Strategy 'Pillars

of Partnership and Progress' agreement. The education system is fully harmonized with the sub-regional education systems. In 2006, the parliament enacted the new Education Act which was crafted from the OECS Model Education Bill (see Education Act, 2006). The separate post-secondary colleges have been integrated into one community college and intricately linked with other post-secondary institutions in the region and sub-region. The passage of the SVG Community College Act ("St. Vincent and the Grenadines Community College Act 2005") provided the legal framework to accommodate this change.

Government has also supported a number of other global and regional initiatives that include but are not limited to:

- CARICOM Single Market and Economy
- Education for All (EFA) Dakar Framework for Action
- Millennium Development Goals
- Summit of the Americas Education Agenda
- The OECS Education Sector Strategy 2012-2021

1.5 SOCIO-ECONOMIC BACKGROUND

St. Vincent and the Grenadines is a 150 square mile (389 Sq km) state made up of a main island, St. Vincent (344 sq km) and several smaller islands, The Grenadines, the largest of which are Bequia, Mustique, Canouan, and Union Island making up most of the other 45 square kilometers. The islands are blessed, in normal times, with a pleasant climate, beautiful scenery, attractive beaches, very fertile land, pleasant, and enterprising people (both on land and sea) who have managed to erect an impressive housing stock throughout the state. The capital, Kingstown, is nestled in a somewhat sheltered bay on the south-western and leeward side of the main island, St. Vincent. The other major populated areas are spread around the island mainly on the leeward and windward coastal areas.

St. Vincent is one of the most mountainous islands in the Eastern Caribbean chain with several of its peaks rising well above 3,000 feet. Over the last century, its volcano, La Soufriere (4,048 feet), has been one of the most active and dangerous in the region. La Soufriere erupted violently in 1812, and again in 1902 (as did Mt Pele in Martinique) with considerable loss of life. La Soufriere also rumbled back to life twice in the 1970s (fortunately without loss of life) but necessitating relocation of a significant portion of the population in the Friday¹³, April 13, 1979 eruptions.

Like all other Eastern Caribbean states, St. Vincent and the Grenadines is in the path of the hurricanes that affect these islands from June to almost December every year with depressing and catastrophic effect, even when lucky enough to escape a direct hit. In addition, in recent times, St. Vincent and the Grenadines, like other Eastern Caribbean islands appear to suffer quite frequently from out of season debilitating droughts and excessive rains that rival hurricanes in

¹³Black Friday, and also the date of the Christian Good Friday for that year

their effects on the local economies. The situation was aptly described by the Prime Minister, Ralph Gonsalves in his 2012 Budget address:

Natural disasters have affected our country significantly over the past year. In the first half of 2010 drought conditions undermined the agricultural sector. In October 2010, Hurricane Tomas devastated 98 percent of St. Vincent and the Grenadines' banana cultivation; extensively damaged the nation's housing stock; battered our coastline and river defences; and damaged substantially roads and bridges. The Economic Commission for Latin America and the Caribbean (ECLAC) has estimated that the socio-economic loss from Tomas amounted to EC \$150 million.

Then in April 2011, in the midst of the so-called Dry Season, torrential rains and landslides caused physical damage, of almost biblical proportions, to roads, bridges, rivers, and houses in a concentrated area in the north east of St. Vincent particularly in the Caratal and Basin Hole areas. The damage has been estimated in excess of EC \$100 million. Seventeen families are still in emergency shelters, arising from this natural disaster.

In effect, despite its apparent attractive natural endowments, the task of achieving sustained socio-economic development of the small island state of St. Vincent and the Grenadines is not an easy one. In addition to the well-known development difficulties experienced by small island states, and the local climatic issues referred to above; the ultra-mountainous terrain, and the absence of expanses of flat land on the main island, St. Vincent, present difficulties for, and increase the cost of construction works (for example, the construction of a well needed international airport), the building of a suitable road network, and reduce the gains that could be achieved from various agricultural pursuits.

Despite the many challenges referred to above, and against the backdrop of a merciless emerging globalised economic environment, a weak global economy, and the loss of preferential and protective trade access and arrangements for its major export agricultural crops, St. Vincent and the Grenadines managed in a significant way to improve living conditions for its citizens. According to the 2008 Country Poverty Assessment, St. Vincent and the Grenadines lowered the poverty rate from 37.5 percent in 1996 to 30.2 percent in 2008; and the indigence level from 25.7 percent to 2.9 percent in the same period. With deliberate poverty reduction strategies implemented by the government, not only did the absolute level of poverty decrease but the country-wide Gini Coefficient also declined substantially, from 0.56 in 1996 to 0.402 in 2008 showing a more equitable distribution of income in the state.

Real economic growth in the state averaged at 5.2%¹⁴ per annum during 2003-2007. The Prime Minister, in his Budget address of 2011 referring to the same period, indicated that “Between 2001 and 2007 inclusive, the economy of St. Vincent and the Grenadines grew from moderate to robust”. But thereafter, driven mainly by a combination of several external factors, and more

¹⁴ St Vincent and the Grenadines UNDP Report 2007-2008

directly by sharply weakened activities in the tourism, construction and agricultural sectors; and to some extent increased local public spending, a period of decline set in. According to the various reports, growth remained strong in 2008 but at a declining rate. In 2009, there was further slippage and in 2010, there was an absolute decline in the economy of about 2 percent with no clear indication as to how further decline could be avoided. The situation was accompanied by a concomitant rise in unemployment, increased inflation, a fall in government revenues; a down-turn in investment (local and foreign); a reduction in remittances from abroad; a serious drop in export earnings, and an increase in debt-to GDP ratios.

Dealing with these problems required significant adjustments especially in a period of slow growth and rampant social, economic and climatic uncertainty. In the words of the Prime Minister in his 2012 budget address,

Our vision is people-centred; our philosophy of social democracy, applied creatively to our Caribbean and Vincentian particularity, frames our broad outlook; the socio-cultural rubric of the further ennoblement of our Caribbean civilisation lifts our spirits and sensibilities as one people in solidarity with each other; our strategic economic umbrella focuses on the quest to build an all-embracing modern, competitive, post-colonial economy which is at once local, national, regional and global; our government's many-sided progressive policies touch every single facet of our society, economy and polity; and its programmatic details provide practical solutions to testing challenges so as to uplift the quality of the people's lives.

The allocation to the education sector in the 2012 budget is slightly lower than that of 2011, but it clearly places much faith in, and emphasis on the development of the human resource.

A total of \$118.95 million is allocated for recurrent spending and \$28.5 million for capital expenditure in the education sector. This aggregate amount of \$147.5 million is 18.6 percent of the total Budget of \$793.9 million. In terms of the functional classification of expenditure, only two categories of expenditure, namely, General Public Services (26.1 percent) and Economic Affairs (20.2 percent) exceed the total allocation for Education.

The total resource-envelop required to meet the \$793.9 million capital and recurrent expenditure programmes of the Government for the 2012 fiscal year is made up as follows:

- Recurrent Expenditure (inclusive of Amortization and Sinking Fund Contributions) \$528.7m;
- Capital Expenditure of \$184.9 m

The Public Debt as at September 30th 2011 is comprised as follows:

Type of Debt	Amount	% of Total
Domestic	\$ 491.35 m	40.2
External	\$730.35 m	59.8
TOTAL	\$ 1,221.70 m	100.0

Total debt service for 2012 is estimated to be \$131.8 million or 26 percent of Current Revenue. According to the government, the 2012 budget was constructed with due care and attention given to restraining the growth in recurrent expenditure whilst maintaining a reasonable level of investment spending. In this regard, the recurrent budget remains relatively stable registering a marginal decline of 0.1 percent or \$0.82 million when compared with the 2011 recurrent estimates even as expenditure on the public sector investment programme is budgeted to increase by 4.7 percent. This according to the Government is an important budget policy, since it signals the intention to maintain fiscal discipline while simultaneously increasing public sector investment, a significant driver of economic growth.

The Government believes that education and training are major contributors to the overall social and economic development of the state and in particular to the alleviation of unemployment and poverty. To this end, the Government places heavy emphasis on the education sector. However, education and training do not, by themselves, solve the problems nor overcome the challenges referred to above. Important considerations, however, are what changes in the education and training system are necessary to facilitate positive, meaningful and sustainable changes in social and economic development, and particularly in ameliorating the unemployment and poverty situation in the state; and how can these be managed in the most efficient ways possible.

These are issues that must be answered in the development of the next Education Sector Plan. Clearly, the budgeted sum of \$147.45m for the 2012 financial year could be used directly to provide a substantial amount of employment to large numbers of Vincentians. The spending of such a sum on education and training must be predicated upon the assumption that the returns to education must be significantly greater than the returns to direct employment, or other spending options.

As indicated above, significant importance must be attached to the issue of “What changes in education and training are necessary?” These include the major questions of “Education and Training, “For whom” and “For what”? These questions lead to population and labour market issues. The pertinent issues are many – population size, population demographics, live births, mortality rates, fertility rates, migration data, enrolment rates, on the one hand; and Labour market demand and supply issues on the other.

It can be assumed that the economic future of St. Vincent and the Grenadines will revolve around tourism/hospitality, creative agricultural ventures, creative fishing ventures, construction and related services, communication services, the creative and performing arts, maritime services, lifetime wellness and fitness services, medical services, security services, ICT, business services, management, HR services, transport services, motor vehicle maintenance/repair services, maintenance/repair services in a wide range of household equipment (including: plumbing, electrical appliances, ICT equipment, etc.), child care, geriatric services, general entrepreneurial services/preparation, professional and para-professional services, journalism and media services, to list but a few of the many areas screaming for adequate attention.

The dynamic nature of the modern work environment, the increasing complexity and cost of equipment, and the concomitant increasing emphasis on quality, service, value for money, and inclination for litigation will ensure that few of the opportunities listed above, however, will exist for those lacking basic and possibly advanced academic and area specific skills. Sound reading, writing, computation skills, and functional understanding of science will be absolutely necessary but not enough. To survive even in a single OECS or CARICOM market and economy, worker skills will have to expand to include: ICT skills; extended communication skills such as listening, writing, speaking, team work, and capacity to access, assess, process and utilize relevant information in addition to the higher order thinking skills such as problem solving, and creativity. As we move further into the 21st century it is clear that many of the problems and challenges that will confront human beings will require multi-sectoral, multi-disciplinary and cross-border interventions. These issues will require strategies to enable specialists from different fields, skill types and levels, to work together as high-order problem solving teams.

Moreover, there is every indication that the emerging work place will be such that the average worker will have to switch jobs several times in his working life. This will require that all individuals have an appropriate education base on which to construct the knowledge, skills, and dispositions needed to master the new endeavours at each stage, and an education system that is designed to cater for the constant training and re-training that will be needed. It is critical, therefore, that every effort is made to define and develop a relevant, accessible, high quality, equitable, sustainable, dynamic, integrated system of life-long education and training for St. Vincent and the Grenadines.

The specific needs listed above, and the related skills and competencies that must be adequately developed will require a road map driven by appropriate data at all times. Data on these matters are woefully inadequate in St. Vincent and the Grenadines and will have to be developed on a sustained basis and with speed.

To start, the population data must be brought up to date. According to the Population and Housing Census Report 2001, the population of St. Vincent and the Grenadines at that time was 106,253 and falling. However, the data that the consultants were able to access, suggest an increase when live births, deaths, and reasonable outward migration levels are considered. Suffice it to say that there are possible conflicting reports from the various sources but the prevailing local assumption appears to be that the population is falling in absolute terms. Every effort must be made to ensure that timely and accurate population statistics are available for planning purposes.

Finally, in St. Vincent and the Grenadines, as in many other countries of the English-speaking Caribbean, the share of public spending is currently so high that it is unlikely, unreasonable even, to expect that it will grow. In the current economic situation, most governments face adverse macroeconomic conditions which tend to increase inter-sector competition for public funds resulting in the reduction of allocations to education, regardless of its presumed high economic and social returns. Indeed, in many countries, the public contribution to education might decline both in absolute and real terms. In addition to the fiscal strain there is a developing crisis of

confidence on the part of governments and people because, despite the heavy spending on education, despite the belief that investment in education is critical to development, there is evidence of: growing unemployment among school leavers; growing disparities of wealth and opportunities in the population; severe shortages of skills side by side with high unemployment; and hundreds of work permits being issued annually by governments to expatriates to do work that presumably cannot be done by locals. Again these matters will have to be resolved as best as possible with appropriate data and analysis of the situation.

1.6 SUCCESSES TO DATE IN THE EDUCATION SYSTEM

Over the last decade, under the slogan of ‘The Education Revolution’, St. Vincent and the Grenadines has made great strides in education. Some of the major accomplishments can be enumerated briefly as follows:

1. Practically all children of 3 to 5 years are enrolled in institutions offering early childhood education and care. In other words, Universal Access to Early Childhood Education has been achieved.
2. A National Policy Framework, and Regulations and Standards have been produced for the Early Childhood sub-sector.
3. Model pre-schools have been built in areas that have been badly affected by the demise of the banana industry.
4. The posts of Education Officer II and Curriculum Support Officers have been created within the Curriculum Development Unit to enhance the operations of the sub-sector.
5. Several privately owned pre-schools have been upgraded by the Government in order to raise standards and improve quality.
6. Universal Primary Education has been maintained across the state.
7. Universal Access to Secondary Education, introduced in 2002, was achieved by 2005. Moreover, after an initial decline in student performance as measured by the pass rate in the CSEC examinations, by 2011 the level of performance had recovered to the previous rates.
8. Tertiary education offered inside the country has been expanded significantly by the creation and expansion of the Community College.
9. Significant numbers of Vincentians have taken up scholarships and other opportunities offered to access higher education at colleges and universities in a wide array of subject areas and a wide range of countries.
10. New and improved standards and specifications have been established for the physical plants of primary and secondary schools; several new schools have been built in accordance with these standards; and several old school buildings have been replaced or

- reconstructed also in compliance with the new and improved standards and specifications.
11. The proportion of teachers in primary schools with professional training increased from around 60 per cent to more than 85 per cent during the last five years.
 12. A cadre of primary and secondary school principals was trained in school leadership and management.
 13. Education Officers were given training in educational supervision.
 14. Performance standards were defined for primary teachers and principals.
 15. The 'One-Net-Book per Student' policy has been implemented, strategically targeting all students from Grade 2 to 6 in primary schools, and all students at the Form-1 level in secondary schools.
 16. All education institutions now have broadband connections to the Internet.
 17. The 'Literacy Crusade' and other efforts have resulted in raising the literacy rate of the population 15 years and older to 88 per cent¹⁵. Moreover, the most literate age cohort is that of persons 15 to 29 years, and the lowest rate of literacy is among the population 65 years and older.
 18. A Literacy Policy and Plan was developed and is being used as a guideline for literacy initiatives.
 19. A TVET strategy was developed through the STATVET Project.
 20. A strategy for the mobilization of the private sector in skills development has been put in place.
 21. Competency Based Training Sector Standards in 90 different trades under STATVET have been developed.
 22. The Public Libraries, National Archives and Documentation Centre, formerly located in separate quarters have been integrated and relocated into a new building and renamed the National Public Library, Archives and Documentation Services.
 23. Over the decade the Government has consistently allocated between 18 to 21 per cent of the National Budget to the education sector.
 24. The Ministry of Education, while not optimally structured has succeeded in coping and managing the implementation of the projects and programmes related to the above listed accomplishment.
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1.7 AREAS AND ISSUES OF CONCERN

The successes listed above coupled with long existing strengths of education in St. Vincent and the Grenadines, namely universal primary education; low drop-out rates at the primary and lower forms of the secondary schools; high daily attendance; relatively high efficiency of primary education; and high student achievement by some secondary schools comparable with the best in the Commonwealth Caribbean, might tend to induce a measure of complacency. There are, however, considerable challenges confronting the sector. Some of these challenges are generated in part from the recent successful, enterprising interventions, while others are the result of long standing defects and deficiencies in the sector. A list of these challenges is provided below.

1. The participation of children from lower socio economic homes in ECE is below average.
2. Many children entering the primary school system are not ready to cope with the primary level programme.
3. There is urgent need to clarify the role of the MOE in the Pre-Primary Education Sub-sector. Among the issues are: whether its focus ought to be on Early Child Care services (for children below the age of three years); whether the MOE can effectively and realistically provide Early Child Care services; whether the MOE should focus entirely on Early Childhood Education (age three to four as defined in the Education Act); and the extent to which the Government should directly provide Early Childhood Education services.
4. Many students who move from the primary to the secondary level are not ready to cope with the secondary level programme. Of particular concern are: weak literacy and communication skills; weak numeracy skills; and weak study and concentration skills.
5. The rate of completion of upper secondary education is an important indicator of successful education systems. While universal access to secondary education has significantly expanded opportunities at that level in St. Vincent and the Grenadines the significant variability in the age of students entering Form-1, and the continued age variability of students across all forms as indicated in the limited statistical data available (2008-2009) are matters of concern.
6. Whereas such a large chunk of the region's resources is allocated to the education sector, that after two years of Early Childhood Education, seven years of primary education, and five years of secondary education, fewer than a third of the students who actually sit the CSEC examinations are able to achieve the goal of at least five CSEC subjects including English and Mathematics¹⁶. If the entire cohort entering the secondary schools each year is considered (i.e. counting dropouts, and students not entered for the CSEC examinations because of very low in-school performance) the final percentage of students **not** attaining

¹⁶ At the government or public level the cost of education in the Caribbean is high but the direct recurrent cost to parents, and guardians (towards textbooks, stationery, school supplies, transport, various types of unrecorded school charges, uniforms/clothing, meals, after school tuition, examination fees, in addition to the possible opportunity cost of staying in school) may well come close to or even exceed the public cost of education.

the goal referred to above could very well climb to 75-80 percent). It is reasonable to conclude that some 90 per cent of every cohort of students is wasted if passing five CXC subjects, including Math and English is a fair measure of minimum success. This must be regarded as a massive education crisis and every effort ought to be made to address the challenge¹⁷ with utmost urgency.

7. The success rates in CSEC Mathematics and Science are as low as 9 per cent in some secondary schools in St Vincent and the Grenadines.
8. Many of the students who sit CSEC examinations tend to offer and end up with passes in subjects such as Social Studies, Integrated Science, Electronic Document Preparation, Management; and Principles of Business. Only modest numbers of students sit and pass the individual Sciences, Geography, Foreign Languages, History, the Visual Arts, Music, Electronics and Electricity, Technical Drawing and Building Construction. The implication of this pattern is that many students who successfully complete CSEC may find that they have limited prospects for opportunities for tertiary education and in the world of work, and might find themselves short of the accomplishments defined under the pillars of learning as indicated above.
9. The education system arrangements (MOE, School, CXC programmes, etc.) are structured in such a way that only a very small percentage of students in every school are able to offer science subjects beyond the Form-3 level. In an era so heavily focused on Science and Technology this must be counter-productive (and depressing to many students).
10. The current arrangements generally force students into a mutually exclusive diet of mainly Science (available to a very limited group) or Business options. Students and others were very highly critical of this approach. It was felt that students should be able to offer Sciences for the entire duration of basic education (primary and secondary schooling) and not be forced to stop at the Form 3 level. It was argued too that Science and Mathematics courses beyond the Form 3 level should vary depending on the fields that students intend to pursue¹⁸.
11. The Country Poverty Assessment 2008 showed it is mainly education beyond the secondary level that provides real prospects for upward social mobility. Indeed, apart

¹⁷ The major challenges can be related to: in-school issues; curriculum and examination issues; and possibly a combination of both.

¹⁸ The major issues here, however, are: how should a secondary education be defined; what knowledge and competencies must a secondary school student demonstrate to be regarded as a secondary school or high school graduate; and how can the system realistically pursue a target of at least 80 % success for every cohort of students. Current overall CSEC pass rates are not only abysmally low but they conceal lots of issues, including the wide variation in the number of subjects sat and passed by individual candidates; the number of students in each cohort who are not entered for CSEC examinations; and the strange collection of subjects offered by many candidates as indicated above. These pass rates cannot therefore be used as a reliable and effective measure of secondary school performance. Moreover, the current arrangements provide prospective employers with very little useful information to make a reasonable assessment of the character and potential of secondary school graduates.

from higher education, the gaps between the richest and the poorest quintile in literacy and general education have narrowed considerably. Given universal access to secondary education and the expectation that there will be significant improvements in quality and performance of students at this level, it follows that there will be increased demand for further expansion at the post-secondary level.

12. The SVGCC will be under persistent pressure to provide a wide range of relevant, flexible, high quality, post-secondary offerings. This will be even more difficult in the context of a small, multi-island state. Not only will there be pressure for high quality post-secondary offerings but also for programmes suitable to persons beyond the post-compulsory school age who are desirous of obtaining further education and who are capable of benefiting from the educational resources of the College. The SVGCC, as the only public tertiary institution in the country, will have the multi-functional task of providing for or facilitating degree level academic programmes while also offering a wide range of non-degree, vocational, technical, para-professional, recreational programmes; and other short-term training as required for the development of the people of the country. The successful completion of the new international airport, for example, will directly require the training, re-training and constant up-grading of a significant number of workers in a variety of fields in keeping with international standards and as specified by the Eastern Caribbean Civil Aviation Authority. Indirectly, the existence of an international airport will be expected to create demand for increased tourism services and plant on the island of St. Vincent. If the job opportunities so created are to be taken up by nationals, the SVGCC will have to position itself to deal appropriately with most of these areas of training.
13. The expressed concerns with respect to the capacity and commitment of some teachers to the education of students¹⁹. There are complaints about initial teacher-training arrangements; the lack of opportunity for meaningful, on-going professional development; the lack of opportunities for mobility; the lack of appropriate instructional equipment and materials; and generally relatively poor remuneration. The major challenges for the teaching profession and education management are: how to ensure solid initial training for teachers; how to deal with qualification and possibly licensing issues; how to update knowledge and skills; how to ensure that at least 90 per cent of all teachers and all principals and Education Officers are competent and confident with respect to basic and functional use of ICT; how to train teachers to integrate critical cross-curricular themes into all subject areas; how to break away from an isolated classroom culture and mindset to an open professional environment; how to attract,

¹⁹ It's a whirlwind of change for teachers: ever-changing subject disciplines; changing students and parents; changing work place; pressures of acquiring new skills in new technological tools that themselves keep on changing at a frantic pace; a serious change from the sage on the stage to being a mere facilitator or guide on the side, but the teacher still remains the single most important element in the education process for the great majority of students, especially for those coming from lower socioeconomic status backgrounds.

- reward, and retain effective teachers; and how not to continue to inflict ineffective teachers on students at any level of the system.
14. The success of the National Literacy Crusade and universal access to secondary education which has integrated technical and vocational education within the secondary curriculum have long term implications for both Adult and Continuing Education and the TVET sub-sectors, and also the appropriate linkages with the SVGCC. All of these sub-sectors may need to re-configured and re-focused on the critical task of upgrading the general education and technical competencies of the prime age population (20 to 49 years) who require re-training, upgrading, and skills and knowledge in new areas so that they can function comfortably in the new dynamic and turbulent economic environment of the 21st Century.
 15. There is still the notion that TVET should be for students who are not “academically inclined” (generally interpreted to mean less intellectually endowed). This is reinforced by the general paucity of pathways and loop-back options for TVET students to access higher education, and the resulting dead-end nature of many TVET programmes.
 16. Given the increasing importance of science and technology in the world of the 21st century, it is critical that TVET, ACE, Tertiary Education, basic education, the private sector, and other stakeholder efforts be intricately interwoven into a relevant, logical, sustainable system geared to improving the quality, flexibility, and creativity of the human resource base in the pursuit of a better quality of life for all (See Appendix 4). This is an urgent imperative. It is clear that the countries that have powered their way to sustainable developed-country status in recent times have several things in common. They all have relatively high literacy capacity for the vast majority of their people, good basic education generally, and clear national public policy towards integrated work-force preparation, on-going development, and certification.
 17. The considerable potential of the One Net-Book per student policy and the broadband connectivity of all education institutions need to be realized by first completing the implementation of the project and by designing innovative means for the use of ICT by students, teachers, school managers, and Ministry officials in learning, instruction, system management and system monitoring and evaluation. In particular, the appropriate training of all teachers in the use of ICT in the teaching/learning process is critical.
 18. There is dire need to improve the creativity, and social, psychological and economic well-being of all Caribbean citizens through music. There is need to ensure that all children, from ECE through Secondary, have access to a balanced, comprehensive and sequential programme in music as an integral part of their education. The programme should include: rudiments of music; responding to music; performing; and creating music. A music programme justifies itself purely on the effect and impact music has on human beings, but in addition, the music sector (along with other areas of the Creative and performing arts) has the potential to contribute significantly to increased

- employment, increased personal satisfaction and fulfillment, and increased national income.
19. Given the enormous and growing problems that people in the Caribbean currently experience from the effects of the major non-communicable diseases such as Diabetes, High Blood Pressure, Cancer, and Cardiovascular ailments, and given the high public and private costs of dealing with these ailments “Lifetime Fitness and Wellness” should be considered as a critically important area of concentration in schools and educational institutions at all levels. Lifetime Fitness and Wellness is an established offering at many educational institutions across the world.
 20. There is need to increase and improve parental and community involvement in the education process using, for example, the Joyce Epstein’s Model of parental involvement (See Appendix 3).
 21. The Ministry of Education needs to be restructured on a functional basis premised on Units, Departments and Divisions instead of its present basis on posts in the establishment. The present structure places practically all the responsibilities of the sector on the Permanent Secretary and the Chief Education Officer that enmeshes and over burdens them in minutia. An effective restructuring should facilitate management, monitoring and assisting schools at the level of the school district.
 22. There is need for considerable improvement in the routines and arrangements for collecting and analyzing data; for making such data available to the public and support organizations and agencies; and for the systematic use of such data in planning and decision-making.²⁰
 23. There is the challenge of implementing a programme of upgrading the plants of primary and secondary schools to meet the new standards and specifications that have been adopted.
 24. Modern multi-million dollar school plants must, however, be fully utilized to realize maximum returns on the investment. But costly school facilities normally lie idle from 3:00 pm each day, during weekends, and during holidays and long vacation periods. The appropriate use (joint use) of existing school facilities by the community can be a cost-effective way of promoting a wide range of educational, recreational, sporting, civic, and cultural activities by residents of all ages. Given the dearth of organized clubs in much of the sub-region the failure to use these facilities more intensively must be a matter of great concern.
 25. It was noted in ESDP (2002-2007) that, “The Ministry of Education works under cramped conditions within a set of temporary buildings”. In the Education Sector Diagnosis, March 2012, it was noted that, “The physical conditions under which the

²⁰ After a lapse of almost a decade, the Ministry produced its first annual statistical digest in 2013.

Ministry functions, and the many different buildings from which the Ministry operates are highly unsatisfactory.” It appears that there is little change in the situation in 2012.

26. There is need to re-visit the BRAGSA arrangements with respect to the maintenance of school plants.
27. Ministries of Education of mini and micro states must discharge responsibilities over the same range of functions carried out by much larger states. The OECS was established to help promote functional cooperation to alleviate some of the challenges faced by its nine member micro states. The challenge for all of these nine member states of establishing and operating, on their own: appropriate Curriculum Units, Testing and Evaluation systems, Accreditation Units, Development of National Qualifications, Computer Based Management and Information Systems is daunting to say the least. Efforts at functional cooperation in these areas have had very mixed results in the past but all possible attempts at collaboration need to be made in these areas with organizations such as the OERU and CXC in preference to going alone. With the coming on stream of the CKLN it would seem that new possibilities at collaboration might be created.

1.8 USER FEES AND THE FINANCING OF POST-SECONDARY EDUCATION

The provision of education services constitutes a heavy burden on the national resources of all countries. The impact is even greater in small developing countries where there is more intense pressure on and competition for the rather limited resources available, and where there are fewer available options for sustainable economic growth and development. In the case of the small English-speaking Caribbean states, despite the relatively high level of GDP allocated to education in recent times, the sector is generally under-funded. At the post-secondary level the situation is acute, resulting in inadequate: access²¹; physical accommodation and facilities; teaching materials and equipment; investment in ICT; capacity in the natural sciences and TVET²²; capacity to attract and retain high quality staff; and means to conduct and support critically needed action research.

Without disregard to the pressures and demands placed on governments of the region to find adequate resources for other critical sectors of their economies such as public health, physical infrastructure, internal security, the Justice system, and other education sub-sectors; resources will have to be found to develop and support post-secondary education. A lack of appropriate investment in post-secondary education in modern times is certain condemnation to sustained under-development, persistent poverty, and social decay.

It is important, to remember, however, that expenditure in education, especially post-secondary education, must be viewed as an investment with high returns both for individual beneficiaries

²¹Tertiary education is the most underdeveloped area of education in the region. Gross and net enrolment rates in the region are significantly below every other region of the world except sub-Saharan Africa.

²²The net result is the low numbers of persons enrolled in science and technology programmes; the increasing number of persons in the social sciences; growing unemployment of tertiary level graduates simultaneous with serious shortages of skilled labour; and increasing numbers of work permits to non-nationals each year.

and the community. It must also be considered that not all spending on post-secondary education can be conceived as investment. An education system, for example, that is driven by the preservation of a university model where each level of the system is geared mainly to preparing students to move up to the next rung of the ladder and eventually to traditional university degree programmes might consume vast amounts of scarce resources without ever making a significant impact on overall social and economic development. Assuming that an appropriate and efficient post-secondary education can be devised to respond to the many issues of personal, social, labour market, and general economic development then the costs of such a system will have to be covered from multiple sources, including: the public sector, the private sector, philanthropists, international agencies, friendly countries, and users (students, present and past).

With the declining subventions from governments in an environment of increasing operating costs of providing appropriate post-secondary education, and bearing in mind the implications of under-funding post-secondary education, it might be prudent to briefly review and reflect on the arguments for and against “user fees policies” in post-secondary education.

Those who oppose the imposition of user fees argue that if post-secondary education opportunities are unequally distributed because of inability of potential users to finance investment in education due to low income, then the imposition of fees will naturally perpetuate the cycle of inequitable access, income inequality, and further inequitable access.

On the other hand, there is the contention that the effect of general public subsidies to higher education is to promote rather than reduce inequalities in income distribution. The argument is made that those most likely to qualify for or be seriously interested in tertiary education, and therefore most likely to benefit from general post-secondary education subsidies are the children of upper income families²³. In which case, it is argued, general public subsidies to post-secondary education will of necessity, involve a callous transfer of resources from the lower income groups to the children of the higher income groups who eventually will earn higher average incomes, and so the process of inequality continues.

Education is a consumed good, a capital good, a social good as well as a private good. Indeed, the externalities to education are considerable. Given the high private returns especially to graduates of relevant post-secondary education programmes²⁴, it is not unreasonable to expect that the direct beneficiaries of these services ought, by way of some level of user fees, to contribute to the financing and enhancement of the sub-sector. It is not expected, however, that

²³The OECD Education Report, 2012 found stark differences in young people’s chances of attending higher education, depending on their parents’ educational background. For example, according to the report, a young person with at least one parent who has attained a higher education degree is almost twice as likely to be in higher education compared to the proportion of such families in the population.

²⁴The major payoffs are in significantly higher earnings over their working life time, and in lower unemployment rates compared to those with lower levels of education and training. According to the OECD Education Report, 2012, across the OECD countries, the long-term personal economic gain of acquiring a tertiary degree instead of a high school diploma as one’s highest academic qualification, minus the associated costs, is over US\$160,000 for men and around US\$110,000 for women. The relative variations in income and in unemployment are probably much greater in developing countries.

user fees will in any way approach the actual economic cost of the service. In many instances user fees amount to little more than five percent of the actual per capita cost of the service. These funds, however, become a steady and reliable flow of supplementary resources that can be used to systematically build up an institution's stock of equipment, facilities, teaching materials, ICT assets, etc. It should also be noted that lower SES students depend more heavily on their institution for educational development and are much more likely to be negatively affected by acute institutional shortages of ICT and other educational equipment and facilities since they (lower SES students) are unlikely to be able to purchase their own or to have reasonable access otherwise.

However, it must be understood that whenever user fees are charged, arrangements can be put in place through appropriate bursaries, scholarships, and other acceptable means to ensure that capable students are not debarred from enrolling in programmes of their choice because of adverse economic circumstances. That type of support can be provided primarily by the government, by private sector bodies, agencies, Service Clubs, and by post-secondary institutions themselves. Post-secondary institutions can do this in a variety of ways: by allocating an appropriate percentage of fees collected to assist needy students; by providing part-time campus jobs such as: library assistants, computer laboratory assistants, peer tutors, canteen helpers, etc.; or by actively and directly seeking assistance from reputable individuals, agencies, and local firms and business places on behalf of needy students.

There is growing evidence that potential Caribbean clients are prepared to exercise their options to seek appropriate education and training by distance methods or from the many external institutions that have realized that people in the region are prepared to spend millions of dollars for their educational development. Many of these institutions, some of dubious quality, have settled comfortably and are thriving and growing in the region. It is clear that Caribbean people are prepared to find resources to exercise their options to pursue post-secondary education and training if they can be provided with appropriate programmes and courses that respond to their needs and are offered where, when, and how they want them.

CHAPTER 2 – PLAN DEVELOPMENT BY SUB-SECTOR

2.1 EARLY CHILDHOOD EDUCATION

Early Childhood Care and Development (ECCD) is affected by many factors. Social change over the past half-century has impacted profoundly on the way in which our young children are raised here in St. Vincent and the Grenadines. The Government's emphasis on education has revolutionized the way our parents respond to or think about education. Thus, parents' career aspirations or in some cases financial pressure and the lack of extended family support are some of the factors that have contributed to a transformation in the care and education afforded to young children. Early Child Development (ECD) remains one of the most powerful levers for accelerating Education For All (EFA) and meeting the Millennium Development Goals for reducing poverty.

The SVG Education Act of 2006 defines early childhood education as education and care delivered to infants between the ages of 3 and 5 years. The Act specifies that infants who are two years and six months at the beginning of the school year are deemed to be three years for the purpose of enrolment in pre-primary schools. Like-wise, children who are 4 years and six months are deemed to be five years old for the purpose of enrollment in primary schools. The Ministry of Health, Wellness and the Environment as well as the Ministry of National Mobilization, Social Development and private providers offer support and day care services to some children from birth to 3 years.

The Government of St. Vincent and the Grenadines, through the Ministry of Education offers early Childhood Education (ECE) services in nine early childhood centres. The aim of this programme is to offer free early childhood services to disadvantaged children throughout St. Vincent and the Grenadines. Furthermore, the Government has made provision for the well-being of children by revising the Education Act, 2006 to reflect guidelines that address fully, matters relating to the qualifications, health and character of caregivers as well as the suitability of the location of early childhood centres. In its thrust towards universal access to early childhood education, the annual budget of the Government provides support for privately owned centres by giving a subvention once a privately owned preschool has fifteen or more children. The piloting of the Associate Degree programme at the Division of Teacher Education indicates an acknowledgement of its importance.

Statistics

Data from the Statistical Office show that the number of live births in St Vincent and the Grenadines in 2006, 2007 and 2008 was 1796, 1822 and 1901 respectively. The number of deaths of these infants was 50, 34 and 34 respectively. From these data the prospective 3 to 5 years old population for the 2010-2011 school year was 5,461 infants. There are 124 early childhood centres that offer early childhood services throughout St. Vincent and the Grenadines to infants between the ages of 3 and 4 years. There are currently 351 children in the nine government owned early childhood centres and another 2,527 in the 115 privately owned early

childhood centres comprising those managed by Church Boards, non-government organizations, community groups and private entities. There were 711 four year olds enrolled in primary schools and 1893 five year olds enrolled in primary schools. The total number of 3 to 5 year olds enrolled in pre-schools and primary schools in the 2010-2011 was 5,482. This indicates that in the 2010-2011 school year, practically all infants in the 3 to 5 years age cohort were enrolled in either early childhood centres or primary schools.

Finance

According to statistical data from the Ministry of Finance, the budgeted allocation for the Pre-primary Education sub-sector was: \$1,288,359 in 2010; \$1,230,889 in 2011; and the projected estimate for 2012 was \$1, 164,439. Salary allocations in the sub-sector were listed as \$958,889 in 2011 and \$892,439 in 2012.

Access

The available data indicate universal access to early childhood education by the 3 to 5 years old age cohort either in pre-primary or primary schools. Three and four year olds are catered to mainly through the 115 private centres. The nine Government owned centres serve mainly as Model centres and contribute only modestly to expanding access.

Quality

Quality in this context refers to the following indicators:

- Having a developmentally appropriate curriculum for the 3 - 4 age cohort
- Meeting the minimum standards which are used to guide the operations of the early childhood environment.
- Systematic inspection of early childhood centres to ensure compliance with the standards.
- Having an indoor and outdoor environment that promote the holistic development of 3 – 4 year olds
- Having an adequate number of trained caregivers within the 1:12 ratio as used in the context of St. Vincent and the Grenadines.

Efficiency and effectiveness

Efficiency and effectiveness in this sub-sector are impacted by the following factors:

- Inadequate numbers of trained early childhood practitioners
- The inability of caregivers to promote children's cognitive, physical, language, social, and emotional skills because they lack the pre-requisite knowledge and training
- The lack of an updated curriculum to meet the current needs of the children in this subsector
- Overcrowding in early childhood centres where the expected ratio of 1:12 students is not followed

- Poor management of centres
- Centres where there is hardly any record keeping to provide feedback on operations;
- Centres that lack the capacity to engage children in appropriate activities throughout the day, or lack the facilities to enable them to rest during the day
- Centre environments that are not developmentally appropriate (that is, without established learning corners; without print rich environments; without facilities for displaying children's work; without ICT facilities; without safe and appropriate areas for play, etc.).

Equity

Statistics from the Ministry of Health indicate that 1,886 boys compared to 1,920 girls are eligible for exposure to early childhood education. While gender equity is not a problem at this level, there are still areas that reflect some form of inequity in the early childhood subsector:

- All Early childhood centres do not use the prescribed curriculum.
- Students in some centres have a greater advantage since they are exposed to current pedagogical practices while others are not.
- Only one of the early childhood centres makes provision for physically challenged/gifted children.
- **Children attending early childhood centres in rural areas are generally not exposed to the same quality with respect to the teaching and learning environment as those who attend centres in the urban areas.**

Approximately, 35% of untrained teachers can be found in early childhood centres in the rural areas. This is reflected in the lack of preparation of children for transitioning into primary schools.

Management/administration

The Government has made provision for the well-being of children by revising the Education Act, 2006 to reflect guidelines that address matters relating to the qualifications, health and character of caregivers as well as the suitability of the location of early childhood centres. Early Childhood Standards have been developed by the Ministry of Education and approved by Cabinet. Two Education Officers, specialists in Early Childhood Education, have been assigned the responsibilities of inspecting, monitoring, evaluating, and supervising the ECCD sub-sector; along with facilitating the training of staff. The officers are also expected to liaise with relevant institutions, departments, and agencies in matters pertaining to early childhood education. However, the inadequacy of the supporting manpower assigned to accomplish these tasks affects follow-up to ensure quality and consistency in the delivery of instruction and services by the centres.

Issues of importance

With the increasing emphasis on ECE, and the establishment of the Education Officer positions referred to above, there is need to reconfigure the relationships between the Curriculum Development Unit (CDU) and the ECE officers so that adequate emphasis can be placed on the curriculum issues associated with ECE.

There is no smooth transition between pre-primary and primary education. Results from Kindergarten Baseline Assessment indicate that there are gaps in the children's education on their completion of the pre-primary cycle. It is clear that closer monitoring is critical to ensure that supervisors in early childhood centres teach the requisite skills needed so that children are in no way disadvantaged when they enter primary institutions.

Achievements

1. Construction and furnishing of nine early childhood centres by Government and refurbishment of privately owned early childhood centres.
2. Provision of free early childhood services from government and philanthropic organizations and donor agencies to disadvantaged children in the form of lunch and materials.
3. Continuous training supported by Government, UNICEF and other agencies such as VINSAVE, ECHO, RCP to caregivers in early childhood education.
4. Presentation to and acceptance by Cabinet of Early Childhood Regulations and Standards.

Issues/challenge

1. The need to clarify the precise role of the MOE in the Pre-Primary Education sub-sector²⁵
2. The implementation and enforcement of Early Childhood Education Regulations and Standards
3. The need to provide adequate supervision, and monitoring of early childhood Education centres and their programme of activities
4. The need to provide adequately trained supervisors and caregivers in early childhood pedagogy, management and supervision in all centres
5. The need to provide adequate infrastructure and educational equipment and materials to all centres
6. The need to develop better parental and community understanding of ECE and readiness for transition to primary school
7. The need for more parental and community involvement in ECE
8. The need for appropriate and sustained training of early childhood providers especially in the Grenadines and rural areas of St Vincent

²⁵ The current plan proposals are based on the assumption that the role of the Ministry of Education will be in keeping with Section 28 (1) of the St Vincent and the Grenadines Education Act 2006.

9. The full development of a well-coordinated and integrated approach towards early childhood education
10. The development of an accurate, reliable, timely, relevant data collection, analysis and dissemination system for ECE
11. The need to develop appropriate protocols for Information sharing, communication and networking among all stakeholders

Definition of Sub-sector Core Values

- (a) **Care** – Care for children and their holistic development so that they become well-rounded individuals who will be productive members of society.
- (b) **Integrity and Professionalism** – The need to uphold integrity and professionalism
- (c) **Respect** – Respect for self and the individuality of children.
- (d) **Problem Solving** – Establishing different means of resolving conflicts, solving problems
- (e) **Creativity** – Providing an environment for creativity to flourish
- (f) **Loyalty and Pride** – The need to develop a spirit of patriotism within the child to feel a sense of pride in, and ownership of their country
- (g) **Equality** – To address the inequities and gaps in early learning that have been established over a period of time.
- (h) **Inclusion** – To make provision for the diverse abilities within the early childhood sector

DEFINITION OF OVERALL SUB-SECTOR GOAL

To help children to fully enjoy their childhood while preparing them for success in school and in later life

THE ESDP OBJECTIVES OF THE SUB-SECTOR ARE TO:

1. **FACILITATE THE FULL PARTICIPATION OF CHILDREN FROM INDIGENT AND POOR HOMES IN ECE**
2. **IMPROVE THE QUALITY OF EARLY CHILDHOOD EDUCATION SERVICES FOR ALL CHILDREN**
3. **IMPROVE EXTERNAL EFFICIENCY IN ALL CENTRES**
4. **FACILITATE EQUITABLE ACCESS TO ECE**
5. **TO IMPROVE THE MANAGEMENT, MONITORING, SUPERVISION AND COORDINATION OF ECE CENTRES ACROSS THE COUNTRY**
6. **INVOLVE PARENTS AND KEY STAKEHOLDERS IN THE PROCESS OF ECE**

Sub-sector: **Early Childhood Education** – GENERAL OVERVIEW

STATED OBJECTIVES	Strategies	ACTIVITIES
<p>OBJECTIVE - 1 TO FACILITATE THE FULL PARTICIPATION OF CHILDREN FROM INDIGENT AND POOR HOMES IN ECE</p>	<p>S1: Facilities expanded to meet the ECE needs of five centres in the vulnerable areas of Park Hill, Byrea, Dickson, Tourama, Greggs, Rose Hall, Spring Village, Lowmans Windward, Sandy Bay, and South Rivers</p>	<p>A1: Determine specific retrofitting and furnishing ECE needs of five schools in the targeted communities A2: Retrofit/furnish five selected schools in the targeted areas</p>
<p>OBJECTIVE - 2 TO IMPROVE THE QUALITY OF EARLY CHILDHOOD EDUCATION SERVICES FOR ALL CHILDREN</p>	<p>S1: Improved, revised curriculum and pedagogic materials/equipment are used in the various centres</p> <p>S2: Appropriate teaching methods/approaches used in the ECE centres</p> <p>S3: ECE standards and regulations implemented and monitored cross the Sub-sector</p> <p>S4: Health and Nutrition (H & N) standards adopted, implemented and monitored across the sub-sector</p>	<p>A1: Review, agree on curriculum with full participation of all stakeholders A2: Approve final curriculum document A3: Produce and make curriculum documents available to centres and stakeholders A4: Equip schools with appropriate materials and facilities A5: Monitor the implementation of the revised curriculum</p> <p>A1: Train teachers and Directors for delivery of the revised curriculum A2: Provide regular on-going training. At least one day per year over 5-yr for teachers and directors A3: Make systematic use of appropriate literacy and numeracy radio/TV programmes for kids A4: Monitor student performance frequently</p> <p>A1: Discuss, Clarify, standards and regulations with key stakeholders A2: Produce and make standards document available to all centres and stakeholders A3: Establish arrangements/mechanisms for implementing, monitoring and enforcing ECE standards and regulations A1: Discuss, Clarify Health & Nutrition Standards with stakeholders A2: Make H & N documents available to Stakeholders A3: Establish arrangements/mechanisms for implementing, assisting, monitoring and enforcing H&N standards and regulations</p>

<p>OBJECTIVE - 3</p> <p>TO IMPROVE EXTERNAL EFFICIENCY IN THE ALL CENTRES</p>	<p>S1: Children acquire appropriate cognitive, gross motor, fine motor, language/vocabulary, adaptive and social skills for earned transmission to primary schooling</p>	<p>A1: Make centre programmes relevant, sequential, and integrated</p> <p>A2: Assess children frequently</p> <p>A3: Make centres welcoming, healthy, and safe places for children</p> <p>A4: Pay special attention to children from indigent and poor homes</p>
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<p>OBJECTIVE - 4</p> <p>TO FACILITATE EQUITABLE ACCESS TO ECE</p>	<p>S1: Appropriate assistance provided to children, (3-4 yr old) from indigent and poor homes to facilitate their full participation in ECE</p>	<p>A1: Determine type²⁶, level and nature of assistance to be provided, and how such assistance is to be efficiently disbursed</p> <p>A2: Provide assistance to target group accordingly</p>
<p>OBJECTIVE - 5</p> <p>TO IMPROVE THE MANAGEMENT, MONITORING, SUPERVISION AND COORDINATION OF ECE CENTRES ACROSS THE STATE</p>	<p>S1: Administrative capacity of school directors improved</p> <p>S2: Appropriate monitoring, coordination and supervision of all ECE centres provided</p>	<p>A1: Train school Directors in education leadership and management techniques</p> <p>A2: Provide appropriately trained MOE staff to monitor, assist, coordinate and supervise all ECE activities</p>
<p>OBJECTIVE - 6</p> <p>TO INVOLVE PARENTS AND KEY STAKEHOLDERS IN THE PROCESS OF ECE</p>	<p>S1: Knowledge and skills necessary to inform good parenting practices improved</p> <p>S2:Parents and community understand and demonstrate appreciation of the nature and importance of quality ECE</p> <p>S3:Parents and community increasingly assist with children’s physical, cognitive, social, and emotional development</p> <p>S4: Celebration of success is a critical component of ECE</p>	<p>Through media/ICT,homevisits, face-to-face meetings</p> <p>A1: Provide Opportunities for parents and community to understand and appreciate the nature and importance of quality ECE</p> <p>A1: Provide Assistance/training in ways in which parents and community can help children in their physical, cognitive, social and emotional development</p> <p>A1: Provide opportunities for parents and community to take active roles in the development and delivery of quality ECE</p> <p>A1: Provide high profile opportunities for students, parents, community, administrative and support staff to celebrate successes as a shared achievement.</p>

²⁶ This might include assistance with nutrition, health, transport, etc.

SUB-SECTOR: EARLY CHILDHOOD EDUCATION

MONITORING ARRANGEMENTS - OBJECTIVES AND STRATEGIES

OBJECTIVES	OVI	MOV	ASSUMPTIONS	STRATEGIES	OVI	MOV	ASSUMPTIONS
OB-1: TO FACILITATE THE FULL PARTICIPATION OF CHILDREN FROM INDIGENT AND POOR HOMES IN ECE	At least 97% of targeted cohort in structured ECE programmes by 2015-16 and 100% by 2017-18	MOE Reports Poverty Reduction surveys and reports	Political will and support exist Resources made available to support objective Parents , guardians in targeted areas make use of opportunities	S1: Facilities expanded (and used) to meet the needs of the targeted vulnerable areas of Park Hill, Byrea, Dickson, Tourama, Greggs, Rose Hall, Spring Village, Lowmans Windward, Sandy Bay, and South River	Specific facilities and equipment (Space, furniture, learning materials, etc.) in keeping with agreed upon ECE standards, provided by 2014-15	MOE reports Inspection	Resources made available to support strategy Parents , guardians in targeted areas make use of opportunities
OB-2: TO IMPROVE THE QUALITY OF EARLY CHILDHOOD SERVICES FOR ALL CHILDREN	At least 60 % of centres meet defined aims, objectives, and standards for ECE by 2015-16 At least 80 % of centres meet defined aims, objectives, and standards for ECE by 2016-17	MOE reports Government surveys and reports	Resources made available to meet objectives Aims and objectives of ECE monitored by Government ECE Standards are enforced by Government Parents, guardians make use of opportunities provided	S1: Improved , revised curriculum and pedagogic materials and equipment are used in the various centres S2: Appropriate teaching methods and approaches used in the centres S3: ECE standards and regulations implemented and monitored cross the Sub-sector S4: Health and Nutrition standards adopted, implemented and monitored across the sub-sector	Revised curriculum available in all centres by 2014-15 Over 80% of teachers use the new methods and materials in their work by 2014-15 Over 60% of teachers suitably qualified by 2014-2015 Over 80% of ECE teachers trained in delivering the new curriculum by 2014-15 Regular inspection by MOE, MOH and independent agencies beginning in AY 2014-15	MOE Reports Surveys carried out by the MOE and other agencies MOE annual Statistical digest Centre reports to parents MOE and Ministry of Health	Good teachers can be retained in the sub-sector Resources are made available for procurement of equipment and materials Full Use is made of scheduled workshop time Children's Attendance level at centres is at least 80% Parents and guardians take heed of data, warnings from Centres
OB-3: TO IMPROVE EXTERNAL EFFICIENCY IN THE VARIOUS CENTRES	Average earned transition rate to primary schools is above 80% by 2016-17 and above 90% by 2017-18	MOE records	Children maintain high attendance rate Parents involve themselves in children's progress	S1: Centre programmes are relevant, sequential ,and integrated S2: Centres are welcoming and positive places	Good ratings by Parents and external assessors beginning in Ay 2014-15	MOE reports, Surveys Agencies' reports and surveys	Children maintain high attendance rates Parents involve themselves in children's progress

OBJECTIVES	OVI	MOV	ASSUMPTIONS	STRATEGIES	OVI	MOV	ASSUMPTIONS
OB-4: TO FACILITATE EQUITABLE ACCESS TO ECE	By 2017-18, no significant difference in ECE access on basis of SES, gender, or geographical location	MOE Statistics Surveys by various Government departments	Resources are made available to assist needy children Parents are convinced that ECE is vitally important	S1: Appropriate assistance provided to children, (3-4 yr old) from indigent and poor homes to facilitate their full participation in ECE	By 2015-16 all needy children will be provided with appropriate assistance to facilitate ECE assess	Data from Ministry of Social Dev. MOE records	Resources made available to execute strategy Assistance is used appropriately by parents/Guardians
OB-5: TO IMPROVE THE MANAGEMENT, MONITORING, SUPERVISION AND COORDINATION OF ECE CENTRES ACROSS THE STATE	By 2015-16 at least 95% of ECE supervisors will have successfully completed basic Mgt/Leadership training By 2015-16 Centre Managers will be provided with monitoring and management assistance from the MOE	MOE statistics	Funding made available for the strategy ECE supervisors and administrators avail themselves of the training opps. Training strategies are used in the management of the Centres.	S1: Administrative capacity of school directors improved S2: Appropriate monitoring, coordination and supervision of all ECE centres provided	By 2015-16 at least 60 % of Centre heads will be trained in mgt and leadership techniques By 2015-16 MOE will provide: trained oversight and assistance to Centres	MOE Records MOE annual statistical digest	Resources made available to execute strategy Centre administrators successfully complete training programmes Assistance is used appropriately by Centre Administrators in the effective mgt of their centres
OB-6: TO INVOLVE PARENTS AND KEY STAKEHOLDERS IN THE PROCESS OF ECE	The Centres will endeavour to engage by 2015-16 over 60% of parents in various regular activities of the Centre(s) where their children are enrolled	Records of the Centres Annual reports of the Centres in the MOE's annual reports	Parents, guardians are willing and able to become engaged in the ECE of their children	S1: Knowledge and skills necessary to inform good parenting practices improved S2: Parents and community understand and appreciate the nature and importance of ECE S3: Parents and community increasingly assist with children's physical, cognitive, emotional, and social development S4: Celebration of success is a critical component of ECE	The Centres will engage, by 2015-16 over 60% of all parents (and community members) in appropriate related activities	Records of the Centres Annual reports of the Centres in the MOE's annual reports	Parents, guardians in targeted areas make use of opportunities provided

SUB-SECTOR:EARLY CHILDHOOD EDUCATION ACTION PLAN COSTING (EC\$)²⁷

OBJ ²⁸	STR	ACTIVITIES	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	RECURRENT ²⁹	CAPITAL	PERSON RESPONSIBLE
OB-1	S1	A1:Determine specific retrofitting and furnishing ECE needs of five schools in the targeted communities	■ ■ ■ ■							Ed Planner
		A2:Retrofit five selected schools in the targeted areas(5x200,000)		200,000	200,000	400,000	200,000		1,000,000	PS
OB-2	S1	A1: Review, agree on curriculum with full participation of major stakeholders (5x140 WSD + \$46,000 for Consultancy) ³⁰	93,600						93,600	CEO/SEO
		A2:Approve final curriculum document	■ ■ ■							CEO
		A3:Produce and make curriculum documents available to centres and stakeholders (1,000x 9)	9,000						9,000	SEO
		A4: Equip schools with appropriate materials and facilities(124x5,000)		62,000 310,000	62,000 310,000	62,000	62,000	248,000	620,000	PS Ed Planner
		A5:Monitor the implementation of the revised curriculum		—————						
	S2	A1: Train teachers and Directors for delivery of the revised curriculum(525x5xWSD)		89,250	89,250				178,500	CEO/SEO
		A2:Provide on-going training. At least one day per year for teachers and directors (5x525xWSD)				35,700	35,700	71,400		CEO/SEO
		A3:Makesystematic use of appropriate literacy and numeracy radio/TV programmes for kids	■ ■ ■ ■ ■	—————							SEO
	A4: Monitor student performance frequently		■ ■ ■ ■	—————						SEO

²⁷ Figures in red in the yearly columns indicate recurrent costs; capital costs are in black. In the summation columns both recurrent and capital costs are in black

²⁸ OBJ = Sub-sector Objective; STR = Strategy

²⁹ Where there are two entries in a cell, the top entry is a recurrent cost for the respective activity for the given academic year.

³⁰ WSD = Workshop Days. Workshop costs are estimated at EC\$68.00 per person for one representative per centre plus other major stakeholders.

OBJ ²⁸	STR	ACTIVITIES	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	RECURRENT ²⁹	CAPITAL	PERSON RESPONSIBLE	
	S3	A1: Discuss, Clarify standards, regulations with key stakeholders (170x2xWSD)	■ ■ ■ ■						23,120	SEO	
		A2: Produce and make standards document available to all centres and stakeholders (1,000x9)	■ ■ ■ ■ ■						9,000	SEO	
		A3: Establish arrangements/mechanisms for monitoringand enforcing standards and regulations	■ ■ ■								CEO SEO
	S4	A1: Discuss, Clarify Health & Nutrition Standards with stakeholders (140x5xWSD)	■ ■ ■ ■ ■							28,560	SEO
		A2: Make H & N documents available to Stakeholders (1,000x9)			9,000					9,000	SEO
		A3: Establish arrangements/mechanisms for assisting, monitoringand enforcing H&N standards and regulations	■ ■ ■ ■								CEO SEO
OB-3	S1	A1:Make centre programmes relevant, sequential, and integrated		—————	—————	—————	—————			SEO	
		A2:Assess children frequently		—————	—————	—————	—————			SEO	
		A3: Make centres welcoming, healthy, and safe places for children		—————	—————	—————	—————			SEO	
		A4: Pay special attention to children from indigent and poor homes		—————	—————	—————	—————			SEO	
OB-4	S1	A1: Determine type³¹, level and nature of assistance to be provided, and how such assistance is to be efficiently disbursed	■ ■ ■ ■ ■ ■ ■ ■							SEO Ed Planner	
	S1	A1:Train school Directors ³² in education leadership and management techniques		72,2500	72,2500				145,000	SEO EO Planning	

³¹ This might include assistance with nutrition, health, transport, etc.

³² Two five-day training workshops for 124 in batches of 25 plus External support 25x10x68 + 60,000 Consultancy costs for resource person for 50% of workshops (MOE might wish to provide more long term training to select officers, possibly via agencies)

OBJ ²⁸	STR	ACTIVITIES	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	RECURRENT ²⁹	CAPITAL	PERSON RESPONSIBLE
OB-5	S2	A1: Provide appropriately trained MOE staff to monitor, assist, coordinate and supervise all ECE activities ³³ (New Staff)			150,000	150,000	150,000	450,000		CEO
OB-6	S1	Through media/ICT,homevisits, face-to-face meetings, seminars, workshops: ³⁴ A1: Provide Opportunities for parents and community to understand and appreciate the nature and importance of quality ECE		10,250	10,250	10,250	10,250	50,000		SEO
	S2	A1:Provide Assistance/training in ways in which parents and community can help children in their physical, cognitive, social and emotional development		10,250	10,250	10,250	10,250	50,000		SEO
	S3	A1:Provide opportunities for parents and community to take active roles in the development and delivery of quality ECE		-----	-----	-----	-----			SEO
	S4	A1: Provide high profile opportunities for students, parents, community, admin and support staff to celebrate successes as a shared achievement (EC\$200.00 per centre) ³⁵ .		6,200	6,200	6,200	6,200	24,800		SEO
		TOTAL COST						1,410,800	3,526,580	
		Contingencies (15%)						211,620	528,987	
		GRAND TOTAL (EC\$)						1,622,420	4,045,567	

³³ Possibly one extra officer with clerical/secretarial support

³⁴ Initial estimate for Strategies S1, S2, and S3: EC\$100,000 per annum for activities/initiatives proposed. To meet the particular needs of the various areas, these activities will be on the initiative and at the discretion of the various centres and the school district

³⁵ Based on a maximum estimate of EC\$200.00 per centre per annum for approved activities of high merit.

2.2 PRIMARY EDUCATION

Situation Analysis

Like most Commonwealth Caribbean Countries students enter public schools in Kindergarten at age five years and pursue seven years of primary schooling (K, G1-G6). Public primary education is free. St Vincent and the Grenadines has 59 public primary schools and ten (10) fee-paying private primary schools. Normally primary schools have two sections: Infant and Junior. The former is comprised of Kindergarten, Grade 1 and Grade 2 and the latter Grades 3 to 6. St Vincent and the Grenadines achieved universal primary education in the 1960s.

Table 2.1: Estimated number of children of primary school age in St Vincent and the Grenadines in 2008

Year	Live Births	Infant deaths	Estimated Population in 2008	Age in 2008
1996	2338	39	2299	12 years
1997	2311	41	2270	11 years
1998	2112	47	2065	10 years
1999	2171	47	2124	9 years
2000	2149	35	2114	8 years
2001	2109	39	2070	7 years
2002	1985	36	1949	6 years
2003	1923	35	1888	5 years
Total	17098	319	16779	5-12 years

Compiled from Data supplied by Statistical Office: No account is taken of net migration

The data in Table 2.1 show that there has been a steady decline in the number of live births in St Vincent and the Grenadines between the years 1996 to 2003, which expectedly, should result in a corresponding decline in the number of children of primary school age (5- 12-year olds) beginning in 2001 and extending to 2008. It must be pointed out that no account is taken of deaths in the age cohort under consideration, beyond the year of birth, and that no adjustments have been made for net migration³⁶. Accordingly, the estimated net population of children eligible to enter public schools could be somewhat overestimated especially as St Vincent and the Grenadines is generally considered to be a net outward migration country.

³⁶ The death rate for the group is low enough to be insignificant in these estimates. Accurate migration rates are difficult to come by.

Table 2.2: Gross enrollment in public primary schools disaggregated by gender in St Vincent and the Grenadines in 2008-2009

AGE	K		1		2		3		4		5		6		TOTAL	
															M	F
4+	340	352	10	9											350	361
5+	640	583	339	330	1										980	913
6+	79	32	609	590	228	342	9	3							925	967
7+			91	52	719	638	293	320	5	10					1108	1020
8+	1	2	14	2	167	78	635	607	237	302	3	10			1057	1001
9+			2	3	22	9	177	116	609	528	242	272	1		1053	928
10+					4	2	31	14	164	91	571	538	200	287	970	932
11+			2	1	1	1	4	1	41	12	215	135	666	621	929	771
12+					1				11	3	75	23	304	188	391	214
13+	1								2	2	11	3	40	12	54	17
14+															0	0
15															0	0
	1061	969	1067	987	1143	1070	1149	1061	1069	948	1117	981	1211	1108	7817	7124
															OVERALL	14941

Access

Table 2.1 shows that the population of children of primary school age in St Vincent and the Grenadines is estimated at 16,779. Table 2.2 above, shows that total enrollment³⁷ in public primary schools in 2008-2009 was 14,941 students. Of this total, 782 (711 four year-olds and 71 thirteen-year olds) were outside the regular primary school age. The actual or net enrolment of primary-age students in public primary schools for the academic year under consideration was therefore 14,159. It is shown in data reported for secondary schools for the same school year (see Table 2.2), that there were 2,078 students (22 ten-year olds, 509 eleven-year olds, and 1,547 twelve-year olds) enrolled in secondary schools – students who would normally be enrolled at the primary level. This means that 16, 237 students of primary school age were enrolled at school, either at the public primary schools or at secondary schools but accounted for within the school system. It can reasonably be assumed, therefore, that the enrolment rate of primary school-age students in 2008-2009 for the school year under consideration was no less than 96.76 per cent.

Further, private primary schools in 2008-2009 were reported to have a gross enrolment of 968 students. There was no age breakdown of the data but it is reasonable to assume that a substantial

³⁷ A gross figure including children within the regular primary school age (5 to 11+) and children outside (either younger or older) the regular primary school age

proportion of the enrolment would be children of primary school age. Given the fact that the population estimates are likely overestimated, and given that age related data were not available for students enrolled in the three Special Needs schools, it is reasonable to conclude that the net enrolment rate³⁸ with respect to primary enrolment must be very close to 100 percent. According to available Ministry of Education data, daily attendance of primary school students during the school year under consideration exceeded 95 per cent. In the circumstances, one can infer that not only universal access to primary schooling has been achieved but universal participation in primary education obtained in St Vincent and the Grenadines in 2008-2009.

Equity

The choice of school is determined by parents who are encouraged to enroll students in schools in their geographic area. However, there is a general perception that schools in towns, particularly Kingstown, are better endowed than schools in rural villages. Consequently, schools in the Kingstown area are generally preferred to schools in the rural areas leading to disparities in enrolments in some areas. Further, in the last decade and with donor assistance, the Ministry adopted and implemented new standards for the physical facilities to be provided in public primary schools. Judged against these new standards some schools in rural villages and the Grenadines are at a disadvantage despite the stated policy of the Ministry of Education to staff and provide instructional materials and equipment to schools on an equitable basis.

Quality

The school year is 39 weeks. Five hours of instruction per day is provided for the five school days each week. The time tabled allocation of subjects for Infant and Junior Sections is shown in Table 2.3.

Table 2.3: Allocation of Subjects by hours of Instruction

SUBJECTS	Hours of Instruction per week Infants	Hours of Instruction per week Juniors
Languages English Foreign Language	8 --	8 2
Mathematics	7	6
Science, Technology, (Agriculture)	3	2.5
Social Sciences	2	2
HFLE	2	1.5
PE& Sports	1	1
Creative Arts	2	2
Total hours per week	25	25

³⁸ The number of children of the official primary school-age who are enrolled in the primary school system as a percentage of the total number of children of that age in the population

Approximately 80 per cent of the 819 teachers in public schools are professionally trained compared to 44 per cent of the 66 teachers in the 10 private primary schools.

Each year the Ministry of Education administers the Grade 2 and Grade 4 National Diagnostic Tests in Language Arts and Mathematics as well as the Common Entrance Examinations in Grade 6. Although the Grade 2 and Grade 4 tests ought to be criterion reference tests and the CEE a placement test, a pass/fail terminology is employed rather than a focus on levels of mastery of critical elements of the Language Arts and Mathematics curriculums. Moreover, the high student “failure rate” as reported on these tests is totally incompatible with: the level of provision of early childhood education that exists in the country; the fact that 80 per cent of public school teachers are professionally trained; the improvements in the physical plant of public primary schools; the high average daily student attendance; the hours of instruction specified for each school year; the increase in school supplies and materials; and the provision of ICT infrastructure. The MOE will therefore focus attention, not only on the reported low student performance on these tests but also on issues such as appropriate curriculum mapping, test construction processes, and the validity, and reliability of the tests themselves.

Management

The Education Act of 2006 provides the legal frame work for the operation of all public and private schools. Principals, the management team and teachers are expected to adhere to Government policies and to manage the school plant. Primary schools are supervised by two Senior Education Officers of the Ministry of Education and are supported by relevant Units such as The Curriculum Unit. The Chief Education Officer has overall responsibility for the placement of principals and teachers and all other related technical and instructional matters related to education.

Major Achievements

1. Providing One-Net-book per child for all students of Grades 2 to 6
2. The development of new and improved standards for the physical plants of primary schools as exemplified in the new schools built under the EU 9th EDF and OEDP BEP-II.
3. Improved supplies of teachers and learning materials.
4. The high daily rate of school attendance.
5. The relatively high throughput of students in the primary school system.
6. Increase in the proportion of professionally trained teachers in public primary schools.
7. Revised curricula in the Core areas: English Language, Mathematics, Science and Social Studies.

Issues and Challenges

- The first primary education objective listed under ESDP 2002-2007 was: *To increase substantially literacy and numeracy above the current baseline*". There are, however, system-wide concerns that: many students currently move through the primary system without appropriate mastery of literacy and numeracy skills; a growing number of students transition from the primary to the secondary level who are not ready to cope with the secondary level programme because of these persistent weaknesses, in addition to inadequate communication, study, and concentration skills.
- Without prejudice to the above, there are, however, reliability and validity concerns with respect to the internal Grade 2 and Grade 4 tests and the Common Entrance Examination (CEE) that must be urgently addressed.
- The expressed lack of confidence on the part of many parents and stakeholders that the placement policy of assigning the first 500 students on the CEE to their secondary school of choice, and assigning the remaining students on the basis of proximity of their residence to secondary schools is operating fairly, impartially and without manipulation by operatives within the system.
- The apparent migration of students in St. Vincent from rural primary schools to Kingstown schools leading to small rural schools having very low teacher-pupil ratios and small classes and possible overcrowding in primary schools in Kingstown.
- The persistent and significant academic under-achievement of boys relative to girls.
- The need to upgrade old school plants to meet the new standards that have been set.
- The need to effectively re-allocate or effectively utilize the spaces made available in several primary schools as a result of the current decline in the primary school population due mainly to the effects of universal secondary provision, and the built capacities of other schools.
- The need to adequately maintain the One-Net-book programme and to ensure optimal impact of the technology on teaching and learning.
- The need to provide adequate training to all staff to deal appropriately with the "inclusion policy"

THE ESDP OBJECTIVES OF THE SUB-SECTOR ARE:

- 1. TO IMPROVE THE QUALITY OF PRIMARY EDUCATION FOR ALL CHILDREN**
- 2. TO ENSURE EQUITY IN PRIMARY EDUCATION**
- 3. TO ENSURE EFFICIENCY (internal and external) IN PRIMARY EDUCATION**
- 4. TO IMPROVE THE MANAGEMENT OF PRIMARY SCHOOLS**

5. TO INVOLVE PARENTS AND OTHER STAKEHOLDERS IN MEANINGFUL WAYS IN THE PROCESS OF PRIMARY EDUCATION

Expansion to the objectives

- To make an all-out effort to improve performance in literacy/communication and numeracy skills
- To increase equity in the physical plants provided for public primary education especially with respect to the urban/rural and the St Vincent/Grenadines dichotomies.
- To reduce the disparity in the performance between males and females at all levels of the primary school system.
- To increase substantially earned transition rates within primary grades and from primary to secondary schools
- To systematically endeavour to raise the relative performance of students in the ten schools that perennially perform poorly on all tests administered by the Ministry annually.
- To develop and administer more reliable and valid testing instruments and arrangements to measure student achievement especially at the system-wide Grades 2, 4 and 6 assessment points.
- To develop effective Measurement and Testing capacity at the school level
- To fully optimize the potential for the recently established ICT infrastructure, the One-Net-book per student and other ICT related initiatives especially with respect to instruction, student learning, and school administration and management.
- To adopt measures to reduce significantly or possibly eliminate the practice of transferring and re-circulating poorly performing teachers within the primary school system.
- To increase significantly the involvement, engagement of parents and community in the education process.
- To ensure that all schools are welcoming, healthy, safe institutions.
- To ensure that what goes on in schools is not only relevant from the school's perspective but is shown to be relevant to students at the present and possibly in the future.

SECTOR: Primary Education – GENERAL OVERVIEW

OBJECTIVES	STRATEGIES	ACTIVITIES
<p>OB-1</p> <p>TO IMPROVE THE QUALITY OF PRIMARY EDUCATION FOR ALL CHILDREN</p> <p>To improve in particular, performance in Literacy, Communication, Numeracy, along with Science and Technology</p>	<p>S1: Improved, revised curriculum³⁹ strategies developed for used in all schools</p> <p>S2: Adequate facilities and equipment (plant, classroom, pedagogical) are made available and used in all schools</p> <p>S3: Appropriate teaching methods and strategies are used in all classrooms</p> <p>S4: Frequent monitoring of student progress made for the purpose of improving student performance and instructional programmes</p> <p>S5: Screening services provided for all children on entry into the primary education system</p>	<p>A1: Review, agree on curriculum strategies in critical areas of: Literacy/Com and Numeracy along with Science and Technology with full participation of major stakeholders</p> <p>A2: Produce and distribute document on revised curriculum strategies</p> <p>A1: Determine necessary physical needs; A2: Provide necessary physical needs A3: Determine necessary pedagogical material/equipment needs A4: Provide necessary pedagogical materials and equipment</p> <p>A1: Develop courses, seminars, workshops, and strategies to train teachers/Principals for the delivery of the revised curriculum strategies A2: Train teachers/Principals in:</p> <ul style="list-style-type: none"> • The integrating of cross-curricular themes in all subject areas. • The integrating of ICT into the teaching-learning process • Making optimum use of the current net-book initiative and local ICT infrastructure in the teaching-learning process <p>A3: Provide relevant on-going professional development opportunities for teachers and Principals</p> <p>A1: Train teachers and principals in student assessment A2: Train MOE officials and relevant school personal to improve validity and reliability of system-wide examinations (Grade-2; Grade-4)</p> <p>A1: Establish a joint MOE/Ministry of Health framework for the screening of children entering primary schools A2: Screen children for hearing, sight, and other physical and mental issues, and general well being</p>

³⁹The focus here is primarily on adjusting and tweaking current curriculum to meet the specific needs of local students and the local environment with emphasis on relevance, and the integration of cross-curricular themes. Curriculum ideas and approaches should be revisited annually for relevance and effectiveness.

<p style="text-align: center;">OB-2</p> <p>TO IMPROVE EQUITY IN PRIMARY EDUCATION</p>	<p>S1: Equity in primary education improved especially with respect to the urban/rural and the St Vincent/Grenadines dichotomies</p> <p>S2: Academic under achievement of boys relative to girls reduced</p> <p>S3: Performance in the ten (10) persistently low performing schools is systematically improved</p>	<p>A1: Carry out an assessment of equity in: the physical plant; teacher resources; and facilities and equipment; and determine critical needs</p> <p>A2: Provide appropriate physical plant needs</p> <p>A3: Provide appropriate teacher resource needs</p> <p>A4: Provide appropriate facilities and equipment</p> <p>A1: Set up a committee to study and report on the gender performance issue</p> <p>A2: Take appropriate corrective measures to deal with the problem</p> <p>A1: Establish an appropriate committee to study and report on the possible causes of low performance in the ten persistently low-performing primary schools</p> <p>A2: Take appropriate follow up action to improve performance in these schools</p>
<p style="text-align: center;">OB-3</p> <p>TO IMPROVE EARNED PROMOTION RATES THROUGH PRIMARY GRADES</p> <p>TO IMPROVE EARNED TRANSITION RATES TO SECONDARY SCHOOLS</p>	<p>S1: Students who are falling behind or are at risk of falling behind are systematically tracked and assisted</p> <p>S2: Appropriate communication established between primary and secondary school personnel on issues and concerns</p>	<p>A1: Develop adequate databases of student performance</p> <p>A2: Put in place systematic mechanisms for the management of instruction across and within grades</p> <p>A3: Use a variety of positive, in-time means to assist/re-engage off-track students (individual, group, peer assistance, ICT, counselors, home, etc.)</p> <p>A4: Use the summer vacation to assist at-risk students</p> <p>A5: Use the summer vacation to help low SES students combat vacation regression</p> <p>A6: Create a school climate of high expectations with respect to student performance</p> <p>A7: Enact measures to protect and make proper use of instructional time</p> <p>A1: Systematically develop linkages, feed-back mechanisms and arrangements with the main recipient secondary schools</p>
<p style="text-align: center;">OB-4</p> <p>TO IMPROVE MANAGEMENT, LEADERSHIP AND MONITORING OF PRIMARY SCHOOLS</p>	<p>S1: Administrative capacity of school principals improved</p> <p>S2: Secretarial and administrative support provided for primary schools</p>	<p>A1: Train school principals and senior teachers in leadership and management techniques</p> <p>A1: Define the role of a school secretary/Admin Assistant</p> <p>A2: Provide each school with a competent Secretary/Admin Assistant with appropriate supporting facilities and equipment</p>

	S3: Appropriate monitoring, coordination and supervision of all primary schools provided	A1: Define the role of a District Education Officer A2: Appoint appropriately trained District Education Officers to assist, monitor, coordinate, and supervise Primary schools on a district level ⁴⁰
OB-5 TO INVOLVE PARENTS AND OTHER STAKEHOLDERS IN MEANINGFUL WAYS IN THE PROCESS OF PRIMARY EDUCATION	<p>S1: Effective, regular communication about school goals, curriculum, children’s progress improved</p> <p>S2: Possible areas of mutual support established with parents and stakeholders</p> <p>S3: Celebration of success is regarded as a critical component of Primary Education</p>	<p>A1: Provide regular, meaningful and effective two-way communication between school and stakeholders via media, home visits, face-face meetings, ICT, Open Days, PTAs, end of term school concerts, etc.</p> <p>A1: Discuss and pursue areas of mutual support with parents and stakeholders A2: Discuss, review strategies that disadvantaged parents can use to help their children’s school performance.</p> <p>A1: Stage end of term concerts or performances at which all parents and key community stakeholders are invited.</p> <p>A2: Celebrate staff and student progress as a high profile activity that is broadly shared by students, parents, community, administrative and support staff</p>

⁴⁰ District Education Officers need not be additional staff. Current staff members could be se-assigned (and provided with appropriate training and practical experience via study tours of countries where the system exists) to manage districts as envisaged under the new arrangements.

SUB-SECTOR: **PRIMARY EDUCATION** – OBJECTIVES AND STRATEGIES

OBJECTIVES	OVI	MOV	ASSUMPTIONS	STRATEGIES	OVI	MOV	ASSUMPTIONS
<p>OB-1 TO IMPROVE THE QUALITY OF PRIMARY EDUCATION FOR ALL CHILDREN</p> <p>To improve, in particular, performance in Literacy, Communication, numeracy, Science and Technology</p>	<p>At least 65% of all students meet mastery standards on Grade 2, Grade 4 by 2015-16</p> <p>At least 80% of all students meet mastery standards on Grade 2, Grade 4 by 2018-19</p>	<p>Grade-2, Grade-4 examinations results.</p> <p>Average performance on internal school tests (Core subjects)</p> <p>MOE Reports</p>	<p>Education Resources made available to meet objective</p> <p>Student attendance is at least 90%</p> <p>Good teachers can be retained in the sub-sector</p> <p>Parents, guardians are adequately involved in their children’s education</p> <p>Students have support and incentives from family and peers to focus on education</p> <p>Political support for education plan remains constant</p>	<p>S1: Improved, revised curriculum strategies, developed for use in all schools</p> <p>S2: Adequate physical facilities (plant, classroom, pedagogical) are made available and used in all schools</p> <p>S3: Appropriate teaching methods and are strategies used in all classrooms</p> <p>S4: Frequent monitoring of student progress made for the purpose of improving student performance and instructional programmes</p> <p>S5: Screening services provided for all children on entry into the primary education system</p>	<p>Over 60 % of teachers use the revised strategies, materials and equipment by 2015-16; and over 95% by 2017-2018</p> <p>50 % of Physical facilities meet MOE specific standards by 2015-16 and 100% by 2018-19</p> <p>At least 75% of teachers consistently use the methods and strategies in class</p> <p>All teachers assess students at least weekly in core subject areas and provide appropriate feedback to school and students</p> <p>95% of children with disabilities, learning issues identified</p>	<p>MOE Reports Survey of teachers and schools</p> <p>MOE Reports and Project management documentation</p> <p>Sampling of schools and perusal of teachers’ schemes and records of work</p> <p>Workshop and consultations reports</p> <p>MOE Reports</p> <p>Sampling of schools MOE reports MOE/MOH records and reports</p>	<p>Adequate resources made available to pursue strategies</p> <p>Teachers’ support and adopt new curriculum arrangements</p> <p>Good teachers and principals can be retained at the school level</p> <p>Incentive systems for teachers reflect the level of effort required</p> <p>Appropriate ICT facilities and teacher training provided</p>

OBJECTIVES	OVI	MOV	ASSUMPTIONS	STRATEGIES	OVI	MOV	ASSUMPTIONS
<p>OB-2</p> <p>TO IMPROVE EQUITY IN PRIMARY EDUCATION</p>	<p>No significant geographical difference in school plant across the state</p> <p>Overall school performance improved with the gap between male and female performance reduced to insignificance</p>	<p>MOE Reports and Project management documentation</p> <p>Grade-2, Grade-4 and CEE exam results.</p> <p>Average performance on internal school tests (Core subjects) Moe Reports</p>	<p>Appropriate resources and oversight of use of such resources</p> <p>Male students willing to pursue improved performance</p> <p>Good teachers can be retained in the school system</p>	<p>S1: Equity in primary education improved especially with respect to the urban/rural and the St Vincent/Grenadines dichotomies</p> <p>S2: Academic under-achievement of boys relative to girls reduced.</p> <p>S3: Performance in the ten persistently low performing schools is systematically improved.</p>	<p>All serious inequitable variations in physical plants addressed by MOE</p> <p>Majority of teachers use outcomes of studies on S2 and S3 matter in combination with S1; S2: and S3 under Objective-3 below</p>	<p>MOE works reports</p> <p>School records</p> <p>School records</p> <p>School reports</p>	<p>Resources are made available</p> <p>Works are well executed and on a timely basis</p> <p>Staff and community members are willing to engage in the efforts</p>
<p>OB-3</p> <p>TO IMPROVE EARNED PROMOTION RATES THROUGH PRIMARY GRADES</p> <p>TO IMPROVE EARNED TRANSITION RATES TO SECONDARY SCHOOLS</p>	<p>At least 70% of all students meet promotion standards Over 80% rate expected by 2017</p> <p>At least 80% of all students meet standards for transition to secondary school. Over 90% rate expected by 2017</p>	<p>Class tests (which should be common across a given grade)</p> <p>CEE and average performance on class tests</p>	<p>Student attendance is at least 90%</p> <p>Good teachers can be retained in the sub-sector</p> <p>Parents, guardians are adequately involved in their children's education</p>	<p>S1: Students who are falling behind or are at risk of falling behind are systematically tracked and assisted</p> <p>S2: Appropriate communication established between primary and secondary school personnel on issues and concerns</p>	<p>Majority of schools have mechanisms in place to: <u>Detect</u> at-risk student and <u>provide</u> help to such students. High expectations articulated and pursued as a major element of school climate and culture</p> <p>Evidence of strong inter-school linkages</p>	<p>School records</p> <p>Surveys</p> <p>Documented evidence of tangible efforts to pursue that goal (<i>school records, linkages with other schools, staff training</i>)</p>	<p>Students are willing to pursue improved performance</p> <p>Good teachers can be retained in the school system</p>

OBJECTIVES	OVI	MOV	ASSUMPTIONS	STRATEGIES	OVI	MOV	ASSUMPTIONS
<p>OB-4 TO IMPROVE THE MANAGEMENT AND LEADERSHIP OF PRIMARY SCHOOLS</p>	<p>By 2016-17, every Primary School will: Have clearly defined goals and objectives; Develop well defined annual work plans for implementation of goals and objectives Successfully Implement and Monitor its annual work plan Account formally for all resources allocated to the sub-sector</p>	<p>Comprehensive Annual School Report</p> <p>Annual DEO report</p> <p>Feedback from School staff</p> <p>Report from Inspection Unit</p>	<p>Appropriate resources available to Schools</p> <p>Appropriate MOE support provided through DEO</p> <p>Appropriate mgt and leadership training provided to Principals and senior teachers</p> <p>Expectations of the sub-sector made clear by MOE</p>	<p>S1: Administrative capacity of school principals improved</p> <p>2: Secretarial and⁴¹ administrative support provided for primary schools</p> <p>S3: Appropriate monitoring,⁴² coordination and supervision of all primary schools provided</p>	<p>By 2016-17 at least 60% of schools will be headed by principals trained in mgt and leadership By 2015-16 the MOE will start to provide: Admin and secretarial support to primary schools; Monitoring and management assistance to schools through the Ed District arrangement At least three districts established by 2018-19</p>	<p>MOE Reports</p> <p>MOE Reports</p>	<p>Resources made available for training and Mgt support</p> <p>Principals successfully complete training programmes</p> <p>Training and Assistance are used appropriately by Principals in the effective mgt of schools</p> <p>Trained principals remain in the school system</p>
<p>OB-5 TO INVOLVE PARENTS AND OTHER STAKEHOLDERS IN MEANINGFUL WAYS IN THE PROCESS OF PRIMARY EDUCATION</p>	<p>Schools will engage, by 2015, over 60% of parents, and other community stakeholders in various regular school activities</p>	<p>School Records</p> <p>MOE Reports</p>	<p>Parents, guardians, and community stakeholders are willing and able to become engaged in the education of their children</p>	<p>S1:Effective, regular communication about school goals, curriculum, children's progress d improved</p> <p>S2: Possible Areas of mutual support established with parents and stakeholders</p> <p>S3: Celebration of success is regarded as critical component of primary education</p>	<p>Schools will endeavour to engage at least 60% of parents and various community members in the work of the school</p>	<p>School reports</p> <p>MOE Reports</p>	<p>Parents, guardians, and community stakeholders are willing and able to become engaged in the education of their children in their community</p>

⁴¹ Starting with the larger schools, 5-10 schools provided with secretarial support by 2018-19

⁴² It is estimated that District arrangements will cost about EC\$200,000 per district. The allocation of EC\$500,000 is on the assumption that District Ed Officers will not necessarily be new staff. The MOE might need to re-assign staff for greater efficiency.

SUB-SECTOR: PRIMARY EDUCATION ACTION PLAN COSTING (EC\$)⁴³

OBJ ⁴⁴	STR	ACTIVITIES	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	RECURRENT	CAPITAL	PERSON RESPONSIBLE	
OB-1	S1	A1: Review, agree on curriculum strategies in critical areas of: Literacy/Com, Numeracy, Science and Technology with full participation of major stakeholders	100,000	100,000					200,000	CEO	
		A2: Produce and distribute documents on revised curriculum strategies (1,300x20x3xEC\$0.25) ⁴⁵	.....	.....					19,500	CEO	
	S2	A1: Determine necessary physical needs	.....	.....					
		A2: Provide necessary physical needs ⁴⁶		460,000	920,000					1,380,000	
		A3: Determine necessary pedagogical material/equipment needs	.....	.....					
		A4: Provide necessary pedagogical materials and equipment ⁴⁷		230,000	460,000					690,000	
	S3	A1: Develop plans: courses, seminars, workshops and strategies to train teachers/principals for the delivery of the revised curriculum strategies	.....	.....	..	..	■			50,000	

⁴³ Figures in red in the yearly columns indicate recurrent costs; capital costs are in black. In the summation columns both recurrent and capital costs are in black

⁴⁴ OBJ = Sub-Sector Objective; STR = Strategies related to a specific sub-subsector objective as defined in the Objectives and Strategies matrix

⁴⁵ Estimated 1,300 copies by 20 pages for three subject areas (Lang/communication, Numeracy, Science and technology) at EC\$0.25 per page

⁴⁶ Estimate of \$20,000 per school (69 schools)

⁴⁷ Estimate of \$10,000 per school

OBJ ⁴⁴	STR	ACTIVITIES	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	RECURRENT	CAPITAL	PERSON RESPONSIBLE
		A2: Train Teachers/Principals in: ⁴⁸ 1. The integrating of cross-curricular themes in all subject areas 2. The integrating of ICT into the teaching/learning process 3. Making optimum use of the current net-book initiative and local ICT infrastructure in the teaching/learning process 4. Basic ICT		.....		■	■		1,500,000	
		A3: Provide relevant on-going professional development opportunities for teachers and Principals				←.....→				
	S4	A1: Train teachers and principals in student assessment		.....		■	■		
		A2: Train MOE officials and relevant school personnel to improve validity and reliability of system-wide examinations (Grade-2; Grade-4)		.....		■	■		
	S5	A1: Establish a joint MOE/Ministry of Health framework for the screening of children entering primary schools	.....						
		A2: Screen children for hearing, sight, and other physical and mental issues, and general well being		15,000	15,000	15,000	15,000	60,000		

⁴⁸ This estimated sum (related to **Strategy 3 and Strategy 4 under Objective-1**) would provide for: approximately 9 days of training (in remote workshop format) for every teacher/principal in the sub-sector; \$0.45m for assistance for the development of training programmes; and \$0.45m for the facilitation and delivery of training (including costs for external/local consultants) in the critical areas of need, such as: curriculum, ICT, Integrating cross-curricular themes, student assessment, dealing with at-risk students, and general subject area enhancement.

OBJ ⁴⁴	STR	ACTIVITIES	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	RECURRENT	CAPITAL	PERSON RESPONSIBLE	
OB-2	S1	A1: Carry out an assessment of equity in the physical plant; teacher resources; and facilities and equipment and determine critical needs ⁴⁹	.....	.....					100,000	
		A2: Provide appropriate physical plant needs		.....	.....				
		A3: Provide appropriate teacher resource needs		.....	.....				
		A4: Provide appropriate facilities and equipment		.....	.....				
	S2	A1: Set up committee to study and report on the gender performance issue	40,000							40,000	
		A2: Take appropriate corrective measures to deal with the problem		80,000						80,000	
	S3	A1: Establish an appropriate committee to study and report on the possible causes of low performance in the ten persistently low performing schools	40,000							40,000	
		A2: Take appropriate follow-up action to improve performance in these schools		80,000						80,000	
		A1: Develop adequate databases of student performance at the school level	.....							
		A2: Put in place systematic mechanisms for the management of instruction across and within grades	.....							

⁴⁹ The assessment should be done while executing Strategy S2 under Objective-1. An additional \$100,000 is allocated here to address equity issues in the ten (10) least endowed schools.

OBJ ⁴⁴	STR	ACTIVITIES	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	RECURRENT	CAPITAL	PERSON RESPONSIBLE
OB-3	S1	A3: Use a variety of positive, in-time means to assist/re-engage off-track students (individual, group, peer assistance, ICT, counselors, home, community support, etc.)								
		A4: Use the summer vacation to assist at-risk students ⁵⁰		50,000	50,000	50,000	50,000	200,000		
		A5: Use the summer vacation to help low SES students combat vacation regression		50,000	50,000	50,000	50,000	200,000		
		A6: Create a climate of high expectations with respect to student performance								
		A7: Enact measures to protect and make effective use of instructional time								
	S2	A1: Systematically develop linkages, feedback mechanisms and arrangements with the main recipient secondary schools								
OB-4	S1	A1: Train school principals and senior teachers in leadership and management techniques ⁵¹	♦♦♦♦	100,000	100,000	100,000	100,000		400,000	
	S2	A1: Define the role of a school Secretary/Admin Assistant	♦♦♦♦♦♦							
		A2: Provide each school with a competent secretary /Admin Assistant with appropriate supporting facilities and equipment (starting with largest, neediest schools)						500,000		

⁵⁰ Seek additional assistance from community (A4 and A5)

⁵¹ To start, possibly two summers (15 days each), Easter (two five-day sessions (10dys) a total of 40 days organized to lead to certificate level work with distance arrangements spread out over the period. (69x40WDx\$68 plus facilitation costs) Total estimated at \$400,000 spread over four years to cover all 69 principals. External assistance can be sought for such a project.

OBJ ⁴⁴	STR	ACTIVITIES	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	RECURRENT	CAPITAL	PERSON RESPONSIBLE
	S3	A1: Define the role of a District Education Officer	*****							
		A2: Appoint appropriately trained District Education Officers to assist, monitor, coordinate, and supervise Primary schools		.....	.....	.....	.....	500,000		
OB-5	S1	A1: Provide regular, meaningful and effective two-way communication between school and stakeholders via media, home visits, face-face meetings, ICT, Open Days, PTAs, End of term school concerts, etc. ⁵²		.....	.....	.....	.....	84,000		
	S2	A1: Discuss and pursue areas of mutual support with parents and stakeholders A2: Discuss, review strategies that disadvantaged parents can use to help their children's school performance.		.....	.....	.....	.....
	S3	A1: Stage end-of-term concerts or performances at which all parents and key community stakeholders are invited.		.....	.....	.....	.....
		A2: Celebrate staff and student progress as a high profile activity that is broadly shared by students, parents, community, administrative and support staff		.....	.....	.....	.....
		TOTAL RECURRENT & CAPITAL COST					1,081,000	4,579,500		
		Contingencies (15%)					162,150	686,925		
							1,243, 150	5,266,425		
			GRAND TOTAL (EC\$)							

⁵² A small allocation of EC\$21,000 per annum is recommended under OBJ-5 based on an average of about EC\$300.00 per school. Further assistance might be sought from the community.

2.3 SECONDARY EDUCATION

1.1 Situation Analysis

ACCESS

Secondary Education means “*education suited to the needs of students from ages eleven years and older but under eighteen years of age*” (Education Act, 2006, PART I, PRELIMINARY, Section 2 (1)). Provision is, however, made under Section 30 (5) for the Chief Education Officer to extend this age limit. This *level of education* typically commences at age 11+ and is comprised of a five-year course of studies leading to the CXC/CSEC or British GCE ‘O’ level examinations in subjects of General Education, Business Studies, Technical/vocational Education and the Creative Arts.

Secondary Education in St. Vincent and the Grenadines is provided by 26 public secondary schools. Nineteen secondary schools are owned by the Government. Seven secondary schools are owned by churches but operate with substantial financial assistance from the Government. These seven schools are referred to as Assisted Secondary (AS) schools. Of the twenty-six (26) secondary schools, twenty-three (23) are situated on Mainland St. Vincent and three (3) are in the Grenadines (two on Bequia in the Northern Grenadines and one on Union Island in the Southern Grenadines). Twenty-two secondary schools are co-educational. There are two single-sex, all-male, secondary schools and two single-sex, all-female, secondary schools.

The policy of universal secondary education (USE) was introduced in September, 2002 on a phased basis and was completely implemented by September 2005. Since then there has been a seamless movement of students aged 11+ years from primary to the secondary schools. In the current USE environment, the Common Entrance Examination (CEE)⁵³ is used to determine placement in secondary schools and not access to secondary education as previously obtained. Under the USE policy (See Table 2.4), secondary enrolment increased from 7,867 in the 2000/2001 base year to: 10,665 in 2005/2006; 11,668 in 2007-2008; 11,425 in 2008/2009; and 11,641 in 2009/2010. This represents a massive increase in secondary enrolment of above 47.9 per cent in the eight-year period under consideration.

Table 2.4: Secondary School Enrolment in St Vincent and the Grenadines (2000/2001-2009/2010)

ACADEMIC YEAR	TOTAL SECONDARY ENROLMENT	INCREASE (%) OVER 2000-01
2000-2001	7,867	
2005-2006	10,665	35.4
2007-2008	11,668	48.3
2008-2009	11,425	45.2
2009-2010	11,641	47.9

⁵³ A policy decision has been taken to replace the CEE with the CXC administered Caribbean Primary Exit Assessment (CPEA) with effect from 2014

Given that it is reasonable to assume that the population estimates in Table 2.5 above are likely to be somewhat inflated since no account is taken of net migration; and given that St Vincent and the Grenadines has had a high negative migration rate (significantly more Vincentians leaving than outsiders coming in) over the years, a joint analysis of: the overall secondary enrolment data in Table 2.4 above; the available population data in Table 2.5; and the secondary school enrolment data by age and form in Table 2.6 allow for the conclusion to be drawn that over the academic years 2001-2002 to 2009-2010, the population and enrolment figures are sufficiently close to conclude that USE has been achieved in St Vincent and the Grenadines.

Table-2.5: Estimated Population of Children 11 to 17 years in the 2008-2009 School Year

Year	Number of live Births	Infant Deaths (0-1 yr)	Total Estimated Deaths (0-1 and 1-17yrs ⁵⁴)	Net Population in 2008-2009	Age in 2008-2009
1991	2,591	50	100	2,491	17 years
1992	2,686	46	92	2,594	16 years
1993	2,687	39	78	2,609	15 years
1994	2,549	36	72	2,477	14 years
1995	2,614	47	94	2,520	13 years
1996	2,338	39	78	2,260	12 years
1997	2,311	41	82	2,229	11 years
Total	17,776	(298)	596	17,180	11-17 years

Compiled from Data from the Government Statistical Office (Note, no account is taken of net migration)

Table-2.6: Secondary School Enrolment by Age and Form (2008/2009)

Age in Years	Form 1	Form 2	Form 3	Form 4	Form 5	Total
10	21	1	-	-	-	22
11	473	36	-	-	-	509
12	1084	445	8	-	-	1547
13	616	1123	375	6	-	2120
14	213	666	893	355	7	2134
15	54	281	591	868	237	2031
16	5	77	384	605	610	1681
17	-	13	123	311	417	864
18	-	1	19	109	234	361
19	-	-	4	17	135	156
Total	2466	2433	2397	2269	1640	11425

Source: Compiled from Data from Education Planning Unit, Ministry of Education

⁵⁴ Death rates are normally minimal between ages 1-17. The number of deaths (1-17 year-olds) is estimated here to be equal to the infant mortality deaths (0-1yr-olds)

The Education Act of 2006 makes provision for compulsory enrolment and attendance. There is currently no enforcement of compulsory enrolment or attendance. However, from the data in Table 2.4, Table 2.5, and Table 2.6, it would appear that there is no need for enforcement with respect to enrollment given the apparent high level of voluntary participation at the secondary level.

Equity

In SVG, as in other territories of the Commonwealth Caribbean, performance in the CEE is a major basis for placement of students in secondary schools. In SVG, further consideration is taken of:

- Parents' choice
- Geographic location

The expressed Government policy at this time is to place the top 500 students based on their choices and their CEE performance and the remaining students are placed mainly based on their place of residence. However, some schools, based on their history are preferred choices and non-placement at these schools may lead parents to state, without material evidence, that the system is not transparent or just.

Since, however, parents and members of the general community have expressed great concern about apparent inconsistencies and contradictions deemed to occur each year between the policy as stated and its actual implementation, there is therefore the urgent need for better explanation of the existing policy and its implementation, or for some review of the policy and its implementation, or both, to ensure consistency, fairness, and transparency in the eyes of the public.

Quality

Widely accepted indicators of quality are student performance, teacher academic qualifications and training and facilities. Table 2.7 below shows the performance of students of the 26 secondary schools in the CSEC examinations in the years 2007 to 2011 inclusive.

Table 2.7: Per Cent of All Subjects Passed at Grades 1-3 in CSEC by School and Year

SCHOOL	2007	2008	2009	2010	2011		
Adelphi62	47	53	76	60			
Barrouallie	66	60	66	83	71		
Bequia Seventh Day*	63	50	56	55	52		
Bequia Community High*		54	44	47	49	50	
Bethel* 53	47	44	60	49			
Bishops71	87	66	78	72			
Buccament Bay	N/A	N/A	N/A	64	41		
Dr J P Eustace			49	44	53	64	62
Emmanuel Mesopotamia*			35	48	48	59	56
George Stephens		N/A	N/A	N/A	70	44	
Georgetown	39	23	37	65	69		
Girls High	92	92	91	94	98		
Intermediate*	26	37	31	34	56		

Mountain View Seventh Day	52	60	72	74	77
North Union*	38	37	49	59	51
Petit Bordel	54	45	50	80	63
St Clair Dacon*	45	43	50	44	33
St Joseph Kingstown	78	73	82	86	86
St Joseph Marriaqua	76	67	82	78	78
St Martin	76	49	67	71	72
St Vincent Grammar School	86	84	84	90	90
Sandy Bay*	N/A	N/A	N/A	--	38
Thomas Saunders	N/A	N/A	N/A	70	73
Troumaca	47	60	70	76	80
Union Island Secondary	49	49	62	--	80
West St George*	N/A	N/A	59	--	52
ALL SECONDARY SCHOOLS	61	61	65	--	72

In 2000, prior to the expansion of secondary education through the policy of universal access, students in St Vincent and the Grenadines passed 70 per cent of all subjects sat in CSEC. Table 2.7 shows that in 2007 and 2008 students passed 61 per cent of all subjects sat. In 2009, this improved to 65 per cent, and 72 per cent in 2011. This would suggest some initial decline in student performance and subsequent recovery. Table 2.7 also shows that Girls High School, St Vincent Grammar School, St Joseph Convent Kingstown, St Joseph Convent Marriaqua, Bishops and Barrouallie were consistently top performing schools. There are several schools in which the performance is below the 50% performance rate for two or more years. It is critical that appropriate and sustained assistance and monitoring be provided to these poorly performing schools.

Inspection of CSEC data shows that in 2011, the six subjects with the highest number of students sitting CSEC were English A, (13.12%) Mathematics, (9.9%) Social Studies (8.99%), Principles of Business (7.15%), Integrated Science (7.1%), Electronic Document Management and Preparation (5.66%). The six subjects with the highest pass rates were Social Studies, Principles of Business, Integrated Science, English A, Physical Education and Sports and Document Management and Preparation. While Mathematics is one of the subjects most sat by students it was among the subjects with the highest rate of failure. Another noticeable aspect of the inspection was the modest or small number of students sitting Biology, Chemistry, Physics, Spanish, French, Geography, Electricity and Electronics, Construction, Visual Arts, Music, Theater Arts and Technical Drawing. Also the pass rates in these subjects were also modest.

What these CSEC performance data suggest is that while larger numbers of students are now sitting CSEC with about the same rate of success as before universal access, they are doing so in subjects that provide a general secondary education but do not particularly prepare them for further education or any specific area of the world of work. Further, when CSEC entry is compared with the 16 and 17 year-old age cohort, just under 60 per cent of students are sitting CSEC. That is, over 40 per cent are leaving secondary schools without having sat the examination that measures successful completion of secondary education in the Caribbean.

Table 2.8: Secondary Staffing by Professional Training, Degree and Sex (2009)

Secondary Teachers	Professional Training		No Professional Training		Totals
	Graduate	Non-Graduate	Graduate	Non-Graduate	
Male	54	89	35	78	256
Female	120	126	67	110	423
Totals	174	215	102	188	679

Source: Education Planning Unit, Ministry of Education

Table 2.8 shows that of the 679 teachers employed in secondary schools, 389 or 57.3 per cent have professional training as teachers; 286 or 42.1 per cent hold at least a Bachelors degree; and 174 or 25.6 per cent are graduate teachers with professional training.

Management and Administration

Government Secondary schools (GS) are under the direct control of the Ministry of Education. All schools are supervised by principals with assistance from a senior management team comprised of senior teachers and heads of department. Government Assisted Secondary Schools are managed by school principals, most of who are appointed and paid by government. Several of the Government Assisted Secondary Schools are governed by a School Board. Both Government Secondary Schools (GS) and Government Assisted Secondary Schools (AS) are governed by the Education Act of 2006 and related regulations. All 26 secondary schools in St Vincent and the Grenadines are public schools by definition of the Education Act of 2006 in terms of the level of financial provision by Government and the consequential obligation to offer access to all students on the same basis.

Curriculum

The secondary education programme is basically geared towards the Caribbean Examination Council Examinations (CXC) at Forms 4 and 5. There is a foundation curriculum, determined by the MOE, for the first three years of secondary education, and a core of five subjects that must be followed by all students from Forms 1 to 5. However, syllabi have not yet been designed for all of these subjects. Most schools supplement this programme with a considerable range of extra-curricular activities, the main ones being sporting activities, cultural activities, and participation in service clubs.

Financing

Financial allocation is not distributed evenly across all secondary schools. The elite government secondary schools have separate budgetary provisions and operate on a higher unit cost compared to other schools. Secondary teachers' salaries form the second largest item of expenditure after primary teachers' salaries.

Achievements of the Secondary Sub-sector

1. Expansion of the secondary sector and the implementation of Universal Secondary Access in September, 2005. The net enrolment rate at the secondary level increased from 60% in 2004 to **92.6%** in 2011.
2. Increased transition rate to Secondary Education from 73% in 2004 to **97.6%** in 2011.
3. Increased completion rate for Form V from 49% in 2004 to 80.7% in 2011
4. Modest increase in the proportion of students passing at least 5 subjects at CXC exams,⁵⁵ including English and Mathematics from 37% in 2004 to **51.6%** in 2011.
5. Training of principals and deputy principals in school leadership and management.
6. Training of teachers to degree level in remedial instruction, especially in the areas of Literacy and Numeracy.
7. All secondary schools now have broad band Internet access

Issues, Challenges, Problems facing the Secondary Sub-sector

1. The need to look into the contention that a significant number of students (mainly males) drop out of school by age 15 and 16 years (at the end of Form-3 and Form-4), obviously without having reached levels of achievement that would ensure further success in education or proper preparation for job opportunities in the 21st century
2. Achievement in the critically important areas of English, Mathematics and Science as measured by performance on CSEC examinations is unacceptably low
3. High percentage of students entering the secondary school system with low literacy and numeracy skills and capacity
4. Non-acceptance of the CCSLC as an important mid-secondary examination by some secondary schools
5. The fact that only very limited numbers of students in every school are able to offer or pursue science subjects.
6. The difficulty attracting and retaining suitably qualified teachers in subjects such as Mathematics, Science, English and ICT
7. The poor performance of male students. This could have serious implications for the pace of socio-economic development in the country and for expectations of a productive cohesive society.
8. Need for an analysis of the cost-effectiveness of secondary education, in consideration of the high levels of students who leave without any qualifications or without adequate qualifications to proceed to the next higher level.
9. The level of investment in a type of secondary education that is basically oriented to a single set of academic examinations.
10. Equity in plant, resources and student options across schools
11. The apparent unclear focus on TVET in 11-16 basic education institutions
12. The need for more relevant and better defined graduation requirements with appropriate options for the bulk of students
13. Students leaving secondary schools without appropriate critical thinking skills

⁵⁵ The rate given here is likely to be inflated since it is based on the number of students sitting the examinations in that year and not by the actual number of students at the Form-5 level.

OVERALL SUB-SECTOR GOAL: To improve the quality, relevance, and effectiveness of education for all persons of secondary school age

THE ESDP OBJECTIVES OF THE SUB-SECTOR ARE:

1. TO IMPROVE THE QUALITY OF SECONDARY EDUCATION FOR ALL STUDENTS
2. TO IMPROVE EARNED PROMOTION RATES THROUGH SECONDARY FORMS; AND TO IMPROVE EARNED TRANSMISSION RATES TO TERTIARY EDUCATION AND THE WORLD OF WORK
3. TO ENSURE EQUITY IN SECONDARY EDUCATION
4. TO IMPROVE THE MANAGEMENT OF SECONDARY SCHOOLS
5. TO INVOLVE PARENTS AND OTHER STAKEHOLDERS IN MEANINGFUL WAYS IN THE PROCESS OF SECONDARY EDUCATION

SUB-SECTOR: SECONDARY EDUCATION – GENERAL OVERVIEW

OBJECTIVES	STRATEGIES	ACTIVITIES
<p>OBJ-1</p> <p>1.0 TO IMPROVE THE QUALITY OF SECONDARY EDUCATION FOR ALL STUDENTS⁵⁶</p> <p>To improve in particular, performance in Literacy, Communication, Numeracy, Science, Technology⁵⁷, and ICT; and to ensure that cross-curricular themes are worked into all subjects⁵⁸</p>	<p>S1: Improved, revised curriculum⁵⁹ strategies developed for use in all schools</p> <p>S2: Adequate facilities and equipment (plant, classroom, pedagogical) are made available and used in all schools</p> <p>S3: Appropriate teaching methods and strategies are used in all classrooms (<i>Teachers teach in-field especially in the key subject areas</i>)</p> <p>S4: Frequent monitoring of student progress made for the purpose of improving student performance and instructional programmes</p>	<p>A1: Review, agree on curriculum strategies in critical areas of: Literacy/Com and Numeracy along with Science and Technology with full participation of major stakeholders</p> <p>A2: Produce and distribute document on revised curriculum strategies</p> <p>A1: Determine necessary physical needs; A2: Provide necessary physical needs A3: Determine necessary pedagogical material/equipment needs A4: Provide necessary pedagogical materials and equipment</p> <p>A1: Develop courses, seminars, workshops, and strategies to train teachers/Principals for the delivery of the revised curriculum strategies A2: Train teachers/Principals in:</p> <ul style="list-style-type: none"> • The integrating of cross-curricular themes in all subject areas. • The integrating of ICT into the teaching-learning process • Making optimum use of the local ICT infrastructure in the teaching-learning process • Basic ICT <p>A3: Provide relevant on-going professional development opportunities for teachers and Principals</p> <p>A1: Train teachers and principals in student assessment, and keeping and using student records A2: Use assessment records to assist with student achievement</p>

⁵⁶ See **Item-9** under “AREAS AND ISSUES OF CONCERN” relating to the need to define and pursue a more relevant secondary school curriculum

⁵⁷ See the TVET sub-sector for recommendations for introducing “Industrial Technology “ into the curriculum

⁵⁸ **Cross-curricular themes** (Critical Thinking; Creativity; ICT usage and issues; Enterprise; Team Work; Values; Problem solving, and the utilization of knowledge and skills for practical purposes; Development of Emotional Intelligence)

⁵⁹ The focus here is primarily on adjusting and tweaking current curriculum to meet the specific needs of local students and the local environment with emphasis on **relevance**, and the integration of cross-curricular themes. Curriculum ideas and approaches should be revisited annually for relevance and effectiveness.

<p>OBJ-2</p> <p>2.1 TO IMPROVE EARNED PROMOTION RATES THROUGH SECONDARY FORMS</p> <p>2.2 TO IMPROVE TRANSITION RATES TO TERTIARY EDUCATION AND THE WORLD OF WORK.</p>	<p>S1: Students who enter with low literacy and numeracy skills; and Students who are falling behind or are at risk of falling behind are systematically tracked and assisted</p> <p>S2: A climate of high expectations with respect to student performance is created in all schools</p> <p>S3: An appropriate Industrial Technology programme is integrated into the school system</p>	<p>A1: Develop adequate longitudinal databases of student performance at the school level to facilitate the monitoring of student performance</p> <p>A2: Put in place systematic mechanisms for the management of instruction across and within forms</p> <p>A3: Use a variety of positive, in-time means to assist/re-engage low performing and/or off-track students (teaching strategies, individual, group, peer assistance, ICT, counselors, home, etc.)</p> <p>A4: Use the long summer vacation to assist low-performing and/or at-risk students</p> <p>A5: Provide opportunities for regular staff development, reflection, and exploration of the issues involved in dealing with these matters</p> <p>A1: Enact measures to protect instructional time in all schools</p> <p>A2: Staff, students and parents set high standards and goals and work to achieve them</p> <p>A1: Appoint a task force to look into and report on the development of Industrial Technology programmes in all secondary schools</p> <p>A2: Take appropriate follow up action</p> <p>A3: Participate in the discussions with SVGCC, TVET, ACE and stakeholders on the development of an integrated system of life-long education and training for the country</p>
<p>OBJ-3</p> <p>3.0 TO ENSURE EQUITY IN SECONDARY EDUCATION</p>	<p>S1: Increased equity in the physical plant provided for public secondary education especially with respect to the urban/rural and the St Vincent Grenadines dichotomies</p> <p>S2: Appropriate steps are taken to correct/ reduce gender disparity in student performance at the secondary level.</p>	<p>A1: Carry out assessment of inequities in the physical plant between schools</p> <p>A2: Determine critical needs</p> <p>A3: Provide appropriate needs</p> <p>A1: Appoint a committee to look into and report on:</p> <ol style="list-style-type: none"> 1. correcting/reducing the disparity in gender performance; 2. the contention that there is a serious dropout problem (especially of males) at the Form-3 and Form-4 levels <p>A2: Implement accepted recommendations</p>

<p>OBJ-4</p> <p>4.0 TO IMPROVE THE MANAGEMENT OF SECONDARY SCHOOLS</p>	<p>S1:Administrative/management capacity of school principals improved</p> <p>S2: Appropriate monitoring, coordination and supervision of all secondary schools provided</p> <p>S3:A safe and welcoming environment is provided for all students</p>	<p>A1:Train school principals, senior teachers, Department Heads in school leadership and management techniques⁶⁰</p> <p>A1:Assign respective District Education Officersto monitor, coordinate, supervise and assist secondary schools in their district.</p> <p>A2: Appoint School Boards, where appropriate to assist in the management and development of secondary schools</p> <p>A1: Define and pursue a non-threatening, respectful, praise-focused school environment</p> <p>A2: Establish appropriate emergency plans, drills and procedures</p> <p>A3: Engage appropriately trained security personnel at all schools</p>
<p>OBJ-5</p> <p>5.0 TO INVOLVE PARENTS AND OTHER STAKEHOLDERS IN MEANINGFUL WAYS IN THE PROCESS OF SECONDARY EDUCATION</p>	<p>S1:Effective, regular communication about school goals, curriculum, children’s progress discussed with parents and community</p> <p>S2:Possible areas of mutual support established with stakeholders</p> <p>S3: Celebration of success is regarded as a critical component of Secondary Education</p>	<p>A1: Provideregular meaningful and effective two-way communication between school and stakeholders via media, home visits, face-face meetings, phone, emails, newsletters, Open Days, PTA meetings etc.</p> <p>A1:Discuss and pursue areas of mutual support with parents and stakeholders</p> <p>A2:Discuss and review strategies that disadvantaged parents can use to help improve their children’s school performance</p> <p>A1:Stage end of term concerts or performances at which all parents and key community stakeholders are invited.</p> <p>A2: Celebrate staff and student progress as a high profile activity that is broadly shared by students, parents, community, administrative and support staff</p>

⁶⁰ Leadership/Management training might more profitably be structured into a certificate programme using distance, and face-to-face sessions, over a period of possibly two summers with specified sessions on select weekends, evenings, and vacation periods (December, Easter). These certificates could then be used as prerequisites for appointments into leadership/management positions.

SUB-SECTOR:SECONDARY EDUCATION

MONITORING ARRANGEMENTS - OBJECTIVES AND STRATEGIES

OBJECTIVES	OVI	MOV	RISKS	STRATEGIES	OVI	MOV	RISKS
<p>OB-1 TO IMPROVE THE QUALITY OF SECONDARY EDUCATION FOR ALL STUDENTS</p> <p>To improve in particular, performance in Literacy, Communication, Numeracy, Science, Technology⁶¹, and ICT; and to ensure that cross-curricular themes are worked into all subjects⁶²</p>	<p>Success on CSEC Exams raised from 67% to at least 80 % of cohort by 2017-18</p> <p>At least 80% of students demonstrate Mastery Level Competence on Grade-9 CCSLC Exams by 2017-18</p> <p>At least 80% of all students demonstrate Mastery Level Competence on in-school exams in Core subjects at the Forms 4-5 levels by 2017-18</p>	<p>CSEC performance records and CXC reports</p> <p>CCSLC performance records and CXC reports</p> <p>School records School reports</p>	<p>Education resources made available to meet objective</p> <p>Average Student attendance is at least 95%</p> <p>Good teachers can be retained in the sub-sector</p> <p>Parents, guardians are adequately involved in their childrens' education</p> <p>Students have support and incentives from family, peers to focus on education</p>	<p>S1: Improved, revised curriculum strategies developed and use in all schools⁶³</p> <p>S2: Adequate facilities and equipment (plant, classroom, pedagogical) are made available and used in all schools</p> <p>S3: Appropriate teaching methods and strategies used in all schools</p> <p>S4: Frequent monitoring of student progress made for the purpose of improving student performance and instructional programmes</p>	<p>Strategies developed and made available to schools by 2016-17</p> <p>Sub-standard plant and equipment brought up to standard during 2014-16</p> <p>At least 50% of teachers use the new strategies by 2016-17 and over 80% by 2017-18</p> <p>By 2016-17 Majority of schools will: Assess students at least weekly in core subject areas; Keep cumulative records of student performance; Demonstrate how assessment is used in improving student achievement</p>	<p>MOE reports, Documentation of strategies</p> <p>Sampling of schools, MOE reports</p> <p>MOE reports, School surveys Teachers' record of work, Inspection</p> <p>School records MOE reports Inspection</p>	<p>Resources made available Teachers support new initiatives</p> <p>Good teachers and principals can be retained in schools Appropriate incentives available to hard working teachers and Principals Appropriate ICT facilities and ICT and technology training available for teachers</p>

⁶¹ See the TVET sub-sector for recommendations for introducing “Industrial Technology “ into the curriculum

⁶² **Cross-curricular themes** (Critical Thinking; Creativity; ICT usage and issues; Enterprise; Team Work; Values; Problem solving, and the utilization of knowledge and skills for practical purposes; Development of Emotional Intelligence)

⁶³ Locally based Curriculum is revised and modified to suit the needs of the population involved. Where the curriculum is externally prescribed, the focus will be mainly on developing appropriate strategies and securing appropriate equipment and materials for its delivery. It is proposed that Curriculum is briefly assessed annually for relevance and effectiveness and more substantially re-visited every 3-4 years.

OBJECTIVES	OVI	MOV	RISKS	STRATEGIES	OVI	MOV	RISKS
<p>OB-2.1 TO IMPROVE EARNED PROMOTION RATES THROUGH SECONDARY FORMS</p> <p>OB-2.2 TO IMPROVE TRANSITION RATES TO TERTIARY EDUCATION AND THE WORLD OF WORK.</p>	<p>At least 70% of all students meet promotion standards by 2015-16 Over 80% meet standards by 2017-18</p> <p>At least 50% of students seeking transmission to Tertiary Institutions meet the standards by 2017-18 At least 70% of students seeking post-sec work training qualify to do so by 2017-18</p>	<p>Class tests (which should be common across Forms)</p> <p>CSEC performance and Student GPA</p> <p>Reports from public and private sector work places</p>	<p>Student attendance is at least 95%</p> <p>Students willing to pursue high performance</p> <p>Good teachers can be retained in the sub-sector</p> <p>Parents, guardians are positive influences</p>	<p>S1: Students who enter with low literacy and numeracy skills; and Students who are falling behind or are at risk of falling behind are systematically tracked and assisted</p> <p>S2: A climate of high expectations with respect to student performance is created in all schools</p> <p>S3: An appropriate Industrial Technology programme is integrated into the school system</p>	<p>By 2015-16 all schools will have working mechanisms in place to detect and rescue at risk students</p> <p>Rescue rates will be at least 50% by 2017 High expectations fully articulated and pursued in all schools</p> <p>Industrial Technology proposals pursued in school by 2016-17</p>	<p>School Records</p> <p>School Surveys</p> <p>MOE reports and statistics</p> <p>Inspection</p>	<p>Students are willing to pursue improved performance</p> <p>Good teachers can be retained in schools</p> <p>Parents and guardians are willing to help</p> <p>Teaching resources are available</p>
<p>OB-3 TO ENSURE EQUITY IN SECONDARY EDUCATION</p>	<p>No significant difference in school plant and school resources across the state by 2017-18</p> <p>Improved school performance with no significant difference in performance by gender by 2018</p>	<p>School records</p> <p>School reports</p>	<p>Student attendance is at least 95%</p> <p>Male Students willing to pursue high performance</p> <p>Good teachers can be retained in the sub-sector</p> <p>Parents, guardians are positive influences</p>	<p>S1: Increased equity in the physical plants provided for public secondary education especially with respect to the urban/rural and the St Vincent Grenadines dichotomies</p> <p>S2: Appropriate steps are taken to correct/ reduce gender disparity in student performance at the secondary level.</p>	<p>All serious inequitable variations in plant and key resources addressed by MOE by 2017-18</p> <p>Matter investigated by 2015-16 Accepted proposals implemented in schools by 2016-17</p>	<p>MOE Works reports</p> <p>School Surveys</p> <p>Report of investigation Committee MOE Reports Inspection</p>	<p>Works are well executed and on a timely basis</p> <p>Appropriate resources are made available</p> <p>Appropriate policy measures are put in place</p>

<p>OB-4</p> <p>TO IMPROVE THE LEADERSHIP AND MANAGEMENT OF SECONDARY SCHOOLS</p>	<p>By 2016-17, every School will: Have clearly defined goals and objectives; Develop well defined annual work plans for implementation of goals and objectives Successfully Implement and Monitor its annual work plan Account formally for all resources allocated to the sub-sector</p>	<p>Comprehensive Annual School Report Annual DEO report Feedback from school staff Report from Inspection Unit</p>	<p>Appropriate resources available to Schools Appropriate MOE support provided through DEO Appropriate mgt and leadership training provided to Principals and senior teachers Expectations of the sub-sector made clear by MOE</p>	<p>S1:Management/Administrative Leadership capacity of school principals improved S2:Appropriate monitoring, coordination and supervision of all secondary schools provided S3:A safe and welcoming environment is provided for all students</p>	<p>By 2015-16 at least 60% of schools will be headed by principals trained in mgt and leadership By 2015-16 the MOE will provide: monitoring and management assistance to schools through the Ed District arrangement;</p>	<p>MOE Reports MOE Reports</p>	<p>Resources made available for training and Mgt support Principals successfully complete training programmes Training and Assistance are used appropriately by Principals in the effective mgt of schools Trained principals remain in the school system</p>
<p>OB-5</p> <p>TO INVOLVE PARENTS AND OTHER STAKEHOLDERS IN MEANINGFUL WAYS IN THE PROCESS OF SECONDARY EDUCATION</p>	<p>Schools will endeavour to engage, by 2015-16, over 60% of parents, and other community stakeholders in various regular school activities and initiatives By 2015-16 all schools will have functioning PTAs</p>	<p>MOE Reports School Reports Minutes of PTA meetings</p>	<p>Parents, guardians, and community stakeholders are willing and able to become engaged in the education of their children</p>	<p>S1:Effective, regular communication about school goals, curriculum, students' progress discussed. S2: Possible areas of mutual support established and pursued with stakeholders S3: Celebration of success is regarded as a critical component of secondary education</p>	<p>Schools will engage and keep in close contact with at least 60% of parents and guardians by 2015-16</p>	<p>MOE Reports School reports</p>	<p>Parents, guardians, and community stakeholders are willing and able to become engaged in the education of their children</p>

SUB-SECTOR: SECONDARY EDUCATION **ACTION PLAN** COSTING (EC\$)⁶⁴

OBJ	STR	ACTIVITIES	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	RECURRENT	CAPITAL	PERSON RESPONSIBLE	
OB-1	S1	A1: Review, agree on curriculum strategies in critical areas of: Literacy/Com, Numeracy, Science and Technology with full participation of major stakeholders	100,000	150,000					250,000		
		A2: Produce and distribute document(s) on revised curriculum strategies		20,000							
	S2	A1: Determine necessary physical needs;	.....							
		A2: Provide necessary physical needs	500,000	500,000	500,000				1,500,000		
		A3: Determine necessary pedagogical material/equipment needs	.....	.....					
		A4: Provide necessary pedagogical materials and equipment		240,000	120,000	120,000	120,000		600,000		
	S3	A1: Develop Plans: workshops, courses, seminars, and strategies to train teachers, Principals for the delivery of the revised curriculum	50,000							50,000	
		A2: Train teachers/Principals in: ⁶⁵ 1. The integration of cross-curricular themes 2. The integration of ICT 3. Making optimum use of local ICT infrastructure in the teaching/learning process 4. Basic IT						1,100,000	

⁶⁴ Figures in red in the yearly columns indicate recurrent costs; capital costs are in black. In the summation columns both recurrent and capital costs are in black

⁶⁵ This estimated sum (related to **Strategy 3 and Strategy 4 under Objective-1**) would provide for: approximately 9 days of training (in remote workshop format) for every teacher/principal in the sub-sector; \$0.30m for assistance for the development of training programmes; and \$0.30m for the facilitation and delivery of training (including costs for external/local consultants) in the critical areas of need, such as: curriculum, ICT, Integrating cross-curricular themes, student assessment, dealing with at-risk students, and general subject area enhancement.

OBJ	STR	ACTIVITIES	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	RECURRENT	CAPITAL	PERSON RESPONSIBLE
		A3: Provide relevant on-going professional development opportunities for teachers, Principals, and especially Department Heads				←-----→				
	S4	A1: Train Teachers and principals in student assessment and keeping and using student records	-----							
		A2: Use assessment records to assist with student achievement		-----						
OB-2	S1	A1: Develop adequate longitudinal databases of student performance at the school level to facilitate the monitoring of student performance	-----	-----						
		A2: Put in place systematic mechanisms for the management of instruction across and within forms		-----						
		A3: Use a variety of positive, in-time means to assist/re-engage low performing and/or off-track students (individual, group, peer assistance, ICT, counselors, home, etc.)		-----						
		A4: Use the long summer vacation to assist at-risk and/or low-performing students		60,000	60,000	60,000	60,000	240,000		
		A5: Provide opportunities for regular staff development, reflection, and exploration of the issues involved in dealing with these matters			-----					
	S2	A1: Enact measures to steadfastly protect instructional time in all schools		-----						
		A2: Staff, students and parents set high standards and goals and work to achieve them		-----						

OBJ	STR	ACTIVITIES	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	RECURRENT	CAPITAL	PERSON RESPONSIBLE
	S3	A1:Appoint a task force to look into and report on the development of Industrial Technology programmes in all secondary schools	■						20,000	PS/CEO
		A2:Take appropriate follow up action		.....	.....	.....	.....			PS/CEO
		A3:Participate in the discussions with SVGCC, TVET, ACE and stakeholders on the development of an integrated system of life-long education and training for SVG	.....						
OB-3	S1	A1:Carry out assessment of inequities in the physical plant, teacher resources, facilities and equipment between schools	.....						
		A2: Determine critical needs	.....						
		A3: Provide appropriate needs		500,000	500,000				1,000,000	
	S3	A1:Appoint a committee to look into and report on: 1. correcting/reducing the disparity in gender performance; 2. the contention that there is a serious dropout problem (esp. of males) at the Form-3 and Form-4 levels	40,000							
		A2:Implement accepted recommendations		80,000						
OB-4	S1	A1:Train school principals , senior teachers, Department Heads in school leadership and management techniques	.....	58,000	58,000	58,000	58,000		232,000	
	S2	A1:Assign respective District Education Officers to monitor, coordinate, supervise and assist secondary schools in their district.								
		A2: Appoint School Boards , where appropriate to assist in the management and development of secondary schools		.....	.....	.....	.....

OBJ	STR	ACTIVITIES	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	RECURRENT	CAPITAL	PERSON RESPONSIBLE
	S3	A1: Define and pursue a non-threatening, respectful, praise-focused school environment								
		A2: Establish appropriate emergency plans, drills and procedures								
		A3: Engage appropriately trained security personnel at all schools								
OB-5	S1	A1: Provide regular meaningful and effective two-way communication between school and stakeholders via media, home visits, face-face meetings, phone, emails, newsletters, Open Days, PTA meetings etc. ⁶⁶		-----	-----	-----	-----	38,000		
	S2	A1: Discuss and pursue areas of mutual support with parents and stakeholders								
		A2: Discuss and review strategies that disadvantaged parents can use to help improve their children's school performance								
	S3	A1: Stage end of term concerts or performances at which all parents and key community stakeholders are invited.		.....	.....	.....	.....
		A2: Celebrate staff and student progress as a high profile activity that is broadly shared by students, parents, community, and staff		-----	-----	-----	-----			
		TOTAL RECURRENT & CAPITAL COST						278,000	4,752,000	
		CONTINGENCIES (15%)						41,700	712,800	
		GRAND TOTAL						319,700	5,464,800	

⁶⁶ A small allocation of EC\$21,000 per annum is recommended under OBJ-5 based on an average of about EC\$500.00 per school. Further assistance might be sought from the community.

2.4 TERTIARY EDUCATION:

1. Situational Analysis

In 2005, with the passage of the Community College Act, four colleges were amalgamated to form the St. Vincent and the Grenadines Community College (SVGCC). There are now four Divisions namely, Division of Technical and Vocational Education (DTVE), Division of Arts, Sciences and General Studies (DASGS), Division of Teacher Education (DTE) and Division of Nursing Education (DNE). In addition, the presence of the UWI Open Campus and its predecessors have been important element of the provision of Higher Education to Vincentians for many years.

The above two Public institutions and a number of private institutions (up to 11) including two Medical Schools (Trinity Medical School and All Saints Medical School), and several others including religious based institutions, comprise the Higher Education sub-sector in St. Vincent and the Grenadines. Most of these institutions are small outfits offering the programmes of other institutions based outside of SVG in areas such as Theology and Business. There has been a fairly significant increase in the number of Vincentians currently studying at the three Campuses of UWI and at several other tertiary institutions outside of St. Vincent and the Grenadines, many with Government assistance, or through schemes under the auspices of Foreign Governments or institutions, in conjunction with the Government of St. Vincent and the Grenadines. In addition, there is unlimited access to online and distance programmes from Higher Education Institutions outside of St. Vincent and the Grenadines. It should be noted that the online modality creates a challenge of ensuring that quality is maintained as many substandard programmes exist from less than reputable institutions online.

The last census data available in St. Vincent and the Grenadines is from 2001. At that time the population was listed as 106, 253 (Talbert, 2009) with 65,290 between the ages of 15 and 64. IMF data suggests that the overall population has only changed marginally since 1991 from about 106,000 to about 107,000 (Indexmundi, 2011). The absence of the 2011 Census data makes it difficult to determine what is factual and also to be more precise in planning for the future needs of the Higher Education target group.

2. Access and equity

Access to the SVGCC has increased dramatically over the last several years (see Table 2.9 below). This has been made possible in two main ways.

1. Temporary classroom spaces have been constructed at DASGS and DTVE and a new permanent classroom and staff room wing was built at the DNE prior to its amalgamation with the other Colleges.
2. The commencement of evening programmes at both the DASGS and DTE in 2010. This allowed part time students to access the services of the College in evening Associate Degree, Bachelors Degree and other programmes.

Table 2.9:Enrolment at SVGCC 2000-2011

YEAR	2000-01	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	2011-12
DTE	119	135	90	90	122	109	208	101	84	261*	238***
DTVE	216	236	254	285	314	131	336	437	769	891	817
DASGS	561	777	940	1014	1008	783	835	818	807	1013**	935****
DNE	-	97	164	164	317	266	313	128	189	210	217
TOTAL	896	1245	1448	1553	1761	1289	1692	1484	1788	2349	2207

*152 Full time, 109 Part time (BEd and BA) **943 Full time, 70 Part time (Associate degree)

125 Full time, 133 Part time (BEd and BA) *839 Full time, 146 Part time (Associate Degree)

There has also been a steady but moderate increase in enrolment at the UWI Open Campus (SVG) ranging from 199 in 2000/2001 to 256 in 2010/2011. The enrolment at private colleges is not known at this time.

Not only has enrolment increased at the SVGCC but within the last two years, approximately 90 % of all eligible applicants to the DASGS and DTVE have been accepted. Unfortunately, as many as 27 % of all applicants do not meet the minimum entry requirements of five CSEC subjects, including English A. There are currently serious space constraints at facilities that were designed for far fewer students and in some cases built as far back as the 1970s.

Three additional observations may be made from the data on student admissions to SVGCC:

1. More than 66 per cent of the Country's young people are not making it to the SVGCC, the main Higher Education Institution in the country. Some of these young people move to the Technical Institutes but it is not clear how many of them do. At any rate, these institutes are estimated to be able to accommodate only about 800-900 students at any one time and so a significant and growing number of young people of post compulsory school age are not accounted for and appear lost to the education system.
2. The gender distribution of these students that drop out of the education system and never get to the SVGCC is unknown. However, given that the gender ratio of students entering the primary schools is about 1:1 but at the SVGCC it is about 1 male to 2.5 females, it is quite apparent that the majority of students falling out of the system are males.
3. The proportions that proceed to Higher Education at a later date having upgraded their CSEC entry qualifications are unknown at this time but it would be a useful statistic to know in determining how to deal with the challenge of school dropouts.

The acceptance rate in the DNE Registered Nurse programme fluctuates significantly from as low as 42 per cent in 2007 to as high as 85 per cent in 2005. Although the other Nursing programmes do not show the same kind of fluctuating acceptance rate, it is apparent that demand

for spaces exceeds supply in these programmes. The monthly stipend provided to RN and NA students is no doubt a powerful incentive to potential candidates to these programmes.

In addition to local enrolment at Colleges, a significant number of Vincentians have been granted scholarships or student loans to study at Universities and Colleges overseas in a variety of disciplines and a range of countries. Scholarships have been granted by the Governments of Mexico, Venezuela, Cuba, Taiwan, Brazil and Australia to name a few. During the last 10 years (2001 to 2011), 607 students have received scholarships through the Government’s Training Division in 153 areas as varied as Veterinary Gynaecology and Urban and Regional Planning. Over the same ten-year period, the National Commercial Bank (now Bank of St. Vincent and the Grenadines), issued some 1,434 student loans for a total of EC\$102,692,386. This represents a significant investment by the bank as well as Vincentians generally in the pursuit of Higher Education.

3. Efficiency

Table 2.10: Dropout rate at SVGCC

DIVISION	Approximate drop-out rate (%) (including voluntary, termination, failure, abandonment and resignations)
DTE	2
DNE	24
DTVE	19
DASGS	19

The relatively high attrition rate at DNE in the Registered Nursing programme is apparently linked to the very high professional standards required by the Regional Nursing Body and the nature of the Nursing profession. Many candidates apparently see the programme as an opportunity to receive a stipend for three years to relieve economic hardships but are not prepared for: the rigours and stress of working long hours, including night shifts; the challenges of clinical practice; and having to deal directly and regularly with a wide range of life and death situations. Interestingly, the attrition rate for the student midwives is much lower perhaps because they have already successfully gone through the rigours of the Registered Nursing Programme and see the merit of pursuing morespecialized training. Generally, the internal efficiency rate at SVGCC is between 70 and 75%.

4. Equity

There continues to be significant gender disparity in enrolment at both the Open Campus and the SVGCC. In the academic year 2011-2012, out of a total of 1,861 students listed at the SVGCC, 29.4 per cent were males and 61.55 per cent were females (see Table 2.11 above). In the academic year 2010-2011, out of a total enrolment of 256 students at the UWI Open Campus, 35 were males and 221 were females representing 13.68 percent and 86.32 per cent, respectively. If this is the general trend then there is a serious gender imbalance that must be urgently addressed before the ramifications work their way into the socio-economic fabric of the society.

Table 2.11:SVGCC Enrolment by Gender and Division (2011-2012)

DIVISION	MALE	FEMALE	TOTALS
DASGS	269	666	935
DTE	36	222	258
DTVE	215	225	440*
DNE	10	218	228
TOTAL	530	1331	1861

*Year 1 only. Data incomplete for year 2

The SVGCC needs to address the contention of geographical inequity in tertiary education raised at several of the consultations. This will require proper analysis of appropriate data over a well defined period and making realistic and affordable recommendations on the matter. Creating greater access to students in rural areas and in the Grenadines is an important aspect of improving equity in tertiary education and a significant way of reducing imbalances in the social, economic and political development of St. Vincent and the Grenadines.

5. Quality

The SVGCC is currently working on improving the quality of its offerings and the development of a wider range of options in keeping with the need to train Vincentians to take advantage of the growing range of skills that are required in a modern economy. In the past, connections with industry, the private sector generally, and areas of the public sector were often limited to student attachments at the end of their programme. The SVGCC is currently pursuing more intensive and structured affiliations with industry and other productive sectors of the economy. In the 2011-2012 DTVE made successful completion of student attachments a requirement for Graduation. A new Quality Assurance Office was recently been developed at SVGCC to monitor quality of programmes which previously were not monitored with sufficient rigor. The SVGCC is also in the process of integrating computerized databases into its operations to facilitate its data-gathering and analysis capacity and administrative functions.

The SVGCC is also involved in the process of developing its physical facilities (see Table 2.12) and its teaching staff (see Table 13).

Table 2.12: Facilities available at SVGCC

FACILITIES	DASGS	DTE	DTVE	DNE	Totals
Classrooms	11 (13 under construction)	5	8	5	29
Science and Computer Labs	5 (4 under construction)	1	2 (2 being developed)	1	9
Workshops and Specialist rooms	1 (Art and Design, also 4 under construction)	1	9	1	12
Library	1	1	1	1	4
Admin and other staff	18	8	12	5	43
Academic staff	45	10	40	14	109

Table 2.13: Staff (Teaching) Highest Qualification

Qualification	No. of Males		No. of Females		Total
	Full-time	Part-time	Full-time	Part-time	
Doctorate	0	0	0	0	0
Master's Degree	15	1	25	1	42
Post-graduate Diploma	1				1
Bachelor's Degree	16	5	13	25	59
Diploma (Post-Secondary)	6			1	7
Associate Degree		1			1
CAPE/ A' Level	1				
CSEC/O' Level					
Other:	2	1		1	4
Total	41	8	38	28	115

6. Finance and costs

Government Annual recurrent expenditure for SVGCC has ranged between EC\$10m and EC\$11 million over the last three years. Although the SVGCC's annual budget is listed as being in excess of EC\$12 million for the last three years, only about 80% of the listed amount has ever been received. Unfortunately, over 90% of the SVGCC budget goes towards salaries, wages, NIC and PAYE contributions. As a result, shortfalls exist in the financial resourcing of the SVGCC creating serious challenges in maintaining adequate levels of educational equipment and materials and critically needed ICT infrastructure.

7. Achievements of the Sub-Sector

- The rapid and substantial expansion of access to tertiary education both in St. Vincent and overseas.
- Maintaining quality at SVGCC notwithstanding the rapid and substantial expansion.
- Transforming the governance of the SVCC so that it has a certain degree of autonomy.
- Establishing a system of registration of private tertiary education operating in the country.
- Making the transition from in-service training of teachers as the main modality to pre-service training of teachers as the main modality.
- Establishing some indigenous capacity to train secondary and early childhood teachers.
- Upgrading and expanding the physical plant of the College which is still a work in progress in that construction is still to be completed.

8. Issues and Challenges

- a. Continued expansion of access to tertiary education to meet anticipated and expected increased demand in a resource scarce environment.
- b. The need to modify the policy of free access to tertiary education to one of fees with adequate supporting scholarships and bursaries to the needy

- c. Establishing a vibrant Department of Continuing Education at SVGCC to meet a wide variety of general and specific educational needs (programmes, stand-alone courses, workshops, seminars) of individuals, and private and public sector organizations or groups and financed on a cost-plus basis. The DOCE would serve as a central component in the development of the proposed integrated national system of life-long education and training.
- d. The need to pursue and support flexible, non-traditional and innovative approaches to the delivery of tertiary education
- e. The need to significantly increase post-secondary training in Mathematics, Science, and Information Technology
- f. The need to provide para-professional training in a wide range of fields to meet the growing demands of a modern economy
- g. The need to ensure that appropriate pathways are available to students who wish to upgrade their qualifications from one level to the next
- h. Increasing the level of access to tertiary education for students in the Grenadines and in certain rural areas of St. Vincent.
- i. Infusing ICT into management, the teaching/learning process, and on-line structures at SVGCC.⁶⁷
- j. Addressing the causes of high drop-out in some programmes.
- k. Integrating cross-curricular themes into all SVGCC programmes and courses
 - l. The need to systematically improve student services and student welfare
- m. The need to systematically improve staff development and staff welfare. According to data from the college, other than the Director, no other staff member holds a PhD in his/her field. The college needs to improve on this situation at the soonest
- n. Rationalising support for students in different Divisions of the College and generally rationalising the College's finances.
- o. Establishing an Inventory of all students enrolled in colleges and universities abroad and their areas of specialization to facilitate manpower data and planning.
- p. Revisiting the registration and regulation of private colleges in St. Vincent and exploring policies to better integrate some of these institutions into the system of tertiary education in St. Vincent.
- q. To develop the SVGCC into a significant resource for studying and tackling critical social, economic and other issues in the community

9. Goal and Policy Objectives of the Tertiary Education Sub-Sector

GOAL: To provide relevant and quality life-long education and training opportunities to increasing numbers of post-compulsory school-age individuals in an equitable manner to enable them to function effectively: as individuals; in the workplace; and in society in general.

⁶⁷**Cross-curricular themes** (Critical Thinking; Creativity; ICT usage and issues; Enterprise; Team Work; Values; Problem solving and the utilization of knowledge and skills for practical purposes; Development of Emotional Intelligence)

THE ESDP OBJECTIVES OF THE SUB-SECTOR ARE:

- 1. TO PLAY A LEAD ROLE IN INTEGRATING THE TERTIARY SUB-SECTOR INTO A NATIONAL SYSTEM OF LIFE-LONG EDUCATION AND TRAINING IN THE COUNTRY**
- 2. TO INCREASE ACCESS TO AND PARTICIPATION IN POST-COMPULSORY EDUCATION AND TRAINING, AND HIGHER EDUCATION IN ST. VINCENT AND THE GRENADINES**
- 3. TO IMPROVE QUALITY AND RELEVANCE OF PROGRAMMES/COURSES, AND OFFERINGS**
- 4. TO IMPROVE EQUITY IN TERTIARY EDUCATION**
- 5. TO EXPAND AND IMPROVE STUDENT SERVICES AND WELFARE**
- 6. TO IMPROVE STAFF DEVELOPMENT, STAFF ASSESSMENT, AND STAFF WELFARE ARRANGEMENTS**
- 7. TO IMPROVE, EXPAND, AND MAINTAIN PHYSICAL FACILITIES AND RESOURCES AT SVGCC IN A PLANNED AND SYSTEMATIC MANNER**
- 8. TO IMPROVE MANAGEMENT, ADMINISTRATION AND GOVERNANCE OF TERTIARY EDUCATION**
- 9. TO INVOLVE ALL STAKEHOLDERS IN MEANINGFUL WAYS IN THE DEVELOPMENT OF TERTIARY EDUCATION**

SUB-SECTOR: TERTIARY EDUCATION – GENERAL OVERVIEW

STATED OBJECTIVES	STRATEGIES	ACTIVITIES
<p>OB-1.0 TO PLAY A LEAD ROLE IN DEVELOPING A NATIONAL SYSTEM OF LIFE-LONG EDUCATION AND TRAINING for SVG</p>	<p>S1: SVGCC makes substantial contribution to the deliberations of the Task Force for the development of a well defined comprehensive national system of life-long education and training</p>	<p>A1: SVGCC representatives attend and participate fully in all required sessions of the Task Force A2: SVGCC representatives prepare and present researched proposals/ideas to the Task Force for consideration and approval (Including outlining the role of the institution per se, and its role in association with other relevant education and training institutions in the context of the development of a national integrated, system of life-long education and training).</p>
<p>OB-2.0 TO INCREASE ⁶⁸ACCESS TO, AND PARTICIPATION IN TERTIARY EDUCATION IN ST. VINCENT AND THE GRENADINES</p>	<p>S1: Expanded facilities provided and used by increased intake</p> <p>S2: Relevant and appropriate programmes and courses are made available and used by a wide range of students</p> <p>S3: Assistance is provided and used by needy students</p>	<p>A1: Determine level of facilities/resources required to accommodate increased intake A2: Provide adequate facilities/resources to accommodate increased intake A3: Make appropriate arrangements to increase physical access to students with disabilities</p> <p>A1: Provide appropriate advice and information to students and potential employers on the range and merits of offerings A2: Offer flexible in time, place, mode and pacing to meet the needs of students A3: Establish a Department of Continuing Education (DOCE) ⁶⁹ at the College</p> <p>A1: Check that enrolled students have the necessary basic preparation for pursuing chosen programmes and courses. A2: Provide assistance where possible to students who might need help in basic areas such as numeracy, Language/communication, ICT and other foundation skills A3: Assist in securing funding for students who are capable but lack resources.</p>

⁶⁸ Current enrolment at SVGCC is about 2,000 students. The annual secondary school cohort is about 2,000 students. Assuming a success rate (five CSEC subjects with Math and English) of 50 %, then at least 1,000 students would have automatic access to the SVGCC. Given the number of individuals in the 25- 40 age range (about 30,000) and assuming that this critical group must, in a fast moving technological age, be given appropriate access to continuing, further, and higher education. A modest 5-10% effective demand by this group would increase enrollment by about 1,500 to 3,000 potential students per year bringing total potential enrolment (current level; increase via better CSEC performance; and demand by the 25-40 age group) to well over 4,000..

⁶⁹ Establish a Department of Continuing Education (DOCE) at SVGCC to meet a wide variety of general and specific educational needs (programmes, stand-alone courses, workshops, seminars, during day time, evening, weekend, vacation time, and in varying locations) of individuals, and private and public sector organizations or groups, and to be financed on a cost-plus basis. The DOCE would serve as a central component in the development of the proposed integrated national system of life-long education and training. The DOCE is expected to be a self-financing component of the College.

<p>OB-3.0</p> <p>TO IMPROVE QUALITY AND RELEVANCE OF PROGRAMMES, COURSES AND OFFERINGS AT THE TERTIARY LEVEL</p>	<p>S1: Appropriate competency-based curriculum is used in all programmes and courses</p> <p>S2: Adequate facilities and equipment (plant, classroom, environment, pedagogical materials) are made available and used in all offerings</p> <p>S3: Appropriate teaching methods are used in the classrooms</p> <p>S4: Frequent monitoring of student progress made for the purpose of improving student performance and instructional programmes</p>	<p>A1: Develop appropriate curriculum in collaboration with the private/public sectors and in keeping with the demands/standards of further/higher education</p> <p>A2: Provide opportunities for teaching staff to keep abreast of relevant developments in the workplace and in higher and further education</p> <p>A3: Establish appropriate Quality Assurance arrangements and Advisory Bodies</p> <p>A4: Establish a Coordination Unit (mechanism) for Higher Education Institutions in SVG</p> <p>A1: Determine necessary physical needs;</p> <p>A2: Provide necessary physical needs</p> <p>A3: Determine necessary pedagogical material/equipment needs</p> <p>A4: Provide necessary pedagogical materials and equipment</p> <p>A1: Develop courses, seminars, workshops, and strategies to train staff for the delivery of the curriculums</p> <p>A2: Train teaching staff in:</p> <ol style="list-style-type: none"> 1. The integrating of cross-curricular themes in all course offerings 2. The integration of ICT into the teaching/learning process <p>A1: Provide appropriate training in student assessment and student records management</p> <p>A2: Use assessment records to assist with improving student achievement and instructional programmes</p>
<p>OB-4.0</p> <p>TO IMPROVE EQUITY IN TERTIARY EDUCATION PROVISION</p>	<p>S1: Equitable access and performance improved with respect to:</p> <ul style="list-style-type: none"> • Geographical location in St Vincent; • Students from The Grenadines; • Gender parity; • Special needs students; • Students from Low SES backgrounds 	<p>A1: Establish committees to carry out assessments of inequities; the issues related to these inequities; and to propose possible solution options</p> <p>A2: Rectify the problems as much as is possible given the resources available</p> <p>A3: Pay special attention to students from low SES backgrounds</p>
<p>OB-5.0</p> <p>TO EXPAND AND IMPROVE STUDENT SERVICES AND WELFARE</p>	<p>S1: Adequate Recruitment, Retention, leadership, Guidance and Counselling, Security services, and assistance (Academic, Psychological, Career; Financial; Health, Insurance) made available and used by students.</p> <p>S2: Appropriate physical and sporting facilities made available and used by students (and Staff)</p>	<p>A1: Establish a Student Services Unit (Assistant Registrar, Counsellor(s), Sports and physical education coordinator etc.) at the SVGCC to manage and deliver appropriate student services and to establish a vibrant students' council</p> <p>A1: Construct, furnish and maintain an exercise gymnasium capable of accommodating at least 30-50 students at a time and with trained gym instructors</p>

	<p>S3: Adequate online learning equipment, materials and TLI documents and information are made available and used by students</p>	<p>A1: Provide adequate access to ICT equipment/resources necessary to facilitate the learning process and for development of competency in ICT (email, internet, Internet portals, website, on-line TLI transactions and information)</p> <p>A2: Provide annual student prospectuses to make students aware of all aspects of College functions, operations, rules and regulations, emergency procedures, complaints procedures, and student rights and responsibilities</p>
<p>OB-6.0</p> <p>TO IMPROVE STAFF DEVELOPMENT, STAFF ASSESSMENT AND STAFF WELFARE ARRANGEMENTS</p>	<p>S1: Staff assessment/welfare arrangements and procedures established and in use</p> <p>S2: Continuous professional development strategies established and in use</p> <p>S3: Appropriate ICT and Library support provided and used</p>	<p>A1: Establish a Human Resource Development Unit headed by a Human Resource Manager to handle staff assessment, working conditions, remuneration arrangements and other internal matters</p> <p>A1: Develop and use clearly defined, performance-based, transparent protocols for selecting/supporting staff for external development/training</p> <p>A2: Provide/support opportunities for staff to attend local, regional, international professional meetings, conferences, seminars, workshops that are related to their work</p> <p>A3: Arrange (in keeping with developed protocols)for at least two members of staff to pursue higher level qualifications (Masters, PhD) in critical priority areas (Mathematics, Natural Sciences, ITC, Measurement and Testing, Psychology, etc.) each year for a five year initial period, with appropriate bonding arrangements</p> <p>A1:Provide adequate ICT, Library resources, and teaching materials and equipment</p>
<p>OB-7.0</p> <p>TO IMPROVE, EXPAND, AND MAINTAIN, PHYSICAL FACILITIES AND RESOURCES IN A PLANNED AND SYSTEMATIC MANNER</p>	<p>S1: A comprehensive physical master plan is developed and followed</p> <p>S2: A Maintenance Department established and functioning at the College</p>	<p>A1: Utilize staff and external consultants in the development of a master plan</p> <p>A2: Approve and execute master plan</p> <p>A3: Establish a Committee to look into the merits of establishing a strong, well resourced campus library rather than single divisional libraries</p> <p>A1: Employ Maintenance Officer(s) and supporting staff to carry out regular maintenance of College facilities</p>
<p>OB-8.0</p> <p>TO IMPROVE MANAGEMENT, ADMINISTRATION AND GOVERNANCE OF TERTIARY EDUCATION</p>	<p>S1:Leadership and management improved at the SVGCC</p> <p>S2: Financial resources at SVGCC increased and used efficiently</p> <p>S3: Staff and student involvement in governance and management of the College increased</p>	<p>A1: Identify, clarify and strengthen management roles in the institution</p> <p>A2: Provide Training for management staff, Heads of Department, and senior teaching staff in leadership and management</p> <p>A1: Conduct a strategic review of possible funding options for SVGCC</p> <p>A2: Implement funding proposals once agreed upon and approved</p> <p>A1: Ensure that staff and students are represented on all major governing, management bodies and committees of the College: Board, Management Committee, Academic Board/Council, etc.</p>

	<p>S4: A modern Student Management System (SMS) and an extended and enhanced Management Information System (MIS) established and in use at SVGCC</p>	<p>A1: Build the various components of the SMS and MIS (Scheduler, Gradebook) A2: Upgrade servers and computer labs to accommodate the new system A3: Train staff in use of the new data systems A4: Produce and make available to all relevant stakeholders a comprehensive annual report of all aspects of the operations of the College by a specified date every year</p>
<p>OB-9.0</p> <p>TO INVOLVE ALL STAKEHOLDERS IN MEANINGFUL WAYS IN THE DEVELOPMENT OF TERTIARY EDUCATION</p>	<p>S1: Effective two-way communication with potential students and clients achieved and maintained</p> <p>S2: Celebration of success is regarded as a critical component of Tertiary Education</p>	<p>A1: Establish two-way communication arrangements and protocols between the sub-sector and potential students, clients, partners and benefactors via media, face-to-face meetings, ICT, Open Days, Annual Sports Day, Special Functions, meetings, luncheons, etc.</p> <p>A1: Celebrate staff and student progress as a high profile activity that is broadly shared by students, parents, community, administrative and support staff</p>

SUB-SECTOR: TERTIARY EDUCATION

MONITORING ARRANGEMENTS - OBJECTIVES AND STRATEGIES

OBJECTIVES	Ovis	MOV	ASSUMPTIONS	STRATEGIES	OVI	MOV	ASSUMPTIONS
OB-1.0 TO PLAY A LEAD ROLE IN DEVELOPING A NATIONAL SYSTEM OF LIFE-LONG EDUCATION AND TRAINING for SVG	TER ED sub-sector fully integrated into the proposals for the new system of education and training	Report of Task Force MOE Reports	Resources made available for appropriate input from Tertiary sub-sector TER ED personnel buy into the process	S1: TER ED makes substantial contribution to the deliberations of the Task Force for the development of a well defined comprehensive national system of life-long education/training	TER ED working policy framework and key recommendations imbedded into Task Force proposals for national system	Task Force consultation documents Task Force Report MOE Reports	Task Force deliberations allow for frank and open discussions TER ED officials buy into the process
OB-2.0 TO INCREASE ⁷⁰ACCESS TO, AND PARTICIPATION IN TERTIARY EDUCATION IN ST. VINCENT AND THE GRENADINES	Access to and participation in SVGCC courses and programmes along with offerings by other approved TLIs increased by at least 50% by 2018-19	SVGCC reports Reports of other TLIs Independent surveys/reports	Resources made available for the increased access and participation Students take advantage of the increased opportunities	S1: Expanded facilities and resources provided and used by increased intake S2: Relevant and appropriate programmes and courses are made available and used by a wide range of students S3: Assistance is provided and used by needy students	By 2017-18: Facilities, equipment, materials and human resources meet required standards by 2017-18 Courses and programmes meet required standards Courses and programmes meet defined needs	Quality assessment of physical and other resources Reports by TLIs MOE Reports Student and public surveys	Resources made available for the increased access and participation Students take advantage of the increased opportunities
OB-3.0 TO IMPROVE QUALITY AND RELEVANCE OF PROGRAMMES, COURSES AND OFFERINGS AT THE TERTIARY LEVEL	By 2018-19: SVG able to produce most of its para-professional, middle and upper middle level skilled personnel At least 65% of students accepted in TLI courses and programmes are successful	SVGCC reports Reports of other TLIs Independent surveys/reports Feedback from employers and students	Resources made available for the increased access and participation Students take advantage of the increased opportunities Appropriate cooperation	Appropriate competency-based curriculum is used in all programmes and courses S2: Adequate facilities and equipment (plant, classroom, environment, pedagogical) are made available and used in all offerings S3: Appropriate teaching methods	Curriculum, course materials meet established standards by 2016-17 Facilities, equipment and materials meet required standards by 2016-17	TLI reports MOE reports National Training Agency reports MOE reports	Appropriate resources made available for curriculum work Adequate support provided by MOE and supporting bodies and agencies

⁷⁰ Current enrolment at SVGCC is about 2,000 students. The annual secondary school cohort is about 2,000 students. Assuming a success rate (five CSEC subjects with Math and English) of 50 %, then at least 1,000 students would have automatic access to the SVGCC. Given the number of individuals in the 25- 40 age range (about 30,000) and assuming that this critical group must, in a fast moving technological age, be given appropriate access to continuing, further, and higher education. A modest 5-10% effective demand by this group would increase enrollment by about 1,500 to 3,000 potential students per year bringing total potential enrolment (current level; increase via better CSEC performance; and demand by the 25-40 age group) to well over 4,000..

OBJECTIVES	OVI	MOV	ASSUMPTIONS	STRATEGIES	OVI	MOV	ASSUMPTIONS
	At least 90% of successful students are easily absorbed into the work place	Independent surveys	between TLIs and Public and private sector	are used in the classrooms S4: Frequent monitoring of student progress made for the purpose of improving student performance and instructional programmes	At least 80% of instructors receive appropriate training by 2016-17	MOE Teacher Training Records	TLI Sub-sector adequately managed Students make use of training opportunities
OB-4.0 TO IMPROVE EQUITY IN TERTIARY EDUCATION PROVISION	By 2017-18, TLI access to and participation in TLI courses and programmes will be broadened to include students from all parts of society	SVGCC/TLI reports MOE reports Assessment surveys by agencies and other external bodies Student surveys	Appropriate assessment surveys conducted Appropriate resources made available to include erstwhile disadvantaged groups	S1: Equitable geographical, SES, and gender access is vigorously pursued across St Vincent and the Grenadines	By 2014-15 equity issues will be systematically assessed By 2015-16 plans will be put in place to substantially reduce inequities in sub-sector	MOE reports Feedback from trainees and students	Appropriate physical and other resources made available Equity remains a high priority for Government Students make use of the new arrangements
OB-5.0 TO EXPAND AND IMPROVE STUDENT SERVICES AND WELFARE	By 2015-16 adequate student services in keeping with international TLI arrangements are in place	Student surveys SVGCC records and documents Other TLI records MOE records Surveys by external bodies	Valid assessment surveys conducted Appropriate resources made available for Student Services Students make use of services and facilities available	S1: Adequate Recruitment, Retention, leadership, Guidance and Counselling, Security services and assistance (Academic, Psychological, Career; Financial; Health, Insurance) made available and used by students. S2: Appropriate physical and sporting facilities made available and used by students (and Staff) S3: Adequate online learning equipment, materials and TLI documents and information are made available and used by students	By 2016-17 the cluster of services defined will be available to students Appropriate physical, sporting facilities made available by 2018 Library, information and online services and documents are made available by 2015-16	Student surveys SVGCC and TLI records Quality assessment of physical and other resources	Valid assessment surveys conducted Appropriate resources made available for Student Services Students make use of services and facilities available
OB-6.0 TO IMPROVE STAFF DEVELOPMENT, STAFF ASSESSMENT AND STAFF WELFARE ARRANGEMENTS	By 2016-17 significant improvement will be realized in staff competence, morale, and commitment to students and the organization	Staff surveys Staff retention Student surveys Student performance	Resources are made available Staff avail themselves of the develop/training opportunities	S1: Staff assessment/welfare arrangements and procedures established and in use S2: Continuous professional development strategies established and in use	By 2015-16 HRDU functioning as defined By 2015-16 at least 30% of staff engaged annually in professional Dev strategies By 2016-17 at least	SVGCC Reports Training Reports	Resources are made available Staff avail themselves of develop/training opportunities

OBJECTIVES	OVI	MOV	ASSUMPTIONS	STRATEGIES	OVI	MOV	ASSUMPTIONS
		External assessment		S3: Appropriate ICT and Library support provided and used	two staff members selected to pursue higher level qualifications By 2015-16 high speed online services (Library, conferencing, EMIS) available to all staff	Inspection Staff surveys	
OB-7.0 TO IMPROVE, EXPAND, AND MAINTAIN , PHYSICAL FACILITIES AND RESOURCES IN A PLANNED AND SYSTEMATIC MANNER	By 2014-15 a policy for the development of a quality learning environment with flexibility in the use of space will be defined and pursued	Policy documents available for discussion	Resources made available Staff, students and other stakeholders willing to provide necessary input	S1: A comprehensive physical master plan is developed and followed S2: A Maintenance Department established and functioning at the College	Plan developed by 2014-15 Funding for plan implementation sought Implementation of master plan started by 2015-16 Staff in place along with arrangements for supervision and accountability	Master Plan Proposals put out for funding Civil works	Resources made available
OB-8.0 TO IMPROVE LEADERSHIP, MANAGEMENT, ADMINISTRATION AND GOVERNANCE OF TERTIARY EDUCATION	By 2015-16, SVGCC will: Have clearly defined goals and objectives Develop clearly defined medium term and annual work plans Implement and monitor its medium term and annual work plan Account formally for all resources allocated to and received by SVGCC	Comprehensive Annual Report from SVGCC MOE annual report Feedback from SVGCC staff	Appropriate resources available to SVGCC Appropriate MOE support provided Appropriate training provided for SVGCC staff	S1: Leadership and management improved at the SVGCC S2: Financial resources at SVGCC increased, used efficiently, and systematically accounted for S3: Staff and student involvement in governance and management of the College increased S4: A modern Student Management System (SMS), and an extended and enhanced Management Information System (MIS) established and in use at SVGCC	Starting in 2014-15: Comprehensive training provided for SVGCC Mgt/Admin staff Appropriate training provided for governing personnel Staff and student reps appointed to governing bodies	Comprehensive Annual Report Review of TVET by MOE Training report Annual report	Appropriate resources available to TVET Staff makes best use of training provided Appropriate MOE support and monitoring provided

SUB-SECTOR: TERTIARY EDUCATION

ACTION PLAN COSTING (EC\$)⁷¹

OBJ	STR	ACTIVITIES	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	RECURRENT	CAPITAL	PERSON RESPONSIBLE	
OB-1	S1	A1: SVGCC representatives attend and participate fully in all required sessions of the Task Force	10,000						10,000		
		A2: SVGCC representatives prepare and present researched proposals/ideas to the Task Force for consideration and approval.	10,000						10,000		
OB-2	S1	A1: Determine level of facilities/resources required to accommodate increased intake		100,000					100,000		
		A2: Provide adequate facilities/resources to accommodate increased intake			3,000,000	3,000,000			6,000,000		
	A3: Make appropriate arrangements to increase physical access to students with disabilities <i>(Funded from S1/A2)</i>		.....							
	S2	A1: Provide appropriate advice and info to students and potential employers on the range and merits of offerings								
		A2: Offer flexible in time, place, mode and pacing to meet the needs of students									
		A3: Establish a Department of Continuing Education (DOCE) ⁷² at the College		210,000	210,000	216,000	220,000	856,000			
	S3	A1: Check that enrolled students have the necessary basic preparation for pursuing chosen programmes and courses.								
A2: Provide assistance where possible to students who might need help in basic areas such as numeracy, communication and other foundation skills					10,000	10,000	15,000	35,000			

⁷¹Figures in red in the yearly columns indicate recurrent costs; capital costs are in black. In the summation columns both recurrent and capital costs are in black

⁷²Establish a Department of Continuing Education (DOCE) at SVGCC to meet a wide variety of general and specific educational needs (programmes, stand-alone courses, workshops, seminars in varying locations and during day time, evening, weekend, vacation time) of individuals, and private and public sector organizations or groups, and to be financed on a cost-plus basis. The DOCE would serve as a central component in the development of the proposed integrated national system of life-long education and training. The DOCE is expected to be a self-financing component of the College.

OBJ	STR	ACTIVITIES	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	RECURRENT	CAPITAL	PERSON RESPONSIBLE
		A3: Assist in securing funding for students who are capable but lack resources.		.....	.....	.....	.....
OB-3	S1	A1: Develop appropriate curriculum in collaboration with the private/public sectors and in keeping with the demands/standards of further/higher education	25,000	30,000	30,000	20,000	20,000	125,000		
		A2: Provide opportunities for teaching staff to keep abreast of relevant developments in the workplace and in higher and further education	10,000	15,000	15,000	15,000	15,000	70,000		
		A3: Establish appropriate Quality Assurance arrangements and Advisory Bodies	30,000	30,000	30,000	30,000	30,000	150,000		
		A4: Establish a Coordination Unit (mechanism) for Higher Education Institutions in SVG	40,000	40,000	40,000	45,000	45,000	210,000		
	S2	A1: Determine necessary physical needs;	10,000						10,000	
		A2: Provide necessary physical needs <i>(Funded from OBJ-2/S1/A2)</i>								
		A3: Determine necessary pedagogical material/equipment needs								
		A4: Provide necessary pedagogical materials and equipment <i>(Funded from OBJ-2/S1/A2)</i>								
	S3	A1: Develop courses, seminars, workshops, and strategies to train staff for the delivery of the curriculum	60,000	60,000					120,000	
		A2: Train teaching staff in: 1. The integrating of cross-curricular themes in all course offerings 2. The integration of ICT into the teaching/learning process		60,000	60,000	30,000	30,000		180,000	

OBJ	STR	ACTIVITIES	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	RECURRENT	CAPITAL	PERSON RESPONSIBLE	
	S4	A1: Provide appropriate training in student assessment and student records management	20,000	20,000	20,000	10,000	5,000		75,000		
		A2: Use assessment records to assist with improving student achievement and instructional programmes									
OB-4	S1	A1: Establish committees to carry out assessments of inequities, the issues related to these inequities, and to propose possible solution options	30,000	30,000						60,000	
		A2: Rectify the problems as much as is possible given the resources available <i>(Funded from OBJ-2/S1/A2)</i>									
		A3: Pay special attention to students from low SES backgrounds									
OB-5	S1	A1: Establish a Student Services Unit (Assistant Registrar, Guidance Counsellor(s), Sports and physical education coordinator etc.) at the SVGCC to manage and deliver appropriate student services and to establish a vibrant students' council		260,000	266,000	273,000	280,000	1,099,000			
	S2	A1: Construct, furnish and maintain an exercise gymnasium capable of accommodating at least 30-50 students at a time and with trained gym instructors			300,000 30,000	34,000	38,000	102,000		300,000	
	S3	A1: Provide adequate access to ICT equipment/resources necessary to facilitate the learning process and for development of competency in ICT (Internet, Internet portals, websites, email, chat rooms, online TLI transactions). <i>(Funded from OBJ-2/S1/A2)</i>		150,000	50,000	50,000	50,000	150,000		150,000	
		A2: Provide annual student prospectuses to make students aware of all aspects of College functions, operations, rules and regulations, emergency procedures, complaints procedures, and student rights and responsibilities <i>(From Student Fees)</i>			21,000	22,000	23,000	24,000	90,000		

OBJ	STR	ACTIVITIES	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	RECURRENT	CAPITAL	PERSON RESPONSIBLE
OB-6	S1	A1: Establish a Human Resource Development Unit headed by a Human Resource Manager to handle staff assessment, working conditions, remuneration arrangements and other internal matters		120,000	120,000	126,000	132,000	498,000		
		A1: Develop and use clearly defined, performance-based, transparent protocols/arrangements for selecting and/or supporting staff for external development/training	————							
	S2	A2: Provide/support opportunities for staff to attend local, regional, international professional meetings, conferences, seminars, workshops that are related to their work		12,000	12,000	15,000	15,000	54,000		
	S3	A3: Arrange (in keeping with developed protocols) for at least one members of staff to pursue higher level qualifications (Masters, PhD) in critical priority areas (Mathematics, Natural Sciences, ITC, Measurement and Testing, Psychology, etc.) every two years for a six year initial period, with appropriate bonding arrangements		230,000		230,000			460,000	
OB-7	S1	A1: Utilize staff and external consultants in the development of a 5-7 yr physical facilities and resources master plan. ⁷³ Estimated amount: EC\$10 – EC\$ 15m	————							
		A2: Approve and execute master plan				15,000,000			15,000,000	
		A3: Establish a Committee to look into the merits of establishing a strong, well resourced campus library rather than single divisional libraries	————							

⁷³ External capital assistance needed. This amount would be expected to cover activities in the current plan related to expansion and/or improvement in the provision of physical plant, equipment and resources, such as under: **OB-2 (S1) A1, A2; OB-3 (S2) A2, A4; OB-5 (S2) A1; OB-5 (S3) A1**, etc.

OBJ	STR	ACTIVITIES	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	RECURRENT	CAPITAL	PERSON RESPONSIBLE	
	S2	A1: Employ Maintenance Officer(s) and supporting staff to carry out regular maintenance of College facilities		100,000 20,000	100,000	103,000	103,000	406,000	20,000		
OB-8	S1	A1: Identify, clarify and strengthen management roles in the institution									
		A2: Provide Training for management staff, Heads of Department, and senior teaching staff in leadership and management		20,000		20,000			40,000		
	S2	A1: Conduct a strategic review of possible funding options for SVGCC	————								
		A2: Implement funding proposals once agreed upon and approved			.....	.....	.....	.....
	S3	A1: Ensure that staff and students are represented on all major governing, management bodies and committees of the College: Board, Management Committee, Academic Board/Council, etc.			.....	.....	.....	
	S4	A1: Build the various components of the SMS and MIS (Scheduler, Gradebook)			50,000					50,000	
		A2: Upgrade servers and computer labs to accommodate the new system			30,000					30,000	
		A3: Train staff in use of the new data systems	2,000	8,000	8,000	8,000	8,000		34,000		
		A4: Produce and make available to all relevant stakeholders a comprehensive annual report of all aspects of the operations of the College by a specified date every year		1,000	1,000	1,000	1,000		4,000		

OBJ	STR	ACTIVITIES	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	RECURRENT	CAPITAL	PERSON RESPONSIBLE
OB-9	S1	A1: Establish two-way communication between the sub-sector and potential students, clients, partners and benefactors via media, face-to-face meetings, ICT, Open Days, Annual Sports Day, Special Functions, meetings, luncheons, etc.	5,000	5,000	5,000	5,000	5,000	20,000		
	S2	A1: Celebrate staff and student progress as a high profile activity that is broadly shared by students, parents, community, administrative and support staff	5,000	5,000	5,000	5,000	5,000	25,000		
		TOTAL RECURRENT & CAPITAL COST						3,396,000	23,147,000	
		CONTINGENCIES (15%)						509,400	3,472,050	
		GRAND TOTAL						3,905,400	26,619,050	

2.5 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)

Situation Analysis

Technical and Vocational Education or TVET, is generally understood to involve general education skills such as: literacy and numeracy; preparing for the world of work through the acquisition of occupational competencies; lifelong learning and continuous professional development; wealth generation; poverty reduction; and social responsibility.

During the course of the decade a number of developments have had profound implications for the TVET sub-sector and how it has been organized. Before the introduction of Universal Secondary Education (USE), institutional provisions were made in the TVET sub-sector for students who left the regular school system at the end of Grade 9. With the implementation of USE, TVET at the secondary level is completely integrated into the secondary school system. Further, with the incorporation of the former Technical College into the SVGCC, and the admission requirement for the SVGCC being set in terms of successful completion of secondary schooling (defined as at least five CSEC subjects including English A and Mathematics), a clear distinction is now drawn between those who leave secondary schools with the matriculation requirements to pursue careers in technical education and those who do not.

The combined implications of these two developments are that both the secondary school system and the College must take on board the challenge to mainstream TVET in the curriculum. On the other hand, where TVET is conceived as a sub-sector its focus must be work force education to upgrade the technical competence of workers employed to perform jobs requiring particular technical skills and the provision of technical skills to out-of-school youths to fit the skills required by available jobs.

SVG's national socio-economic development calls for a significant increase in the skills and qualification level of the workforce in a wide range of areas, and constructed on a sound general education and TVET training in a wide variety of employment-related skills are needed, as a foundation for small-scale industries and strategies that encourage young people to become marketable or self-employed.

As a consequence, TVET will have to continue to focus on creating quality and demand-driven programmes to produce the adequate skilled human resource needed for the implementation of national sustainable development and poverty reduction Strategies.

1. Access and Participation

In SVG, TVET is accessible at different levels for different target groups and age cohorts in different types of formal institutions, including the Secondary schools, Technical Institutes, Community College, and ACE, and to a limited extent through in-house and on-job enterprises using informal non-formal learning arrangements.

Table 14 shows the breakdown of TVET institutions in SVG. At the formal level, TVET is accessible at 26 secondary schools, 4 Technical Institutes and the TVET Division of the Community college, one public-assisted enterprise and one private establishment

Table 14:Breakdown of TVET Institutions in SVG ⁷⁴(2012)

Type	Name of Institution or Enterprise	Level of study	Number	Major Sector(Curriculum)
Public	Secondary Schools	O' Levels- CSEC	26	Industrial Tech./Hospitality/ Agri.
Public	Technical Institutes	Level 1-VQ	4	Industrial Tech. /Hospitality
Public	VINSAVE	Level 1- NVQ-J	1	Early Childhood
Public	SCGCC-Technical College	Assoc. Degree	1	Industrial Tech./ Hospitality/ Business/ Mechanical Eng./
Private	CATTAC	City and Guilds/NVQ-J	1	Industrial Technology
	Total		33	

a. Secondary Schools

The secondary school TVET programme focuses on CSEC O- Levels offered at forms 4 and 5. It is estimated that 1,679 or 15.24 % of the approximately **11,000** secondary schools' population participate in TVET studies. The accessible TVET programmes done at the secondary school level are: Building Technology (Woods), 16 schools; Building Technology (Construction) 2 schools; Technical Drawing, 18 schools; Electricity and Electronics, 3 schools; Food and Nutrition, 25 schools; Home Economics Management, 21 schools; Clothing and Textile, 7 schools, Electronic Document Preparation and Management 25 schools; and Information Technology 16 schools. Combined, the 26 schools cater for all General and Technical Proficiency subjects offered by CXC through CSEC.

b. The Technical Institutes

The Technical Institutes, originally called Multipurpose Centres, were modified to provide TVET for: out-of-school youths and adults and for the TVET component of the CSEC programmes for selected secondary schools. There are four Technical Institutes located in different parts of the country. They serve dual needs. They serve students enrolled in neighbouring secondary schools who come to the Institute to pursue particular subjects not available at their schools. They also serve out-of-school youths, called residents, who are enrolled in the Institutes as full-time students who attend classes between the hours of 8.30 am and 3.00 pm daily. The largest technical institute is located in Kingstown. It serves students from

⁷⁴ MOE

eight secondary schools taking CSEC programmes as well as 115 residents. The Physical plants of the technical institutes are not engaged to deliver any part-time evening classes. Neither is the expertise of its staff or its facilities deployed to provide needed services.

Table 2.15 shows the access to TVET programmes at the Secondary Schools and Technical Institutes. The resident out-of-school, 18-24 years, population is 312 or 2.4% of this national cohort. The Technical Institutes have a collective current resident built-capacity for approximately 900, thus they operate at about $\frac{1}{3}$ capacity.

Table 2.15: Distribution of population accessing TVET programmes (2010-2011)

Institutions	Total Population	No. participating in TVET studies	% of school population 11 to 17 years	% of aged 18-24
Secondary Schools	11,000(11-17 yrs.)	1679	(15.26)	
Technical Institutes [resident]	13,000{18-24 yrs.}	312		2.4
Technical College		779		6.0
Private		145		1.0
Total	24,000.00	2915 (12.15%)	7.0 % of total Pop.	5.15 % of total Pop.

It must be noted that the Technical Institutes offer the secondary school CSEC TVET programmes on a part-time basis. The maximum capacity of the Technical Institutes for secondary CSEC programmes is about 980. The current enrolment is about 816.

Table 2.16: Current capacity at the Technical Institutes (2010-2011)

Programme	Level	Total	Current % capacity	Build capacity for 100% participation	Level
Secondary schools	CSEC	816	(83.27%)	980	CSEC
Resident	NVQ	312	34.6%	900	Level 1
Total		1128	(60%)	(1880)	

Even with 100% participation at both Secondary and Technical Institutes, meeting this target may require additional arrangements to accommodate approximately 400-500 new entrants into TVET studies over the five years of this plan.

c. Technical Division of the Community College

The mission of the TVET Division of the SVG Community College is to provide TVET education and training for students who have successfully completed secondary schooling and are desirous of pursuing careers in technical areas. The total enrolment of the TVET Division is 779. This represents approximately 6.0% of the total population in the age group 18-24. The demand for TVET programmes is likely to increase significantly with expansion of TVET programmes, at the secondary school and Technical Institutes.⁷⁵

2. EQUITY

The general population is broken down into four zones: **Leeward** (North and Central Leeward); **Central** (South Leeward to East St. George); **Windward** (Marriqua- North Windward) and **Grenadines** (Northern and Southern). This represents a fairly even geographical spread for equitable access to TVET.

a. Secondary School

Table 2.17: TVET in Public Secondary Schools (including Technical Institutes) by Gender and Region⁷⁶

REGION	GENDER DISTRIBUTION			
	No. of Males	% of Population	No. of Females	% of Population per zone
LEEWARD	151	70%	74	30%
CENTRAL	297	30%	445	70%
WINDWARD	235	45%	280	65%
GRENADINES	60	27%	135	73%
TOTAL	743	44%	934	56%

Table 2.17 shows the zonal distribution of TVET in secondary schools by gender. While on average the distribution between males and females is reasonably even, the data show that in three of the four zones, the average ratio is 31% males to 69% percent females.

b. TVET Division of Community College

There are no statistics at the TVET Division which categorizes students by region. The overall statistics shows a male-female distribution of about 20% - 80% participation. Eighty-one per cent (81%) of the total population of the college does Hospitality and Business Studies

⁷⁵ CDB TVET project 2012-2016

⁷⁶ MOE Statistics (These include programmes done at Grades 7 and 8 in some secondary schools)

combined. These areas are subscribed predominantly by females. This accounts for the gender skewed distribution at the college.

c. Instructors

In general there are more females than males involved in the teaching of TVET in all institutions. Table 5 shows the male-female ratio between TVET teachers. This follows the trend where females outnumber the males both in the student and teaching populations.

Table 2.18: The Gender Ratio of Teachers

TVET Institution	Males to Female
Secondary Schools	2:3
TVET Centres	2:3
TVET Division of College	1:3

3. QUALITY

Over the period 2008-2012, attempts have been made to improve the quality of the provisions for TVET. However, a facility audit conducted for the CVQ revealed that there are serious deficiencies with respect to tools, equipment, instructional technology, and consumable materials. Further, significant infrastructural and physical work has to be done to all TVET institutions to meet the minimum acceptable operational standards⁷⁷.

There has been good improvement in the quality of the training staff. About 70% of the instructional and administrative staff of the formal TVET system are trained and certified. In addition over 60% of the current TVET staff has 18+ years of teaching experience. However, only about 10% of these teachers were exposed to industrial experience in the past. But since there is no policy for industrial furlough in the TVET teaching system, this experience is seriously lacking.

4. Financing of TVET

Over the past five years the capital expenditure for TVET was approximately \$3M. This was used to construct temporary classrooms and to do minor repairs to all TVET institutions. Further, the government, through the EU, has plans to construct a new Hospitality and Marine TVET facility and the upgrade of existing TVET facilities at Union Island, Barrouallie and Georgetown.

⁷⁷ A major reason why expensive, ever-changing TVET equipment and facilities have to be rationalized via a well designed integrated system of Education and Training

The annual recurrent expenditure on TVET is approximately \$2.4M, distributed as follows: 84% personal emolument- 16% operational cost. The calculated annual expenditure on TVET curriculum support is about \$37.50EC per student. This unit cost is extremely inadequate for the sustainability and viability of SVG's Competency-Based TVET system.

Management and Supervision

The TVET sub-sector is supervised by two Education Officers located in the Curriculum Unit.

Issues and Challenges

1. Low academic competencies of most students accessing the Technical Institutes
2. Participation levels at the Technical Institutes are too low
3. Lack of certification for TVET courses
4. Lack of reliable and sufficient data on TVET to measure efficiency
5. Lack of appropriate, up to date labour market information
6. TVET curriculum is too limited in its programme offerings.
7. Lack of continuing dialogue between training provider, stakeholders and end-users (parents, employers, professional bodies, community and industry)
8. Lack of career counselling in TVET
9. Inappropriate instructional technology for TVET
10. Sub-standard training environment for TVET (unsafe, disabled –unfriendly, poor infrastructure)
11. Lack of mechanisms to promote performance standards of TVET institutions
12. No clear management objectives for Managers of TVET institutions
13. Inadequate arrangements for financing TVET
14. Lack of appropriate supporting arrangements such as opportunities for meaningful internships, and apprenticeships
15. Lack of cost effective measures to reduce the unit cost of education and training
16. There is insufficient suitably experienced or qualified staff for TVET at all levels
17. Lack of systems to conduct tracer studies on TVET graduates
18. Low status and perception of TVET among youth, their parents, and the public

19. No system to guarantee Quality in TVET
20. Uncoordinated, unregulated, and fragmented delivery systems and arrangements
21. The need to include meaningful entrepreneurship training into TVET programmes

Policy Objectives (short term)

1. To expand programmes in Electricity and Electronics and Building Construction given the strategic importance for both specializations in the economy of St Vincent and the Grenadines.
2. To upgrade the quality of the work force in the technical competences required to perform jobs requiring technical skills and to assist in preparing out-of-school youth to gain access to jobs requiring technical competences.
3. To increase the efficiency of the Technical Institutes through greater use of the expertise of its staff and the use of their physical facilities outside of the 8.00 am to 3.00 pm hours of their operation
4. To re-structure the TVET sub-sector taking account of the inclusion of the Technical College as the TVET Division of the Community College and the success of universal access to secondary education.
5. To upgrade the quality of the work force in areas and options available at the Centres and to assist out of school youth in developing essential knowledge, skills and competencies that might facilitate their access to the job market.
6. To increase the efficiency of the Technical Institutes through more intensive utilization of the expertise of its staff and the use of the physical facilities and equipment of the centres outside of the current 8.00 am to 3.00 pm hours of their operation, and also on weekends where needed.

OVERALL OBJECTIVES:

To improve the quality, flexibility and creativity of the human resource base as a critical agent of social and economic development and general well-being of the population.

To re-organize the TVET sub-sector to fit into a well defined, relevant, accessible, high quality, equitable, sustainable, **dynamic, integrated system of life-long education and training** that provides various pathways and loop-back mechanisms for citizens of St Vincent and the Grenadines to pursue their goals and ambitions at all stages of their working lives.

LONG TERM VIEW

It is noted in Chapter 1 of the draft ESDP that it is critically important that every effort is made to define and develop a relevant, accessible, high quality, equitable, sustainable, **dynamic, integrated system of life-long education and training system** that provides various pathways and loop-back mechanisms and arrangements for citizens to pursue their goals and ambitions. Very critical to this development is the role of the TVET sub-sector. Modern development requires a **high-performance TVET system**. A system that attempts to squeeze TVET preparation into the secondary school years is massively counter-productive in the 21st century for several reasons.

1. The basic minimum education upon which all modern TVET training is built is sacrificed
2. Humans are basically children before the age of 18 years. The vast majority of such youngsters are generally not emotionally prepared for employment, entrepreneurship, or even higher education.
3. The expectation that 16+ year olds can generally be dumped onto the labour market in a 21st century environment is unsupportable and only serves to give an inflated view of unemployment, but unemployment nonetheless, with the inevitable consequences of youth frustration, all-day liming on the block, falling prey to predators of all types, high teenage pregnancy rates, involvement in undesirable pursuits, and inevitable social unrest.
4. Such a system is biased against the lower SES or generally underprivileged groups. The privileged students will normally receive their full quota of academic preparation for their various professions or pursuits while the underprivileged will generally be devastatingly short changed and restricted in their capacity for social and economic advancement.

It is interesting to note that most of the more advanced countries now make provision for education up to the age of 18 and it is only at the upper-secondary (16+-18+) that students branch out to separate domains such as TVET (see Appendix-5). Note too that the compulsory school age does not necessarily have to be set to age 18.

It is hardly likely that slight modifications to the current arrangements will make a significant difference in outcomes and by extension to economic and social development. Some of the more affluent countries are able to provide secondary education (i.e., upper secondary for the 16+) in environments that make provision for both TVET and further academic education. It is unlikely that small island states like St Vincent and the Grenadines will have the resources to provide in all secondary schools, meaningful, up to date TVET facilities and equipment in addition to teachers who are sufficiently up to date with developments in the various fields. But some countries might be able to provide two or three well developed TVET institutions that could serve this purpose. Currently there are four TVET centres in St Vincent and the Grenadines in addition to The Division of Technical and Vocational Education (DTVE) at the SVGCC.

At the lower levels of the system (from kindergarten to lower secondary) the focus could be on Science and Technology rather than outright TVET. Technology is not taken here to be synonymous with ICT. Technology is defined in this context as “Industrial Technology” which is concerned with the various branches of technology that relate to current everyday life. A basic

set of four such technologies might be considered⁷⁸: Communications Technology, Construction Technology, Manufacturing Technology, and Transportation Technology. These specific areas would be studied as follows:

1. **Communications Technology** (the focus would be on computers, cell phones, and other communication devices, how they are used, and how they work).
2. **Construction Technology** (how buildings, bridges, etc are designed and built and the various sub-systems of such structures such as plumbing, electrical, cooling, security, etc.)
3. **Manufacturing Technology** (process of manufacturing consumer and commercial goods, and how the manufacturing system works within and across countries).
4. **Transportation Technology** (understanding the complex processes and devices that undergird modern transportation; understanding the internal combustion engine and other sub-systems in motor vehicles; understanding aerodynamics and how aeroplanes fly, etc.)

ICT would be heavily used here for simulations and various illustration purposes. Such an arrangement would require minimal laboratory facilities and of course would obviate the need for the purchase and maintenance of large quantities of expensive, rapid obsolescent equipment and facilities, and, moreover, would hopefully help students significantly in making more informed decisions about selecting areas of work that might better suit their aptitudes and attitudes.

Students could be engaged in discourse that would help them to understand or at least come to grips with issues such as:

1. How does one prepare for work in these areas?
2. Pathways to development in the various technological fields
3. What are remuneration levels and what are the career prospects for advancement in the various fields
4. What sort of dispositions and mental and physical qualities are necessary for success in these areas of work
5. What are the responsibilities of people working in these areas
6. What family and social issues might arise for those involved
7. What are some of the problems created by the technologies and how might these problems be alleviated
8. How have these technologies changed the world and what is the outlook for the future
9. The ways in which technology is used in the commercial, fine arts, services sectors (including the vital tourism/hospitality sector), and other areas
10. What is the likely future of these technologies
11. What are likely technologies of the future
12. How technology developed from primitive humans to modern man and the contribution that all people in all parts of the world have made to our current state of technological development

⁷⁸ Any number of technologies can be considered depending on the capacity of the system to deal appropriately with the set selected. See the Internet for: Middle School industrial Technology; or Middle School Industrial Technology curriculum; or Industrial Technology in Middle Schools.

13. What might the world of 2030 be like, given current and projected technological developments across the world

TVET and skills training would then be appropriately constructed on the education foundation that would have been laid during the earlier years at the upper primary and secondary levels. More specifically, all students would have been given full opportunity to benefit from a sound basic education which would have included: English and communication, numeracy/mathematics, science, ICT, civics, history, geography, art/crafts, music and the other creative and performing arts, and lifetime fitness and wellness programmes. Students would also benefit from: the efforts with respect to the integration of ICT in these various areas of study; the efforts to integrate the cross-curricular themes (Critical Thinking; Creativity; ICT; Information Processing; Enterprise; Team Work; Values⁷⁹; Problem solving; the utilization of knowledge and skills for practical purposes; the Development of Emotional Intelligence into the curriculum; and the focus that is being proposed on industrial technology at the primary and secondary levels.

It is logical to assume that these arrangements would offer students a greater set of realistic options and would enable them to make more informed choices as they approach the end of their years of basic education. Moreover, if as recommended, the society is able to progress towards the development of a **dynamic, integrated system of life-long education and training** geared to providing various pathways and loop-back mechanisms for citizens to pursue their goals and ambitions, students with the aid of appropriate career guidance and counselling services would be in a better position to chart a meaningful and realistic course for their future development. It would also help students to better understand the dynamic nature of the workplace and the modern economy; to understand and appreciate that education is not completed after leaving the regular school system; and to commit themselves to a life of continuous learning and personal development. It would then be left to the society to establish an appropriate and sustainable framework for TVET in the context of the above.

Each society would have to make critical decisions with respect to the TVET framework that is best suited to its needs, and the level of resources (physical, financial, and human) that might be available for the proper implementation of its framework. One of the first matters for consideration is whether the country can commit itself to a basic education programme that extends through the five forms of the secondary school system (age 11+ to 16+) and then, like Singapore, branch out into an appropriate academic or technical field or to have students commit themselves at the Form-4 level. Each country will have to determine whether it is appropriate for students to leave the formal school system at 16+.

Developing and executing a meaningful, integrated, comprehensive TVET system is a matter of great complexity involving numerous actors and stakeholders, requiring decisive and focused action, along with: an appropriate range of quality offerings; appropriate levels of quality offerings to meet the dynamic labour force needs and standards ; the establishment of appropriate quality assurance and certification arrangements in keeping with regional and international standards; appropriate pathways and loop-back mechanisms (no dead ends) for clients; reliable and accessible up to date labour market information; appropriate and constant monitoring,

⁷⁹Values specified in some countries include: honesty, reliability, respect for others, discipline and discretion, respect for the rule of law, tolerance, fairness, caring/compassion, non-sexism and non-racism

evaluation and adjustments; sustained resource support; and the efficient use of such resources; The main consideration, however, is whether small developing countries can afford not to have a well functioning, well coordinated and well supported, and integrated system of TVET, Adult and Continuing Education, Tertiary Education and Basic Education. Loose, poorly funded, “Advisory only” national coordinating bodies are generally costly and wasteful of scarce resources – luxuries that these countries cannot afford.

THE ESDP OBJECTIVES OF THE SUB-SECTOR ARE⁸⁰

- 1. TO PLAY A LEAD ROLE IN DEVELOPING A NATIONAL INTEGRATED SYSTEM OF LIFE-LONG EDUCATION AND TRAINING FOR SVG**
- 2. TO EXPAND THE RANGE OF TVET PROGRAMMES/COURSES OFFERED BY THE TVET CENTRES**
- 3. TO IMPROVE THE QUALITY OF TVET PROGRAMMES, COURSES OFFERED BY THE TVET CENTRES**
- 4. TO IMPROVE EXTERNAL AND INTERNAL EFFICIENCY OF THE TVET CENTRES**
- 5. TO INCREASE EQUITABLE ACCESS TO AND PARTICIPATION IN TVET CENTRE COURSES AND PROGRAMMES**
- 6. TO IMPROVE THE MANAGEMENT OF THE TVET SUB-SECTOR AND THE VARIOUS CENTRES**
- 7. TO ESTABLISH EFFECTIVE STAKEHOLDER PARTNERSHIPS AND GENERAL INVOLVEMENT IN THE WORK OF THE TVET SUB-SECTOR**

⁸⁰ These objectives relate mainly to the TVET Centres’ component of the overall TVET Sub-sector. The TVET sub-sector also incorporates Secondary schools, Adult and Continuing Education, and SVGCC.

SUB-SECTOR: TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET) – GENERAL OVERVIEW

STATED OBJECTIVES	STRATEGIES	ACTIVITIES
<p>OB-1.0 TO PLAY A LEAD ROLE IN DEVELOPING A NATIONAL INTEGRATED SYSTEM OF LIFE-LONG EDUCATION AND TRAINING FOR SVG</p>	<p>S1: TVET makes substantial contribution to the deliberations of the Task Force for the development of a well defined comprehensive, national system of life-long education/training, and the functioning of TVET within the system</p>	<p>A1: TVET representatives attend all required sessions of the Task Force</p> <p>A2: TVET representatives prepare and present researched proposals/ideas to the Task Force for consideration and approval.</p>
<p>OB-2.0 TO EXPAND THE RANGE OF TVET PROGRAMMES/COURSES OFFERED BY THE TVET CENTRES</p>	<p>S1: Appropriate priority programmes and courses designed by the TVET Sub-sector to meet expanding needs of the economy and delivered to target groups</p>	<p>A1: Collect, analyze, and utilize information/feedback on the range of priority national training needs on a regular and systematic basis</p> <p>A2: Determine appropriate arrangements/needs (in consultation with stakeholders and partners) for effective delivery of priority offerings</p> <p>A3: Approve priority programmes and courses</p>
<p>OBJECTIVE-3.0 TO IMPROVE THE QUALITY OF TVET PROGRAMMES, COURSES OFFERED BY THE TVET CENTRES</p>	<p>S1: Appropriate competency-based curriculum, course materials and equipment are used in all courses</p> <p>S2: Adequate physical facilities, instructional materials and equipment, and instructors are made available and used in all offerings</p> <p>S3: Appropriate teaching methods are used in the Centres</p>	<p>A1: Establish appropriate procedures and arrangements (involving stakeholders, partners, industry) for developing programmes and courses of high quality and standards</p> <p>A2: Develop appropriate curriculum, in consultation with stakeholders, partners, industry, for all programme/course offerings</p> <p>A1: Determine the actual facilities, equipment and materials needed to deliver the curriculum</p> <p>A2: Provide the staff, facilities, equipment and materials needed to deliver the curriculum</p> <p>A1: Develop courses, seminars, workshops and strategies to train staff for the delivery of the programmes and courses</p> <p>A2: Train teachers/facilitators in:</p> <ol style="list-style-type: none"> 1. General methods 2. The integrating of ICT into the teaching/learning process 3. The integrating of cross-curricular themes in all courses offerings 4. Student assessment and student records management. <p>A3: Provide entrepreneurial training in TVET programmes</p>
<p>OBJECTIVE-4.0 TO IMPROVE EXTERNAL EFFICIENCY OF THE TVET CENTRES</p>	<p>S1: Students are adequately prepared for the world of work at the level envisaged</p> <p>S2: Students are adequately prepared for moving to the next higher level of training</p>	<p>A1: Provide relevant industry-based experience for students</p> <p>A2: Use appropriate tracer studies to assess and improve the effectiveness of programmes and courses</p> <p>A1: Provide students with a clear understanding of what is required at the next higher level of training</p> <p>A2: Ensure that the current programme lays the basis for further and higher level work</p> <p>A3: Provide appropriate counseling and support services for students who are likely to have problems progressing through to the next level</p>

<p>OBJECTIVE-5 TO ACHIEVE EQUITABLE ACCESS TO AND PARTICIPATION IN TVET CENTRE COURSES AND PROGRAMMES</p>	<p>S1: Equitable access to and participation in TVET made available to all students in St Vincent and the Grenadines.</p>	<p>A1: Carry out an assessment of access and participation inequities in the TVET sub-sector, focusing on: Urban/rural divide; The Grenadines; Capable but needy students; Students with disabilities A2: Determine appropriate arrangements to rectify the problems A3: Rectify the problems where possible</p>
<p>OBJECTIVE-6.0 TO IMPROVE THE MANAGEMENT OF THE TVET SUB-SECTOR AND THE VARIOUS CENTRES</p>	<p>S1: Management/Leadership capacity of heads and senior staff members of TVET Centres improved</p>	<p>A1: Provide relevant Management/leadership training to all heads and senior staff members A2: Put Monitoring and support system in place to assist in management of Centres A3: Produce a comprehensive annual report on all aspects of the operations of the Centres by a specified date each year A4: Make Annual reports available to all relevant stakeholders⁸¹</p>
<p>OBJECTIVE-7.0 TO ESTABLISH EFFECTIVE STAKEHOLDER PARTNERSHIPS AND GENERAL INVOLVEMENT IN THE WORK OF THE TVET SUB-SECTOR</p>	<p>S1: Effective stakeholder involvement in the functioning of the TVET institutions established</p> <p>S2: Celebration of success is regarded as a critical component of the operations of the Technical Centres</p>	<p>A1: Establish appropriate collaborative stakeholder/partnership arrangements to ensure that: Appropriate overall goals and objectives are set, pursued and monitored; TVET programmes, courses and offerings are relevant ; Appropriate assessment procedures and essential standards and specifications are met; Appropriate stakeholder/partnership assistance in the furtherance of TVET programme goals, objectives and activities is always available A2: Establish appropriate linkages with regional and international TVET bodies, agencies and funding organizations A3: Use the electronic media and other means to communicate, on a regular basis, with the nation on philosophy, goals, arrangements and expectations of the TVET sub-sector.</p> <p>A1: Celebrate staff and student progress as a high profile activity that is broadly shared by students, administrative and support staff, parents, community, support bodies and agencies</p>

⁸¹ The annual report should provide accurate information on: Students, clients; full-time and part-time staff; Courses, programmes, seminars, workshops; participant success rates, employment-related information, dropouts, etc. (beneficiaries of these offerings disaggregated at least by gender, age, geographical location); Financial data to include: personnel costs (part-time and full-time); operating expenses; Income (government, participant fees, contributions, income generating activities, other); general successes, issues, challenges, future plans, recommendations and expectations. This information should form an essential part of the MOE's Annual Report, but should also be available separately to relevant stakeholders. A similar annual report should be produced by the ACE sub-sector.

SUB-SECTOR: TVET SUB-SECTOR

- MONITORING ARRANGEMENTS - OBJECTIVES AND STRATEGIES

OBJECTIVES	OVI	MOV	ASSUMPTIONS	STRATEGIES	OVI	MOV	ASSUMPTIONS
<p>OB-1.0 TO PLAY A LEAD ROLE IN DEVELOPING A NATIONAL INTEGRATED SYSTEM OF LIFE-LONG EDUCATION AND TRAINING FOR SVG</p>	TVET sub-sector fully integrated into the proposals for the new system of education and training	Report of Task Force MOE Reports	Resources made available for appropriate input from TVET TVET personnel buy into the process	S1: TVET makes substantial contribution to the deliberations of the Task Force for the development of a well defined comprehensive national system of life-long education/training and the functioning of TVET within the system	TVET working policy framework and key recommendations imbedded into Task Force proposals for national system	Task Force consultation documents MOE Reports	Task Force deliberations allow for frank and open discussions TVET officials buy into the process
<p>OB-2.0 TO EXPAND THE RANGE OF TVET PROGRAMMES/COURSES OFFERED BY THE TVET CENTRES</p>	TVET offerings in critical areas increased by 20 % TVET offerings at Level-2 and Level-3 increased by 20%	TVET Reports National Training Agency reports MOE reports	Buy-in by stakeholders Resources made available.	S1: Appropriate priority programmes/courses designed by the TVET Sub-sector to meet expanding needs of the economy and delivered to target groups	Ten TVET programs offered at level 2 and 3 based on national, and global demand by 2016-17 NVQs/CVQs in ten TVET programs level 2 and 3 by 2016-17	TVET reports National Training Agency reports MOE reports	Resources made available Continued Government support for TVET Potential students make use of the training opportunities
<p>OBJECTIVE-3.0 TO IMPROVE THE QUALITY OF TVET PROGRAMMES, COURSES OFFERED BY THE TVET CENTRES</p>	60% of students accepted into TVET programmes achieve Mastery level by 2016-17 and 80% BY 2017-18 95% of all students who attain mastery level are satisfied with their training	TVET Reports MOE reports Feedback from students Tracer studies	Resources made available Continued Government support for TVET Students make use of the training opportunities	S1: Appropriate competency-based curriculum, course materials and equipment are used in all courses S2: Adequate physical facilities, instructional materials and equipment are made available and used in all offerings S3: Appropriate teaching methods are used in the Centres	Curriculum, course materials meet professional standards by 2015-16 Facilities, equipment and materials meet required standards by 2015-16 At least 80% of teachers receive appropriate training and use the training methods in their work by 2016-17	TVET reports National Training Agency reports MOE reports	Resources made available Continued Government support for TVET Students make use of training opportunities TVET Centres are adequately managed Adequate support provided by business sector and other employers
<p>OBJECTIVE-4.0 TO IMPROVE EXTERNAL EFFICIENCY OF THE TVET CENTRES</p>	By 2016-17, 95% of students who attain mastery level are regarded as productive and effective workers by employers	Employers' feedback Tracer Studies Surveys by agencies	Resources made available Students make use of the training opportunities	S1: Students are adequately prepared for the world of work at the level envisaged S2: Students are adequately prepared for moving to the next higher level of training	TVET offerings are designed with workplace input TVET offerings are designed with input from related higher level offerings	TVET reports MOE reports Surveys by Agencies	Resources made available Students make use of training opportunities Appropriate support and input from business sector and other training institutions

OBJECTIVES	OVI	MOV	ASSUMPTIONS	STRATEGIES	OVI	MOV	ASSUMPTIONS
OBJECTIVE-5 TO ACHIEVE EQUITABLE ACCESS TO AND PARTICIPATION IN TVET CENTRE PROGRAMMES AND COURSES	By 2016-17, geographical, SES, and gender equity will be substantially improved By 2016-17, No quality student will be barred from participating due to economic issues	TVET Reports MOE assessment Surveys by agencies	Appropriate physical and other resources made available Students make adequate use of training opportunities	S1: Equitable access to and participation in TVET made available to all students in St Vincent and the Grenadines	By 2014-15 equity and participation issues will be systematically assessed By 2015-16 plans will be implemented to correct inequities	MOE Reports Feedback from students TVET Reports	Appropriate physical and other resources made available Students make adequate use of training opportunities
OBJECTIVE-6.0 TO IMPROVE THE MANAGEMENT OF THE VARIOUS PROGRAMMES, COURSES AND CENTRES	By 2016-17, TVET will: Have clearly defined goals and objectives; Develop well defined annual work plans for implementation of goals and objectives Successfully Implement and Monitor its annual work plan Account formally for all resources allocated to the sub-sector	Comprehensive Annual Report from TVET Review of TVET by MOE External evaluation and assessment of TVET activities Feedback from TVET staff and facilitators	Appropriate resources available to TVET Appropriate MOE support provided Appropriate training provided for TVET staff and facilitators Expectations of the sub-sector made clear by MOE	S1: Management/Leadership capacity of heads and senior staff members of TVET centres improved	By 2014-15: TVET responsibilities and accountability made clear by MOE Appropriate Comprehensive training provided for all TVET Mgt/Admin staff starting by 2015-16	Comprehensive Annual Report from TVET Review of TVET by MOE External TVET evaluation	Appropriate resources available to TVET Appropriate MOE support and monitoring provided Appropriate training provided for TVET Mgt/Admin staff
OBJECTIVE-7.0 TO ESTABLISH EFFECTIVE STAKEHOLDER PARTNERSHIPS IN THE WORK OF THE TVET SUB-SECTOR	Stakeholders effectively involved in planning, decision- making and programme implementation Active Stakeholders represent all interests Stakeholders provide assistance in all facets of TVET activities	Records of stakeholder activities Feedback from Stakeholders Independent surveys	Authorities give due consideration to stakeholder input Stakeholders believe in and trust process Stakeholders are willing to participate in TVET deliberations and activities	S1: Effective stakeholder involvement in the functioning of the TVET Centres established S2: Celebration of success is regarded as a critical component of the operations of the Technical Centres	Mutually beneficially results are achieved TVET staff, students and Stakeholders routinely involved in success celebrations	Records of stakeholder activities Feedback from Stakeholders Independent surveys	Stakeholders willing to participate in TVET deliberations and activities Activities are meaningful and up to standard

ACTION PLAN: TVET2013 **2014** **2015** **2016** **2017** **2018****COSTING** ⁸²

OBJ	STR	ACTIVITIES	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	RECURRENT	CAPITAL	PERSON RESPONSIBLE
OB-1	S1	A1: TVET representatives attend all required sessions of the Task Force	2,000						2,000	
		A2: TVET representatives prepare and present researched proposals/ideas to the Task Force for consideration and approval.	3,000						3,000	
OB-2	S1	A1: Collect, analyze and utilize feedback and information on the range of priority national training needs on a regular and systematic basis	10,000	10,000	10,000	10,000	10,000	50,000		
		A2: Determine appropriate arrangements, needs (in consultation with stakeholders and partners) for effective delivery of priority programmes and courses	10,000	10,000	10,000	10,000	10,000	50,000		
		A3: Approve priority programmes and courses								
OB-3	S1	A1: Establish appropriate procedures and arrangements (involving stakeholders, partners, industry) for developing programmes and courses of high quality and standards								
		A2: Develop/adopt appropriate curriculum in consultation with stakeholders, partners, industry for all programme/course offerings	20,000	30,000	20,000	20,000	20,000		110,000	
	S2	A1: Determine the actual facilities, equipment and materials needed to deliver the curriculum								
		A2: Provide the staff, facilities, materials and equipment needed to deliver the curriculum		500,000 100,000	300,000 100,000	100,000 100,000	100,000 100,000	400,000	1,000,000	

⁸²Figures in red in the yearly columns indicate recurrent costs; capital costs are in black. In the summation columns both recurrent and capital costs are in black

OBJ	STR	ACTIVITIES	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	RECURRENT	CAPITAL	PERSON RESPONSIBLE
OB-3 (Cont)	S3	A1:Develop courses, seminars, workshops and strategies to train staff for the delivery of the programmes and courses		-----					50,000	
		A2:Train teachers/facilitators in: 1. General methods 2. The integrating of ICT into the teaching/learning process 3. The integrating of cross-curricular themes in all courses offerings 4. Student assessment and student records management.		-----					80,000	
		A3: Provide entrepreneurial training in TVET programmes		-----						
OB:4	S1	A1: Provide relevant industry-based experience for students		-----						
		A2: Use appropriate tracer studies to assess and improve the effectiveness of programmes and courses		1,000	2,000	2,000	2,000		7,000	
	S2	A1: Provide students with a clear understanding of what is required at the next higher level of training		-----						
		A2: Ensure that the current programme lays the foundation for further, higher work		-----						
		A3:Provide appropriate counseling and support services for students likely to have problems progressing to the next level		-----						
OB-5	S1	A1: Carry out an assessment of access inequalities in the TVET sub-sector, focusing on: Urban/rural divide; The Grenadines, Capable but needy students; Students with disabilities	---						10,000	
OB-5		A2: Determine appropriate arrangements to rectify the problems		---						
A3: Rectify the problems where possible			---							

OBJ	STR	ACTIVITIES	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	RECURRENT	CAPITAL	PERSON RESPONSIBLE
(Cont)										
OB-6	S1	A1: Provide relevant Management and leadership training to all heads and senior staff members	---	---	---	---	---			
		A2: Put monitoring and support system in place to assist in management of the Centres (<i>MOE responsibility</i>)	.....	.....	.....	.....	.....
		A3: Produce a comprehensive annual report on all aspects of the operations of the Centres by a specified date each year	1,200	1,200	1,200	1,200	1,200	6,000		
		A4: Make Annual reports available to all relevant stakeholders ⁸³	200	200	200	200	200	1,000		
OB-7	S1	<p>A1: Establish appropriate Advisory Committees in various disciplines, along with other stakeholder/partnership arrangements, to ensure that:</p> <ol style="list-style-type: none"> 1. Appropriate overall goals and objectives are set, pursued and monitored 2. TVET programmes, courses and offerings are relevant and , demand driven; 3. Appropriate assessment procedures and essential standards and specifications are met 4. Appropriate stakeholder partnership assistance in the furtherance of TVET programme goals, objectives and activities is always available 	1,000	1,000	1,000	1,000	1,000	5,000		

⁸³ The annual report should provide accurate information on: Students, clients; full-time and part-time staff; Courses, programmes, seminars, workshops; participant success rates, employment-related information, dropouts, etc. (beneficiaries of these offerings disaggregated at least by gender, age, geographical location); Financial data to include: personnel costs (part-time and full-time); operating expenses; Income (government, participant fees, contributions, income generating activities, other); general successes, issues, challenges, future plans, recommendations and expectations. This information should form an essential part of the MOE's Annual Report, but should also be available separately to relevant stakeholders. A similar annual report should be produced by the ACE sub-sector.

OBJ	STR	ACTIVITIES	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	RECURRENT	CAPITAL	PERSON RESPONSIBLE
OB-7 (Cont)		A2: Establish appropriate linkages with local, regional and international TVET bodies, agencies, and funding organizations	.....	.....	.....	.....	.....
	S2	A3: Use the electronic media and other means to communicate, on a regular basis, with the nation on the philosophy, goals, arrangements and expectations of the TVET Sub-sector	.....	.....	.....	.....	.....
		A1: Celebrate staff and student progress as a high profile activity that is broadly shared by students, administrative and support staff parents, community, and support bodies and agencies	5,000	5,000	5,000	5,000	5,000	25,000		
		TOTAL RECURRENT & CAPITAL COST						177,000	1,280,000	
		CONTINGENCIES (15%)						26,550	192,000	
			GRAND TOTAL (EC\$)					203,550	1,472,000	

2.6 ADULT & CONTINUING EDUCATION (ACE)

Situation Analysis

"Education is life--not a mere preparation for life. The whole of life is learning, whether it be for personal development, employment, self-employment, general entrepreneurship, general well-being, or pleasure; therefore, education can have no ending as long as life continues. Adult and Continuing Education (ACE) is the enabling process by which men and women of post-compulsory school age (alone, in groups, or in institutional settings) engage in an organized process of improving themselves and/or their society by increasing/improving their knowledge, skills, and emotional competencies through formal, non-formal, or informal, credit, or not-for-credit courses, programmes, or customized training.

As part of the GOSVG's education reforms, the MOE has focused on a policy of Adult and Continuing Education that is based on principles of equitable access, efficiency, relevance, and comparable quality for all Vincentians. More specifically, the ACE policy includes the entire range of formal, non-formal and informal learning activities undertaken by adults and out-of-school youth, which result in the acquisition of new knowledge, skills and attitudes. It includes all initiatives that allow the poor, marginalized, under-privileged, and those formally un-tutored, access to education and training opportunities. ACE is not only concerned with preparing its clients to meet labour force demands, it is also concerned with empowering individuals for personal, educational, and social advancement, and providing realistic pathways and loop-back mechanisms for individuals to make use of the available opportunities for pursuing further and higher education.

In order to build on the excellent initiatives in education, the MOE has brought together the Adult Education Unit that successfully implemented the literacy crusade, and the Non-formal Skills Training and Craft Programme that has been transferred to the Ministry of Education, having previously been located elsewhere in the Government, in order to improve efficiency in the utilization of capacity and available resources..

In the period 2008 – 2011 between 438 to 1,839 students per year were enrolled in ACE programmes throughout SVG at a per capita cost of about E.C. \$2000 or U.S. \$740.00 per annum. Management and administration includes twenty-seven (27) persons on the Ministry of Education establishment. Of these 27, only three (3) are formally recruited and trained Adult Educators. Another thirty (30) to forty (40) support staff are scattered throughout SVG. There are on average 30 part-time and volunteer personnel engaged in teaching the various courses in any particular year. ACE has developed expertise, infrastructure, a viable network and social capital across the nation in the delivery of formal and non-formal education. Various government facilities and private sector attachments are used according to the necessities demanded by the curricula.

Access

At its peak, during the last decade, ACE would have impacted the lives of 30 – 40 % of its target population (National Literacy Crusade 2002 -2007). Using a calculation based on the 2001 Housing & Population Census there is a possible total of 35,784 females and 40,289 males aged 15 years and older. These persons represent the target group that may be divided among ACE, the Secondary Schools, the Technical Institutes, SVGCC (All Divisions), and Universities locally or internationally. It is unclear how many of these persons are currently being reached by ACE programming. The total number of persons varies from year to year. However, the number of males participating in ACE programmes is as low as 1 in 24 in the majority of classes.

Quality

Along with the lack of clear policy and partnership arrangements for facility and equipment use, the lack of trained fulltime adult educators is a constraint in relation to the quality of the programme offerings. Shared resources through the use of existing facilities require operationalization of the institution policy drafted under TVET

Equity

The rural districts with the exception of North Leeward and the Grenadines record the greatest number of ACE participants. In any single year, Zone 3 (Marriaqua, Lowmans, Lauders, and Greggs) records the largest number of participants. Females dominate most of the programmes and graduations. Due to the scarcity of resources, ACE programmes are generally not started unless all the elements are in place.

Efficiency

At present, there are no data on the nature, extent, targeting, adequacy, efficiency of spending on adult learning within and outside the public sector, nor the cost benefits analysis of current expenditure.

Financing

There have been no specific grants to ACE from national or international sources since 2008 and no capital expenditure.

Management and Administration

Although ACE operates on a de-centralised structure giving some measure of autonomy to offer programming suitable to the contextual realities of each zone, there is unclear and ambivalent perception of ACE on a national level.

C: Major Achievements of ACE since ESDP 2002 - 2007

- Conduct of the 2002 National Literacy Assessment
- Mounting and execution of 2005 – 2007 National Literacy Crusade resulting in over 3000 adults being made literate
- Improving literacy levels in the nation of SVG confirmed by data from the 2008 Country Poverty Assessment
- Establishing and operating a nationwide infrastructure of continuing education
- Providing continuing education support beyond literacy but below CSEC level
- Providing some continuing education in response to community demands and needs

D: Issues and Challenges of ACE

- Decreasing demand for literacy courses while public perception persists that illiteracy is high in the adult population though this perception is not confirmed by empirical data from the 2002 National Literacy Assessment and the 2008 Country Poverty Assessment
- Increasing nationwide demand for more ACE programmes
- Chronic lack of male participation in ACE programmes
- Restructuring of ACE to be consistent with a new strategic focus in the light of the completion of the National Literacy Crusade and increasing competition from private personnel and secondary schools in the delivery of evening programmes preparing students to re-sit CSEC as private candidates
- Access to physical spaces to deliver courses with the minimum number of students to offer the courses
- Poor maintenance and upkeep of the Learning Resource Centres

ADULT AND CONTINUING EDUCATION: Considerations on the Grenadines

Strengths

- The participants are willing and enthusiastic about receiving training in vocational skills
- Participants are enterprising and create their own employment opportunities on completion of training
- ACE has been able to deliver some programmes over the years that have been well received (For example Basic Computer, Agro-processing, Garment Construction, Food Preparation, Basic Pottery, French, Seamanship & Navigation, Mathematics)
- A wooden shed in Port Elizabeth, Bequia (out of which, courses are being held)
- An unfinished ACE Learning Resource Centre in Paget Farm (can become operational with some assistance)

Weaknesses

- ACE has one Zonal Coordinator for the entire Grenadines group of islands (economical but not practical without travelling, accommodation and food allowance)
- Transportation by sea between islands, and on the ground in each island is challenging
- Lack of technical and vocational teaching resources on each island (tutors have to be “shipped in”)
- Lack of appropriate and available plant
- Work schedule of the participants not amenable

The Biggest Challenge

- Grenadines’ people’s perception that they are marginalized!

The Greatest Opportunity

- Grenadines has some of the best sailing waters in the world and a Marine Park – The Tobago Keys
- There is a vibrant tourism community in the Grenadines that absorbs learner “new found skills!”

Fine Art, Craft & Music

Strengths

- A prime location in Kingstown (next to the University Centre)
- A history of Arts & Cultural production on this site
- Availability of trained technical competencies in Music, Drawing, Painting, Pottery, Copper & other metal Craft, Wood Craft & Straw Weaving, Artisanship to do with Carnival Costume design & building, Screen printing & Tie-dyeing on this site (some on ACE staff)
- A Craft Shop space
- Good network with Rural Craft persons & the Tourism Sector nationally & regionally

Weakness & Biggest Challenge

- Site at Frenches needs refurbishment & retrofitting

Opportunities

- Increasing Market demand for indigenous authentic SVG items due to expanding tourism sector
- International Airport coming on stream during the ESDP plan period
- For Music, Art & Craft persons to form a Cooperative &/or professional body

- Creating an atmosphere of more focused entrepreneurship among Music & Craft persons

Biggest Threat

- MOE will neglect the opportunities presented that it has obtained by the merger of Adult Education Unit, Non-Formal Skills Training & Crafts

Note: ACE Staff Structure includes

- Instructors' Trainer (function to Train Trainers)
- Job Developer (function to follow-up trainees into job market)
- Business Skills Instructor
- Handicraft Instructors

SHORT TERM ACE OBJECTIVES

- 1 Re-focus ACE as the principal provider of continuing education to raise educational standards in the prime age population 10 to 49 years, who are not enrolled in any formal education programmes.
- 2 Develop greater functional cooperation and integration between ACE and the TVET sub-sector, especially with the Technical Institutes in the delivery of appropriate work force education and training
- 3 Improve the management of the ACE resources namely the learning resource centres, community centres and other such infrastructure in the delivery of continuing education programmes.
- 4 Promote greater collaboration between ACE, communities, companies and organizations in identifying learning needs and the development and delivery of appropriate educational programmes.

GOAL

To re-organize the ACE sub-sector to fit into a well defined, relevant, accessible, high quality, equitable, sustainable, **dynamic, integrated system of life-long education and training** that provides various pathways and loop-back mechanisms for citizens of St Vincent and the Grenadines to pursue their goals and ambitions at all stages of their lives.

ESDP OBJECTIVES (LONG TERM VIEW)

THE ESDP OBJECTIVES OF THE SUB-SECTOR ARE:

- 1. TO PLAY A LEAD ROLE IN DEVELOPING A NATIONAL INTEGRATED SYSTEM OF LIFE-LONG EDUCATION AND TRAINING FOR SVG**
- 2. TO EXPAND THE RANGE AND RELEVANCE OF ACE PROGRAMMES AND COURSES**
- 3. TO IMPROVE THE QUALITY OF PROGRAMMES, COURSES OFFERED BY THE ACE SUB-SECTOR**
- 4. TO IMPROVE INTERNAL AND EXTERNAL EFFICIENCY OF THE ACE SUB-SECTOR**
- 5. TO ACHIEVE EQUITABLE ACCESS TO THE VARIOUS ACE OFFERINGS**
- 6. TO IMPROVE THE MANAGEMENT OF THE ACE SUB-SECTOR**
- 7. TO ESTABLISH EFFECTIVE STAKEHOLDER PARTNERSHIPS AND GENERAL INVOLVEMENT IN THE WORK OF THE ACE SUB-SECTOR**

SUB-SECTOR: ADULT AND CONTINUING EDUCATION (ACE) – GENERAL OVERVIEW

STATED OBJECTIVES	STRATEGIES/OUTCOMES	ACTIVITIES
<p>OB-1.0 TO PLAY A LEAD ROLE IN DEVELOPING A NATIONAL INTEGRATED SYSTEM OF LIFE-LONG EDUCATION AND TRAINING FOR SVG</p>	<p>S1: ACE makes substantial contribution to the deliberations of the Task Force for the development of a well defined comprehensive national system of life-long education/training and the functioning of the ACE Sub-sector within the system</p>	<p>A1: ACE representatives attend and participate fully in all required sessions of the Task Force A2: ACE representatives prepare and present comprehensive, researched proposals/ideas to the Task Force for consideration and approval.</p>
<p>OB-2 TO EXPAND THE RANGE OF ACE PROGRAMMES AND COURSES</p>	<p>S1: The range of planned offerings by ACE is appropriate to meet priority national and personal needs and standards under the new framework</p>	<p>A1: Collect, analyze and utilize information/feedback on range of learner/ client, national needs on a regular and systematic basis A2: Determine priority community needs (in consultation with stakeholders and partners) A3: Approve priority programmes and courses</p>
<p>OB-3 TO IMPROVE THE QUALITY OF PROGRAMMES, COURSES OFFERED BY THE ACE SUB-SECTOR</p>	<p>S1: Appropriate competency-based curriculum and course materials and equipment are used in all programmes and courses</p> <p>S2: Adequate physical facilities, instructional materials and equipment are made available and used in all offerings</p> <p>S3: Appropriate adult instructional methods are used in all Centres</p>	<p>A1: Establish appropriate procedures and arrangements for developing quality programmes and courses A2: Develop appropriate curriculum for programmes and courses A3: Re-visit curriculum frequently in consultation with stakeholders and clients for relevance, standards, and effectiveness.</p> <p>A1: Determine the actual facilities, equipment and materials needed to deliver these offerings A2: Provide and/or make appropriate arrangements for the use of facilities, materials and equipment needed to deliver the offerings</p> <p>A1: Develop strategies and arrangements for the training of facilitators A2: Train teachers/facilitators in:</p> <ol style="list-style-type: none"> 1. General adult methods 2. The integrating of ICT into the teaching/learning process 3. The integrating of cross-curricular themes in all offerings 4. Student assessment and student records management. <p>A3: Monitor/assess students' progress frequently</p>
<p>OB-4 TO IMPROVE INTERNAL AND EXTERNAL EFFICIENCY OF THE ACE SUB-SECTOR</p>	<p>S1: Students are adequately prepared for the world of work at the level envisaged</p> <p>S2: Students are adequately prepared for further education and training</p>	<p>A1: Conduct appropriate tracer studies to assess the effectiveness of programmes and courses</p> <p>A1: Provide appropriate counseling and support services for students who are having problems or likely to have problems progressing through programmes and courses</p>

	S3: Students' are adequately prepared to meet personal goals and in specified time	A1: Seek student feedback on all offerings via course evaluation forms and other means A2: Analyze and utilize data form tracer studies, student evaluation forms and other sources to improve internal and external efficiency
OB-5 TO ACHIEVE EQUITABLE ACCESS TO THE VARIOUS ACE OFFERINGS	S1: Equitable access to adult and continuing education is vigorously pursued across St Vincent and the Grenadines	A1: Conduct an assessment of inequities in the ACE sub-sector focusing on: Urban/rural divide; The grenadines; capable but needy students; students with disabilities A2:Determine appropriate arrangements to rectify problems where they exist A3:Implement appropriate arrangements
OB-6 TO IMPROVE THE MANAGEMENT OF THE ACE SUB-SECTOR	S1: Management/Administrative capacity of ACE officials improved	A1: Set up appropriate ACE management/admin structure and arrangements A2:Train Ace officials in mgt/admin A3:Produce a comprehensive public annual report on all aspects of the operations of the ACE sub-sector by a specified date (see footnote on TVET's annual report) A4:Disseminate annual report to all relevant stakeholders A5:MOE systematically monitors and supports ACE operations
OB-7 TO ESTABLISH EFFECTIVE STAKEHOLDER PARTNERSHIPS AND GENERAL INVOLVEMENT IN THE WORK OF THE ACE SUB- SECTOR	S1:Effective stakeholder engagement and partnership achieved in the functioning of the ACE sub-sector S2: Celebration of success is regarded as a critical component of ACE	A1:Establish appropriate collaborative stakeholder/partnership arrangements to ensure that: <ul style="list-style-type: none"> • Appropriate overall goals and objectives are set, pursued and monitored • ACE programmes, courses and offerings are relevant ; • Appropriate assessment procedures and essential standards and specifications are met • Appropriate stakeholder/partnership assistance in the furtherance of ACE programme goals, objectives and activities is always available A2:Use the electronic media and other means to communicate, on a regular basis, with the nation on the goals, objectives, activities, arrangements, and expectations of the TVET sub-sector A1: Celebrate staff and student progress as a high profile activity that is broadly shared by students, parents, community, administrative and support staff

SUB-SECTOR: ADULT AND CONTINUING EDUCATION (ACE) - MONITORING ARRANGEMENTS - OBJECTIVES AND STRATEGIES


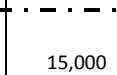

OBJECTIVES	OVI	MOV	ASSUMPTIONS	STRATEGIES	OVI	MOV	ASSUMPTIONS
OB-1 TO PLAY A LEAD ROLE IN INTEGRATING THE ADULT AND CONTINUING EDUCATION (ACE) SUB-SECTOR INTO A NATIONAL SYSTEM OF LIFE-LONG EDUCATION AND TRAINING	ACE sub-sector fully integrated into the proposals for the new system of education and training	Report of Task Force MOE Reports	Resources made available for appropriate input from ACE ACE personnel buy into the process Task Force accepts proposals by ACE	S1: ACE makes substantial contribution to the deliberations of the Task Force for the development of a well defined comprehensive national system of life-long education and training and the functioning of the ACE Sub-sector within the system	ACE working policy framework and key recommendations imbedded into Task Force proposals for national system	Task Force Consultation documents MOE Reports	Task Force deliberations allow for frank, fair and open discussions ACE officials buy into the process Resources made available for appropriate input from ACE
OB-2 TO EXPAND THE RANGE OF ACE PROGRAMMES AND COURSES	ACE meets at least 50% of defined needs by 2016-17 and 75% by 2018-19	Degree of fit with planned coverage in new framework MOE reports Gov't surveys and reports	Resources made available to ACE for appropriate action	S1: The range of planned offerings by ACE is appropriate to meet priority national and personal needs and standards under the new framework	High degree of fit with planned coverage in new framework	Labour market data MOE reports Student and client surveys	Appropriate resources are made available to ACE sub-sector Citizens make use of available opportunities
OB-3 TO IMPROVE THE QUALITY OF PROGRAMMES, COURSES OFFERED BY THE ACE SUB-SECTOR FOR ALL STUDENTS	60% of all students accepted into ACE programmes achieve mastery level by 2016-17 and 80% by 2017-18 At least 95% of students who attain mastery level are satisfied with their training	ACE reports MOE reports Feedback from Employers Feedback from students	Appropriate resources made available Students make use of the training opportunities	S1: Appropriate competency-based curriculum and course materials and equipment are used in all programmes and courses S2: Adequate physical facilities, instructional materials and equipment are made available and used in all offerings S3: Appropriate adult instructional methods are used in all ACE offerings	Curriculum, course materials meet established standards by 2016-17 Facilities, equipment and materials meet required standards by 2016-17 At least 80% of instructors receive appropriate training by 2016-17	ACE reports MOE reports National Training Agency reports MOE reports	Appropriate resources made available for curriculum work Adequate support provided by MOE and supporting bodies and agencies ACE Sub-sector adequately managed Students make use of training opportunities

OBJECTIVES	OVI	MOV	ASSUMPTIONS	STRATEGIES	OVI	MOV	ASSUMPTIONS
OB-4 TO IMPROVE INTERNAL AND EXTERNAL EFFICIENCY OF THE ACE SUB- SECTOR	By 2016-17 at least 80 % of ACE trainees who achieve mastery level in work oriented offerings are regarded as productive and effective workers by employers By 2016-17 at least 75% of students who complete upgrading programmes meet required standards By 2016-17 at least 60% of all students complete their programmes in specified time	Employers' feedback Tracer studies Surveys by agencies Feedback from trainees and students	Appropriate training resources available Employers collaborate with ACE in planning and delivery of offerings Students make adequate use of training opportunities	S1: Students are adequately prepared for the world of work at the level envisaged S2: Students are adequately prepared for further education and training S3: Students' are adequately prepared to meet personal goals and in specified time	By 2016-17 at least 75% of students who complete work oriented programmes meet mastery standards By 2016-17 at least 75% of students who complete upgrading programmes meet required standards By 2016-17 at least 70% of students will reach goals in specified time	Employers' feedback Tracer studies Surveys by agencies Feedback from trainees and students	Appropriate training resources available Employers collaborate with ACE in planning and delivery of offerings Students make adequate use of training opportunities
OB-5 TO ACHIEVE EQUITABLE ACCESS TO THE VARIOUS ACE OFFERINGS	By 2016-17 geographical and gender equity will be substantially improved	ACE reports MOE Assessment Surveys by agencies	Appropriate physical and other resources made available	S1: Equitable access to Adult and Continuing Education is vigorously pursued across St Vincent and the Grenadines	By 2014-15 equity issues will be systematically assessed By 2015-16 plans will be implemented	MOE reports Feedback from trainees and students	Appropriate physical and other resources made available
OB-6 TO IMPROVE THE MANAGEMENT OF THE ACE SUB-SECTOR	By 2016-17, ACE will: Have clearly defined goals and objectives; Provide well defined annual work plans for implementation of goals and objectives Implement and Monitor its annual work plan Account formally for all resources allocated to the sub-sector	Comprehensive Annual Report from ACE Review of ACE by MOE External evaluation and assessment of ACE activities Feedback from ACE staff and facilitators	Appropriate resources available to ACE Appropriate MOE support provided Appropriate training provided for ACE staff and facilitators Expectations of the sub-sector made clear by MOE	S1: Management/Administrative capacity of ACE officials improved	By 2015-16: ACE responsibilities and accountability made clear by MOE Appropriate Mgt/admin structure in place Comprehensive training provided for all ACE Mgt/Admin staff starting in 2015-16	Comprehensive Annual Report from ACE Review of ACE by MOE External ACE evaluation	Appropriate resources available to ACE Appropriate MOE support provided Appropriate training provided for ACE staff and facilitators
OB-7 TO ESTABLISH EFFECTIVE STAKEHOLDER PARTNERSHIPS AND GENERAL INVOLVEMENT IN THE WORK OF THE ACE SUB-SECTOR	Stakeholders effectively involved in planning, decision-making and programme implementation Active Stakeholders represent all interests Stakeholders provide assistance in all facets of ACE activities	Records of stakeholder activities Feedback from Stakeholders Independent surveys	Authorities give due consideration to stakeholder input Stakeholders believe in and trust process Stakeholders are willing to participate in ACE deliberations and activities	S1:Effective stakeholder engagement and partnership achieved in the functioning of the ACE sub-sector S2: Celebration of success is regarded as a critical component of ACE operations	Mutually beneficially results are achieved ACE and Stakeholders routinely involved in success celebrations	Records of stakeholder activities Feedback from Stakeholders Independent surveys	Stakeholders willing to participate in ACE deliberations and activities Activities are meaningful and up to standard

ACTION PLAN: ADULT AND CONTINUING EDUCATION (ACE) COSTING (EC\$)⁸⁴

OBJ	STR	ACTIVITIES	AY 2014- 2015	AY 2015- 2016	AY 2016- 2017	AY 2017- 2018	AY 2018- 2019	RECURRENT	CAPITAL	PERSON RESPONSIBLE	
OB-1	S1	A1: ACE representatives attend and participate fully in all required sessions of the Task Force	1,500						1,500		
		A2: ACE representatives prepare and present comprehensive, researched proposals/ideas to the Task Force for consideration and approval.	2,000						2,000		
OB-2	S1	A1:Collect, analyze and utilizeinformation/feedback on range of learner/ client needs on a regular and systematic basis	5,000	5,000	5,000	5,000	5,000	25,000			
		A2: Determine priority community needs (in consultation with stakeholders and partners)	5,000	5,000	5,000	5,000	5,000	25,000			
		A3: Approve priority programmes and courses									
OB-3	S1	A1: Establish appropriate procedures and arrangements (involving stakeholders and partners) for developing quality programmes and courses									
		A2: Develop/adapt/adopt appropriate curriculum for programmes and courses (In consultation with stakeholders and partners)	10,000	10,000	10,000	10,000	10,000		50,000		
		A3: Re-visit curriculum frequently in consultation with stakeholders and clients for relevance, standards, and effectiveness.									
	S2	A1: Determine the actual facilities, equipment and materials needed to deliver these offerings									
		A2:Provide and/or make appropriate arrangements for the use of facilities, materials and equipment needed to deliver the offerings		80,000	80,000	80,000	80,000	320,000			
S3	A1: Develop strategies and arrangements for the training of facilitators		10,000								

⁸⁴Figures in red in the yearly columns indicate recurrent costs; capital costs are in black. In the summation columns both recurrent and capital costs are in black

OBJ	STR	ACTIVITIES	AY 2014- 2015	AY 2015- 2016	AY 2016- 2017	AY 2017- 2018	AY 2018- 2019	RECURRENT	CAPITAL	PERSON RESPONSIBLE
		A2:Train teachers/facilitators in: <ol style="list-style-type: none"> 1. General adult methods 2. The integrating of ICT into the teaching/learning process 3. The integrating of cross-curricular themes in all offerings 4. Student assessment and student records management. 		 20,000		 15,000			35,000	
		A3: Monitor/assess students' progress frequently								
OB-4	S1	A1:Conduct appropriate tracer studies to assess the effectiveness of programmes and courses		1,000	1,000	1,000	1,000	4,000		
	S2	A1:Provide appropriate counseling and support services for students who are having problems or likely to have problems progressing through programmes and courses								
	S3	A1: Seek student feedback on all offerings via evaluation forms and other means A2: Analyze and utilize data form tracer studies, student evaluation forms and other sources to improve internal and external efficiency								
OB-5	S1	A1: Conduct an assessment of inequities in the ACE sub-sector focusing on: Urban/rural divide; The grenadines; capable but needy students; students with disabilities	10,000			10,000			20,000	
		A2: Determine appropriate arrangements to rectify problems where they exist		■						
		A3: Implement appropriate arrangements		■						
OB-6	S1	A1: Set up appropriate ACE management/admin structure and arrangements		■						
		A2: Train ACE managers and administrators in mgt/admin		.....		.....			40,000	

OBJ	STR	ACTIVITIES	AY 2014- 2015	AY 2015- 2016	AY 2016- 2017	AY 2017- 2018	AY 2018- 2019	RECURRENT	CAPITAL	PERSON RESPONSIBLE
		A3: Produce a comprehensive public annual report on all aspects of the operations of the ACE sub-sector by a specified date (see footnote on TVET's annual report)	1,200	1,200	1,200	1,200	1,200	6,000		
		A4: Disseminate annual report available to all relevant stakeholders	200	200	200	200	200	1,000		
		A5: MOE systematically monitors and supports ACE operations	.....	.....	.....	.....	.....
OB-7	S1	A1: Establish appropriate collaborative stakeholder/partnership arrangements to ensure that: <ul style="list-style-type: none"> • Appropriate overall goals and objectives are set, pursued and monitored • ACE programmes, courses and offerings are relevant ; • Appropriate assessment procedures and essential standards and specifications are met • Appropriate stakeholder/partnership assistance in the furtherance of ACE programme goals, objectives and activities is always available 	500	500	500	500	500	2,500		
		A2: Use the electronic media and other means to communicate, on a regular basis, with the nation on the philosophy, goals, objectives, activities, arrangements and expectations of the ACE sub-sector		
	S2	A1: Celebrate staff and student progress as a high profile activity that is broadly shared by students, parents, community, administrative and support staff	2,000	2,000	2,000	2,000	2,000	1,000		
		TOTAL RECURRENT & CAPITAL COST						384,500	138,500	
		CONTINGENCIES (15%)						57,675	20,775	
		GRAND TOTAL (EC\$)						442,175	159,275	

2.7 SPECIAL EDUCATION

Special Education is a broad term that describes the education of students who have intellectual, physical, behavioral or emotional disabilities. Public special education involves specially designed instruction that is provided to meet the unique needs of children with disabilities, at no cost to parents

SITUATION ANALYSIS

In the context of St. Vincent and the Grenadines children have special educational needs if they require additional or different educational provision to be made for them other than that which is generally provided for children of a similar age. Exceptional or gifted students may also have special educational needs, but such is not generally provided in the same institutions that specifically address students with disabilities. Whilst access may be an issue for physically challenged children in mainstream schools, it is recognized that many will not have special educational needs. Students who attend special education schools are catered for in a similar school environment.

There are three Special Education schools that cater for children with special needs in St. Vincent and the Grenadines. The School for Children with Special Needs (SCSN) Kingstown and Georgetown and the Sunshine School for Children with Special Needs on Bequia. (There are at least two other institutions that cater to the needs of challenged students but records are not available at this time. During the period of this plan, it is expected that all relevant records will be submitted to the MOE for inclusion in the MOE's statistics.)

There is no early intervention programme in place so SEN children often enter pre-school and primary school where they may remain for years. Teachers in the mainstream schools are generally not trained in SEN so these children with various disabilities go undiagnosed and may in many cases just pass through the system. On the other hand hearing impaired (HI) and visually impaired (VI) children who may be academically capable, and who could benefit from attending mainstream schools are denied the opportunity because of a lack of trained or support teachers in the system.

There is no policy of re-integration into mainstream schools or entering secondary schools. There is also no set policy governing the attendance at SEN schools. It is generally left to the teachers of the mainstream schools (when students become unmanageable), and teachers and management of the SEN schools to decide. Ultimately the parents have the final decision. There is a serious reading problem among many primary school students which results in an increased number of requests for assistance from SEN schools.

SEN schools generally do not have access to specialist support needed by many children in the system e.g. in the areas of speech therapy or physiotherapy.

The Students who have work skills are employed in various private sector businesses. Unfortunately there are no structured skills training programmes in the SCSNs to help to enhance the skills of these students. Children at these schools do not have access to TVET centers.

There is an acute shortage of teachers trained in special education at the SCSNs. Most of the trained teachers at these schools have been trained in primary education, some with a semester on special education.

Access

The Government of St Vincent and the Grenadines Education Act 2006 ensures that: ‘Subject to available resources and to this Act, all persons in St Vincent and the Grenadines are entitled to receive an education appropriate to their needs.’ And that ‘A student who is entitled to a special education programme shall have the programme delivered in the least restrictive and most enabling environment that resources permit’ (SVG Education Act, 2006).

As of January 2012 the total number of students enrolled in all three schools was 107; this includes 74 males and 33 females. The total number of children with special needs enrolled in public schools is 79, and the total number enrolled in private/government assisted SCSN schools is 28.

The three schools are housed in two-storey buildings, with the Bequia School being the only one with wheelchair access to both floors. The schools at Kingstown and Georgetown have neither ramps nor access to the upper floors for wheelchair users or children and staff with physical challenges. None of the three schools has sufficient handrails in the general areas or bathrooms for use by the physically challenged, presenting a safety issue.

St Vincent and the Grenadines provides universal access to early childhood, primary and secondary education. The available population and school enrolment data suggest very high levels of participation in the public provision. The enrolment in the three special education schools is under 1 per cent of children of pre-primary and primary school age. In any given population children with disabilities range from about 7 to 10 per cent. It seems reasonable to conclude that in St Vincent and the Grenadines there are children enrolled in pre-primary and primary schools, who are in need of special needs education but whose disabilities have not been detected. For these students the issue is not access to schooling but rather access to appropriate instruction and care.

Equity

Of the three special needs schools, one is located in Kingstown another in Georgetown and the third on Bequia. This distribution of special needs schools in the country by no means covers the areas in which children with special needs reside. This means that several areas in which children with special needs reside, and are enrolled in pre-primary and primary schools located in those

areas, are at a great disadvantage to children residing in Kingstown, the Windwards and on Bequia.

Quality

All SCSNs, public and private follow the guidelines of Ministry of Education and are organized to have six hours of instructional time per day. This includes the teaching of core subjects, life skills, art, drama and dance. The core subjects on the Primary Schools curriculum are taught in both public and private special education schools, with Reading and Mathematics being the focal areas at the Sunshine School. In addition Home Economics, art and craft, drama, dance, gardening and woodwork are also taught.

Prescribed textbooks (recommended by the Curriculum Unit) are used where applicable. There is no curriculum guide specifically for special education, however in some schools the primary school curriculum is used and adapted to the specific needs of the individual schools.

The integration of Information Communication Technology (ICT) into our schools is a major thrust for the Government and the Ministry of Education. The students at the SCSN's would benefit greatly from the use of the netbooks as a tool being used in teaching and learning, as there are many programmes that can be used to meet the specific needs of students with special education needs. These schools have not received any netbooks so far and although the teachers have been involved in training in ICT integration in the classroom, no specialized training was offered.

There is particular concern about the students with hearing impairments or visual impairments who are academically capable but attend the SEN schools only because they cannot be catered for in the mainstream schools.

Efficiency

There is a zero percent dropout rate from public and private special education schools by age in both public and private special education schools. There is no repetition of grades in public and private special education schools as students are placed in groups not grades. All students complete the special education cycle which is from 5 years to 21years at the Kingstown and Georgetown schools and 5-20 at the Sunshine School on Bequia.

Management

The Government pays all teachers at the Kingstown and Georgetown SCSN schools and one teacher at the Sunshine School. All three schools receive an annual subvention towards the cost of running the schools. The Kingstown and Georgetown schools are managed by one Board of Directors whose responsibility is to raise funds to meet other costs associated with the running of the schools (other than teachers' salaries). The Sunshine School is a privately owned Government assisted school and is managed by a separate Board of Directors whose

responsibility is to raise funds necessary to meet all other expenses including teachers' salaries. One teacher is paid by Government at the Sunshine School for Children with Special Needs.

The issue of coordination of programmes at the SCSN's has been a problem over the years as the schools were under the supervision of the Primary officer who had responsibilities for all primary schools. The SCSN's were at a disadvantage as the officer was unable to provide the supervision and coordination that is necessary to these schools. There is an education officer with responsibility for special education.

ACHIEVEMENTS OF SUB-SECTOR

1. An education officer with responsibility for special education was appointed in 2005.
2. Special needs schools have been included in the ICT plan and training of teachers was done.
3. Training of thirty teachers in assessment and intervention strategies was done in 2008
4. Under BEP II, a consultancy was commissioned in 2007 and completed in 2008 which involved five elements that helped improve the public awareness of SEN, teacher awareness, teacher training, needs assessment and student services.
5. The DTE has implemented the proposed one semester elective course in special education to orient teachers to special needs education.
6. A needs assessment study was conducted throughout SVG to document students with different types of disabilities who are enrolled in selected grades of primary and secondary schools.
7. Some schools have included students with physical and other disabilities in their classrooms

ISSUES AND CHALLENGES (some of these have been mentioned in the Situation Analysis but bear repeating)

1. Many students with special needs are currently enrolled in regular primary and secondary schools but these schools are not designed, staffed and resourced to provide appropriate quality education and care to meet the varying individual and additional demands of special needs students.
2. Despite training of teachers in assessment and intervention strategies, the teachers are still in schools assigned to a class. Teachers need a refresher course and then must be deployed to work with students who need special help. Other workshops were conducted but more training is required be able to meet the needs of persons with SEN needs.
3. There is an urgent need for a Senior Education Officer (SEO) at the MOE

4. Most teachers in Special needs schools are not trained to teach the students in their classes
5. There is insufficient integration of children with SENs into mainstream primary and secondary schools
6. Although there is a wide range of equipment (including ICT) that would allow many children with special needs to have much greater access to education, there is little provision for this in the system
7. There is need to improve hearing impairment services in Special Needs Schools and mainstream schools
8. There is a need for expansion of opportunities of work experience and placement for young people with SENs
9. Mainstream teachers are not trained to teach children with SENs
10. There is limited expertise in the assessment of disabilities and impairments and well as a lack of diagnostic facilities.
11. There is a lack of an early diagnostic system of screening to identify children with special needs who have to cope in a 'normal' classroom environment
12. There are no early intervention programmes for addressing simple needs
13. Despite the needs assessment, done, there have been difficulties in implementing the strategy whereby a cadre of 30 teaches was trained as teacher trainers to provide training to other teachers in schools in their school zone and to carry on diagnostic testing of students in neighbouring schools. The constraining factor has been releasing teachers from their regular responsibilities in their schools to perform the training and diagnostic testing functions in other schools

GOAL: To provide quality education to children with special education needs so that they can meet educational standards that apply to all children

THE ESDP OBJECTIVES OF THE SUB-SECTOR ARE:

6. TO PROVIDE APPROPRIATE ACCESS TO EDUCATION FOR ALL SEN CHILDREN IN SVG
7. TO IMPROVE THE QUALITY OF EDUCATION TO STUDENTS WITH SEN
8. TO IMPROVE EQUITY OF ACCESS AND PARTICIPATION FOR SEN CHILDREN
9. TO IMPROVE MANAGEMENT AND ADMINISTRATION OF THE SUB-SECTOR
10. TO INVOLVE PARENTS AND OTHER STAKEHOLDERS IN THE EDUCATION PROCESS FOR STUDENTS WITH SPECIAL NEEDS

SUB-SECTOR: SPECIAL EDUCATION – GENERAL OVERVIEW

STATED OBJECTIVES	STRATEGIES	ACTIVITIES
<p>OBJ-1</p> <p>TO PROVIDE APPROPRIATE ACCESS TO EDUCATION FOR ALL SEN CHILDREN IN SVG</p>	<p>S1: Adequate SEN access arrangements and provisions⁸⁵ made across SVG, and utilized by SEN children across the State</p>	<p>A1:Conduct a survey to identify and classify⁸⁶ SEN students across SVG, and disaggregated by district, gender, SES, and current education provision.</p> <p>A2: Establish appropriate protocols⁸⁷ for evaluating and assigning children to the various options available in the State.</p> <p>A3:Identify primary schools whose location and capacity would allow them to accommodate SEN Units to serve neighbourhood children.⁸⁸</p> <p>A4:Build appropriate SEN Units in the selected primary schools</p> <p>A5: Expand and enhance facilities at the Special Education Needs schools where necessary</p>
<p>OBJ-2</p> <p>TO IMPROVE THE QUALITY OF EDUCATION TO STUDENTS WITH SEN</p>	<p>S1: Improved early screening measures are used to identify students who may be in need of SEN approaches</p> <p>S2:Improved and expanded diagnostic capacity established and used to assess students screened by primary school teachers</p> <p>S3:Appropriate teaching methods⁸⁹ and strategies are used in all settings:</p> <p>S4:Adequate physical facilities, instructional materials and equipment are made available and used in SEN environments</p>	<p>A1:Provide appropriate in-service training and re-training in SEN screening to primary school teachers</p> <p>A1:Establish working relationship with Mico CARE Centre and Ministry of Health to assist with the regular diagnosis of students</p> <p>A1: Develop appropriate SEN courses, seminars, workshops and strategies to train regular school teachers where mainstreaming approaches are used</p> <p>A2:Train teachers in mainstreaming schools accordingly</p> <p>A3:Provide specialist training for teachers and facilitators in SEN schools</p> <p>A4:Train Specialist teachers and facilitators in:</p> <ol style="list-style-type: none"> 1. The integrating of ICT into the teaching/learning process; 2. The integrating of cross-curricular themes in all course offerings; 3. Student assessment and student records management <p>A1:Determine the necessary facilities, equipment, materials and extra personnel required to deliver quality SEN programmes in mainstreaming environments</p> <p>A2: Provide necessary facilities, equipment, materials, and personnel</p>

⁸⁵Such arrangements and provisions to take due consideration of the individual differences and needs of SEN children

⁸⁶ Classify children by level of: organic disability; learning difficulty; social disadvantage; to assist in the determination of the appropriate approach to be used: Integrated settings in mainstream classes; special classes attached to ordinary schools; Special Education Needs Schools; etc.

⁸⁷ Be mindful, however, that no universally accepted system of SEN classification exists.

⁸⁸ Appropriate schools on the Leeward and Windward sides of St Vincent and one each in the Northern and Southern Grenadines are being targeted.

⁸⁹ The methods include teaching strategies, testing and evaluation, for the delivery of the relevant curriculum including, where necessary, the development and delivery of Individual Education Programmes (IEP).

		A3:Ensure that all SEN schools meet defined minimum standards with respect to facilities, equipment, materials, and personnel
OBJ-3 TO IMPROVE EQUITY OF ACCESS AND PARTICIPATION FOR SEN CHILDREN	<p>S1:Appropriate Education for SEN children is provided across SVG without cost to parents</p> <p>S2:Appropriate assistance is made available and used by SEN children from indigent and poor homes to facilitate their full participation in basic education</p> <p>S3: Gender parity in the education of SEN children is vigorously pursued across St Vincent and the Grenadines.</p>	<p>A1: Ensure that built SEN Units in selected primary schools, and SEN schools are appropriately utilized</p> <p>A1: Identify the students to be assisted</p> <p>A2:Determine level and nature of assistance to be provided</p> <p>A3:Provide assistance to target group</p> <p>A1: On the basis of the of national SEN survey determine whether gender imbalances exist and the appropriate arrangements to rectify imbalances</p> <p>A2: Make the necessary adjustments</p>
OBJ-4 TO IMPROVE MANAGEMENT AND ADMINISTRATION OF THE SUB-SECTOR	<p>S1:Management Leadership, and Administrative capacity of staff in charge of Sub-sector improved</p> <p>S2:Appropriate monitoring, coordination and supervision of all SEN Units provided</p>	<p>A1: Train staff in charge of SEN Units/Schools in leadership and management/admin techniques</p> <p>A1:Provide appropriately trained MOE staff to monitor, coordinate, supervise, and assist all SENUnits/Schools and activities</p>
OBJ-5 TO INVOLVE PARENTS AND OTHER STAKEHOLDERS IN THE EDUCATION PROCESS FOR STUDENTS WITH SPECIAL NEEDS	<p>S1:Parents and community understand and appreciate the nature and importance of SEN initiatives</p> <p>S2:Knowledge and skills necessary to inform good parenting practices improved</p> <p>S3: Celebration of success is regarded as a critical component of Special Needs Education</p>	<p>Via media, home visits, face-to-face meetings, ICT, etc.:</p> <p>A1: Systematically help parents and public to understand and appreciate the nature and importance of SEN strategies</p> <p>A1: Provide assistance to parents in developing good parenting practices in dealing with SEN children;</p> <p>A2: Provide assistance to parents in developing ways in which they can help in the cognitive and social development of their SEN children</p> <p>A1:Celebrate staff and student progress as a high profile activity that is broadly shared by students, parents, community, administrative and support staff</p>

SUB-SECTOR: SPECIAL EDUCATION SUB-SECTOR - MONITORING ARRANGEMENTS - OBJECTIVES AND STRATEGIES

OBJECTIVES	OVI	MOV	ASSUMPTIONS	STRATEGIES	OVI	MOV	ASSUMPTIONS
OBJ-1 TO PROVIDE APPROPRIATE ACCESS TO EDUCATION FOR ALL SEN CHILDREN IN SVG	By 2016-17, at least 70% of SEN children will be integrated into mainstream schools or attending SEN schools; and 95% by 2018-19	Sub-sector records MOE Reports Census/statistical records	Resources made available Parents and children make use of the opportunities available	S1: Adequate SEN access arrangements and provisions⁹⁰ made across SVG, and utilized by SEN children across the State	Provision made for accommodation of at least 70% of cohort by 2016-17 and at least 95% by 2018-19	Special Ed sub-sector reports MOE Reports Independent surveys	Resources made available Projects completed on time Buy in by parents and stakeholders
OBJ-2 TO IMPROVE THE QUALITY OF EDUCATION TO STUDENTS WITH SEN	At least 60% of SEN children who follow the programmes will meet regular education standards by 2016-17; and 75% by 2018-19 as measured by Grade 2, Grade 5, Grade 7 tests and other standard evaluation and assessment procedures	Sub-sector records MOE Reports Census/statistical records Tests listed and other evaluation procedures	Resources made available Parents and children make use of the opportunities available	S1: Improved early screening measures are used to identify students who may be in need of SEN approaches S2:Improved and expanded diagnostic capacity established to assess students screened by primary school teachers S3:Appropriate teaching methods ⁹¹ and strategies are used in all settings S4:Adequate physical facilities, instructional materials and equipment are made available and used in SEN environments	Screening processes meet professional standards by 2015-16 Diagnostic assessment activities meet professional standards by 2015-16 By 2016-17At least 80% of trained teachers will use the new methods Physical facilities , materials and equipment meet standard criteria and used in all settings	MOE reports External audits MOE reports External audits Teaching evaluation audits MOE Reports External audits MOE reports External Audits	Resources are made available Teachers support and adopt the new approaches Teachers implement the new approaches Children have support of families Children attend school at least 95% of the time
OBJ-3 TO IMPROVE EQUITY OF ACCESS AND PARTICIPATION FOR	By 2016-17 socio-economic , geographical, and gender equity will be improved to 75% in pursuit of full parity (95%) by 2019-20	Sub-sector Reports MOE Reports Independent surveys by agencies	Appropriate physical and other resources made available Parents and SEN children make use of the opportunities available	S1: Appropriate Education for SEN children is provided across SVG at no cost to parents S2: Appropriate assistance is made available and used by SEN children from indigent and poor homes to	SEN Units and schools strategically located across SVG No fees attached to SEN education programmes Financial support provided to SEN	Sub-sector Reports MOE Reports Independent surveys by agencies	Appropriate physical and other resources made available Parents and SEN children make use of the opportunities

⁹⁰Such arrangements and provisions to take due consideration of the individual differences and needs of SEN children

⁹¹ The methods include teaching strategies, testing and evaluation, for the delivery of the relevant curriculum including the development and delivery of Individual Education Programmes (IEP) in the many cases.

OBJECTIVES	OVI	MOV	ASSUMPTIONS	STRATEGIES	OVI	MOV	ASSUMPTIONS
SEN CHILDREN				facilitate their full participation in basic education S3: Gender parity in the education of SEN children is vigorously pursued across St Vincent and the Grenadines.	children from low SES homes By 2015-16, Gender coverage studied and appropriate action taken on report		available
OBJ-4 TO IMPROVE MANAGEMENT AND ADMINISTRATION OF THE SUB-SECTOR⁹²	By 2016-17, the Special Ed Sub-sector and SEN schools will: Set clearly defined goals and objectives; Provide well defined annual work plans in pursuit of set goals and objectives Implement and Monitor annual work plans Account formally for all resources allocated	Comprehensive Annual Report from the Sub-sector Review of Sub-sector and schools by MOE External evaluation and assessment of Sub-sector Feedback from staff and /stakeholders	Appropriate resources available to sub-sector Appropriate MOE support provided Appropriate training provided for Management staff Expectations of the Sub-sector made clear by MOE	S1: Management, leadership and Administrative capacity of staff in charge of Sub-sector improved S2: Appropriate monitoring, coordination and supervision of all SEN Units provided	By 2015-16: Sub-sector responsibilities and accountability made clear by MOE Appropriate Mgt/admin structure and staff in place Comprehensive training provided for all Sub-sector Mgt/Admin staff starting in 2015-16	Comprehensive Annual Report from Sub-sector Review of Sub-sector by MOE External evaluation of Sub-sector	Appropriate resources made available to Sub-sector Appropriate MOE support provided to Sub-sector Appropriate training provided for Mgt/Admin staff of Sub-sector
OBJ-5 TO INVOLVE PARENTS AND OTHER STAKEHOLDERS IN THE EDUCATION PROCESS FOR STUDENTS WITH SPECIAL NEEDS	Stakeholders effectively involved in planning, decision-making and programme implementation Active Stakeholders represent all interests Stakeholders provide assistance in all facets of Sub-sector activities	Records of stakeholder activities Feedback from Stakeholders Independent surveys	Authorities give due consideration to stakeholder input Stakeholders believe in and trust process Stakeholders are willing to participate in deliberations and activities of Sub-sector	S1: Parents and community understand and appreciate the nature and importance of SEN initiatives S2: Knowledge and skills necessary to inform good parenting practices improved S3: Celebration of success is regarded as a critical component of Special Needs Education	Mutually beneficially results are achieved Sub-sector and Stakeholders routinely involved in success celebrations	Records of stakeholder activities Feedback from Stakeholders Independent surveys	Stakeholders willing to participate in Sub-sector deliberations and activities Activities are meaningful and up to standard Resources made available

⁹²The term “Sub-sector” is used in this section to mean “The Special Education Sub-sector and SEN Schools

SUB-SECTOR: SPECIAL EDUCATION ACTION PLAN COSTING (EC\$)⁹³

OBJ	STR	ACTIVITIES	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	RECURRENT	CAPITAL	PERSON RESPONSIBLE
OB-1	S1	A1: Conduct a survey to identify and classify ⁹⁴ SEN students across SVG, and disaggregated by district, gender, SES.	60,000						60,000	
		A2: Establish appropriate protocols ⁹⁵ for evaluating and assigning children to various options available in the State.	—							
		A3: Identify primary schools whose location and capacity would allow them to accommodate SEN Units to serve neighbourhood children. ⁹⁶								
		A4: Build SEN Units in eight (8) selected primary schools		200,000	300,000	300,000			800,000	
		A5: Expand and enhance facilities at the Special Education Needs schools where necessary								
OB-2	S1	A1: Provide appropriate in-service training and re-training in SEN screening to primary school teachers	10,000			10,000			20,000	
	S2	A1: Establish working relationship with Mico CARE Centre and M. of Health to assist with regular student diagnosis.	40,000	30,000	30,000				100,000	
	S3	A1: Develop appropriate SEN courses, seminars, workshops and strategies to train regular school teachers where mainstreaming approaches are used								
		A2: Train teachers in mainstreaming schools accordingly	15,000	15,000	20,000				50,000	
		A3: Provide specialist training for teachers and facilitators in SEN schools (Speech Therapy (1) Physiotherapy (1) to Degree level		200,000	200,000	200,000			600,000	

⁹³ Figures in red in the yearly columns indicate recurrent costs; capital costs are in black. In the summation columns both recurrent and capital costs are in black

⁹⁴ Classify children by level of: organic disability; learning difficulty; social disadvantage; to assist in the determination of the appropriate approach to be used: Integrated settings in mainstream classes; special classes attached to ordinary schools; Special Education Schools; etc.

⁹⁵ Be mindful, however, that no universally accepted system of SEN classification exists.

⁹⁶ Appropriate schools on the Leeward and Windward sides of St Vincent and one each in the Northern and Southern Grenadines are being targeted.

OBJ	STR	ACTIVITIES	AY 2014- 2015	AY 2015- 2016	AY 2016- 2017	AY 2017- 2018	AY 2018- 2019	RECURRENT	CAPITAL	PERSON RESPONSIBLE
		A4:Train Specialist teachers and facilitators in: 1. The integrating of ICT into the teaching/learning process 2. The integrating of cross-curricular themes in all course offerings; 3. Student assessment and student records management	10,000	10,000					20,000	
	S4	A1:Determine the necessary facilities, equipment, materials and extra personnel required to deliver SEN programmes in mainstreaming environments								
		A2: Provide facilities, equipment, materials, and personnel		100,000	100,000	100,000	100,000		400,000	
		A3: Ensure that all SEN schools meet defined minimum standards with respect to facilities, equipment, materials, and personnel								
OB-3	S1	A1: Ensure that Built SEN Units in selected primary schools, and SEN schools are appropriately utilized								
	S2	A1: Identify the students to be assisted								
		A2: Determine level and nature of assistance to be provided								
		A3: Provide assistance to target groups	50,000	100,000	100,000	100,000	100,000	450,000		
	S3	On the basis of the national SEN survey, determine whether gender imbalances exist and the appropriate arrangements to rectify imbalances								
OB-4	S1	A1:Train staff in charge of SEN Units in leadership and management/admin techniques	5,000	5,000					10,000	
	S2	A1: Provide appropriately trained MOE staff to monitor, coordinate, supervise, and assist all SEN Units/Schools and activities								
OB-5	S1	Via media, home visits, face-to-face meetings, ICT: A1: Systematically help parents and public to understand and appreciate the nature and importance of SEN strategies		5,000	5,000	5,000	5,000	20,000		

OBJ	STR	ACTIVITIES	AY 2014- 2015	AY 2015- 2016	AY 2016- 2017	AY 2017- 2018	AY 2018- 2019	RECURRENT	CAPITAL	PERSON RESPONSIBLE
	S2	A1: Provide assistance to parents in developing good parenting practices in dealing with SEN children;		5,000	5,000	5,000	5,000	20,000		
		A2: Provide assistance to parents in developing ways in which they can help in the cognitive and social development of their SEN children		5,000	5,000	5,000	5,000	20,000		
	S3	A1: Celebrate staff and student progress as a high profile activity that is broadly shared by students, parents, community, administrative and support staff		2,000	2,000	2,000	2,000	8,000		
		TOTAL RECURRENT & CAPITAL COST						518,000	2,060,000	
		CONTINGENCIES (15%)						77,700	309,000	
		GRAND TOTAL (EC\$)						595,700	2,369,000	

2.8 THE TEACHING PROFESSION

Introduction

The teaching profession in St. Vincent and the Grenadines is governed by the Education Act of 2006 which describes a teacher as an individual “employed in a public or an assisted private school” (Education Act 2006, Part V Sec. 11: 118) holding the “prescribed qualifications” (Education Act 2006, Part V Sec. 11) .

The ESDP 2002 – 2007 had as its goal for the teaching profession, “A fully trained and high-quality teaching profession” (ESDP 2002-2007 Volume 1). The data presented by the Statistics and Research Unit of the Ministry of Education indicate that fair progress has been made towards the achievement of this goal. (See Table 2.19 and Table 2.20)

Table 2.19: Percentage of Trained Teachers in Primary and Secondary Schools

SCHOOL YEAR	PRIMARY SCHOOLS			SECONDARY SCHOOLS		
	TOTAL	TRAINED	% TRAINED	TOTAL	TRAINED	% TRAINED
1999-2000	987	666	67.48	406	201	49.5
2001-2002	999	726	72.67	421	196	46.5
2009-2010	913	674	73.8	674	384	56.97

Table 2.19 shows that the per cent of professionally trained teachers in primary schools increased over the decade from 67 per cent in 1999-2000 to 73.8 per cent in 2009-2010; and among secondary school teachers the level of professional training increased from 49.5 to 56.97 per cent.

Table 2.20: Percentage of Trained Graduate Teachers in Primary and Secondary Schools

SCHOOL YEAR	PRIMARY GRADUATES			SECONDARY GRADUATES		
	TOTAL	TRAINED	% TRAINED	TOTAL	TRAINED	% TRAINED
1999-2000	0	0	0	155	85	35
2001-2002	0	0	0	265	103	38
2009-2010	65	65	100	276	174	63.04

As can be deduced from the data above, the present teaching population has been exposed to and possesses deeper knowledge both in content and methodology to the extent that in 2011, 65 Graduate Teachers were appointed in primary schools. It is important to mention that there are more teachers in the primary system with first degrees than indicated in the table above.

The Division of Teacher Education (DTE) of the St Vincent and the Grenadines Community College (SVGCC) plays a major role in the provision of teacher training. It has the capacity to train: 30 ECE teachers, 40 in primary education and 45 in the secondary programme in major and minor areas of: English, Mathematics, Science, Social Studies, Geography, History and Foreign Languages. The full-time programme trains teachers to the Associate Degree level. The DTE does not train Special Education teachers. However, all trainees are required to complete a module in Special Education. The Division has no capacity, at this time to train teachers in the Visual and Performing Arts, Business subjects, the Technical subjects or ICT.

There is a demand for fully trained Early Childhood Education (ECE) teachers in SVG. There are, from available data, only eleven trained teachers (degree and diploma in SVG) in this area. For the period (2011-2013), a cohort of twenty six (26) trainees pursued an Associate degree in ECE at the DTE. In the period (2010-2012), the DTE offered part-time B.Ed degrees in partnership with The University of the West Indies (UWI) - Mathematics (32) and Literacy (36) as well as a Postgraduate Diploma in Education with concentration in the Teaching of Science and the Teaching of Business, also with UWI. Additionally, in the same period, 33 students enrolled in a BA Guidance and Counseling programme offered through the Jamaica Theological Seminary.

ACCESS, QUALITY, EQUITY, EFFICIENCY ETC

Over the past year, approximately one hundred and twenty (120) secondary school graduates satisfied the matriculation requirement of five (5) CXC-CSEC/O'Level passes which must include: Mathematics, English, a Social Science, and a Natural Science subject for entry into the Associate Degree programme in primary teacher education. The DTE has a capacity to train one hundred and fifteen (115) teachers. However, some persons from the Grenadines and far North of the mainland experience difficulties in accessing training.

The dropout rate among teacher trainees is negligible around two percent (2%). There is rarely repetition among students during the period of their training. Approximately 80% of students complete their training and about 75 % complete it within the prescribed two years. Certification comes through the Joint Board of Teacher Education, School of Education, UWI, Cave Hill (JBTE/UWI). The JBTE deals with quality assurance of examinations through moderation of examination scripts and coursework. Students pursuing the associate degree complete 20 courses for a value of 66 credits. Of the 1,015 hours of instruction that students receive, 250 hours are spent on the teaching practicum. The DTE uses a variety of ICT equipment in the delivery of its programmes. As with most institutions, there will always be a need for additional equipment and supplies.

There are at present ten (10) lecturers at the DTEs who all possess training up to the Master's degree level. They are trained from basic to degree level in the use of ICT. Lecturers have an

average of twenty (20) years of teaching experience at combined levels (primary, secondary, tertiary) of the education system. There is a 1:35 lecturer to student ratio.

Stakeholders in the primary and secondary schools allow teacher trainees to undertake their teaching practicum at their institutions. There are part-time lecturers who assist in lecturing as well as supervision of teaching practicum. Limited material and other contributions come from past students and other benefactors. There is also some financial support offered to students.

In the past five years the government's annual recurrent expenditure on teacher training is in the region of \$1.5 million dollars. Over that same period, the cost of training a single teacher amounted to \$ 12,000. Teacher trainees, like other students at the SVGCC, do not pay tuition fees. However, they do pay a registration fee along with a small examination fee which goes to the university to assist with moderation.

ACHIEVEMENTS OF THE SUBSECTOR

Improvement in teacher qualifications

Teachers have been exposed to and possess deeper knowledge both in content and methodology. This is largely as a result of the following:

1. Access to professional development through varying modalities (online, distance, blended and face-to-face)
2. Increase in scholarships for post secondary school leavers to pursue academic degrees, resulting in more of these persons entering the teaching profession
3. Provision of scholarships and bursaries for trained teachers to pursue undergraduate, graduate and post graduate degrees
4. In-service training opportunities for trained teachers to pursue online graduate and post graduate degrees
5. Teachers who had been teaching for many years but were uncertified were given the opportunity to receive instruction at the DTE to become eligible for certification within a specified period. A number of these teachers became certified through this system
6. One hundred teachers received training in numeracy and literacy (2006-2007)
7. Training for teachers in identifying and working with students experiencing learning difficulties (2007)
8. Professional development in ICT provided
 - a. Training in ICT and ICT Integration
 - b. Computer technician (2003/2004)

- c. Computer maintenance and Net work Plus (2007/2008)
 - d. Using the Internet for teaching and learning (2010-2011)
9. Provision of laptops, net books and desk top computers made available in schools for use by teachers
 10. The establishment of the SVGCC providing for the seamless transition of secondary school leavers into the DTE

Table 2.21: Trained Teachers in Public and Private Schools.

CATEGORY	LEVEL				
	EARLY CHILDHOOD	PRIMARY	SPECIAL EDUCATION	SECONDARY	TOTAL
Government	25	674	7	384*	1090
Private	212	28	1		241
Total	237	702	8	384	1331

ISSUES AND CHALLENGES

Issues

1. Lack of incentives or promotion opportunities for teachers who attain relevant additional qualifications
2. A need for mentoring of novice teachers (just completed teacher training) by a master or experienced teacher in the system for at least one year, with continuous appraisal, before they are appointed as permanent teachers
3. Continuous retooling of teachers to meet the needs of the 21st century learner
4. Closer collaboration between the Curriculum Unit in the Ministry of Education and the Division of Teacher Education
5. Closer monitoring and supervision of practicing teachers to insure quality performance
6. The lack of male teachers across the school system to serve as models for male students
7. Disparity created by the fact that students receiving pre-service training (these are in the majority) do not receive financial support or any other remuneration, while students who are already employed and on study leave continue to receive their salaries.

Challenges

1. Improving the quality of teaching in the critical areas of English, Math and Science
2. Addressing the shortage of trained teachers in the areas of English, Mathematics and Science
3. Attracting, recruiting and retaining the best quality persons for the teaching profession.
4. High re-sit rate in the English for Communication course although English Language is compulsory for entry into the DTE
5. Developing the capacity to meet teacher training needs in emerging areas such as: TVET, ICT, Early Childhood Education, Special Education, Adult Education
6. Motivating teachers to engage in continuous professional development.
7. Access to further and continuing professional development for teachers in remote areas in St Vincent and the Grenadines.
8. Framework for dealing with chronic non-performing teachers almost non-existent
9. Teachers trained in specific areas are not always suitably/appropriately deployed.

A close examination of the issues and challenges of the teaching profession can be addressed with, and through a vigorous system of monitoring and supervision, which involves constant feedback to schools and teachers. This must, however, be complemented with the corresponding provision of support in areas of weaknesses in the schools, as well as to the DTE.

SUB-SECTOR GOAL: A high quality teaching profession committed to educating and preparing students for participation for life in SVG and in a changing global society.

THE ESDP OBJECTIVES OF THE SUB-SECTOR ARE:

1. **TO IMPROVE THE QUALITY OF TEACHING IN THE CRITICAL AREAS OF: ENGLISH/MATHEMATICS AND SCIENCE**
2. **TO WIDEN THE SCOPE OF TRAINING TO MEET NEW TEACHER TRAINING DEMANDS IN THE EDUCATION SYSTEM**
3. **TO FACILITATE CONTINUOUS IN-SERVICE DEVELOPMENT OF THE TEACHING FORCE**
4. **TO SYSTEMATICALLY PROVIDE FOR THE PROFESSIONAL DEVELOPMENT OF TEACHER TRAINERS**
5. **TO IMPROVE REWARDS, INCENTIVE ARRANGEMENTS, AND WORKING CONDITIONS FOR TEACHERS**
6. **TO IMPROVE AND MAKE MORE TRANSPARENT THE ARRANGEMENTS FOR TEACHER APPOINTMENTS AND CONTINUED EMPLOYMENT**

SUB-SECTOR: THE TEACHING PROFESSION - GENERAL OVERVIEW

STATED OBJECTIVES	STRATEGIES	ACTIVITIES
<p>OB-1 TO IMPROVE THE QUALITY OF TEACHING IN THE CRITICAL AREAS OF: ENGLISH, MATHEMATICS AND SCIENCE WITH SPECIAL FOCUS ON: Integration of Cross-curricular themes in all subject areas; The use of ITC in teaching; Appropriate Student assessment; Curriculum assessment, review, and adaptation skills</p>	<p>S1: New and Improved teaching methods used in schools in critical subject areas</p>	<p>A1: Work with local functionaries and external agencies in efforts to develop improved teaching methods and approaches in critical subject areas⁹⁷ A2: Provide training in the revised methods for both pre-service and in-service teachers using various modalities A3: Establish strong working arrangements between curriculum officers and education districts A4: Use the various media to inform and involve parents and stakeholders in the new processes</p>
<p>OB-2 TO WIDEN THE SCOPE OF TRAINING TO MEET NEW TEACHER TRAINING DEMANDS IN THE EDUCATION SYSTEM⁹⁸</p>	<p>S1: Appropriate training provided for teachers in new priority areas and used in schools</p>	<p>A1: Conduct the necessary research and background work on means, modalities, and strategies for meeting new teacher training needs in new priority areas. A2: Liaise with other Teacher training institutions in and outside of the region and UWI on these matters A3: Prepare appropriate training arrangements A4: Provide training for both pre-service and in-service teachers in: Integration of Cross-curricular themes in all subject areas; The use of ITC in teaching; Appropriate Student assessment; Curriculum assessment, review, and adaptation</p>
<p>OB-3 TO FACILITATE CONTINUOUS IN-SERVICE DEVELOPMENT OF THE TEACHING FORCE</p>	<p>S1: Continuous professional development used in the furtherance of student academic development and welfare</p> <p>S2: Teacher subject content upgraded and used in teaching</p>	<p>A1: Facilitate/encourage the systematic engagement of teachers in discussing, reflecting on, and sharing ideas and experiences in their practice A2: Conduct frequent In-house, district, and country seminars and workshops for teachers A3: Facilitate the development of teacher education networks and the use of ICT in ongoing development A4: Facilitate the development of resource centres (in District offices, e.g.)</p> <p>A1: Develop strategies to systematically improve teacher subject content especially at primary and lower secondary levels A2: Provide access to adequate resource materials</p>

⁹⁷ The intention here is to work with local teachers, principals (through district subject groups), students, and other stakeholders; along with regional and international agencies, and countries (e.g. Jersey in the Channel Isles, New Zealand, BVI for school music, St Lucia School of Music) that are known to have been successful in their various education system initiatives and arrangements.

⁹⁸ These areas would include: TVET, Foreign Languages, ICT, Lifetime Fitness and Wellness, Special Education, etc.

STATED OBJECTIVES	STRATEGIES	ACTIVITIES
<p>OB-4</p> <p>TO SYSTEMATICALLY PROVIDE FOR THE PROFESSIONAL DEVELOPMENT OF <u>TEACHER TRAINERS</u></p>	<p>S1: Professional development of teacher trainers expanded and used appropriately in the continued training of pre-service and in-service teachers and other related school staff</p>	<p>A1: Develop and use clearly defined, performance-based, transparent protocols for selecting/supporting staff for external development/training, and for determining priority training areas</p> <p>A2: Provide/support opportunities (online and otherwise) to enable staff to attend and participate in local, regional, international professional meetings, conferences, seminars, workshops related to their work</p> <p>A3: Arrange (in keeping with developed protocols) for members of staff to pursue higher level qualifications (Masters, PhD) in priority areas, with appropriate staff bonding arrangements</p> <p>A4: Provide opportunities for teacher trainers to stay in touch with local contemporary issues, demands, classrooms, students, and parents</p>
<p>OB-5</p> <p>TO IMPROVE REWARDS, INCENTIVE ARRANGEMENTS, AND WORKING CONDITIONS FOR TEACHERS</p>	<p>S1: New, engineered roles and pathways for excellent teachers and/or teachers with special useable, priority outside skills (ICT, e.g.) created and in use in appropriate situations</p> <p>S2: Conditions in the work environment of teachers improved</p>	<p>A1: Create clearly defined reach-extended roles⁹⁹ for excellent, high-performance teachers who elect to remain in teaching rather than move to administration</p> <p>A2: Establish appropriate pathways and incentives to teachers who are assigned reach-extended roles.</p> <p>A1: Improve the physical ambience and overall environment in which teachers work</p> <p>A2: Provide appropriate safety measures on school compounds for the protection of all teachers</p>
<p>OB-6</p> <p>TO IMPROVE AND MAKE MORE TRANSPARENT THE ARRANGEMENTS FOR TEACHER APPOINTMENTS AND CONTINUED EMPLOYMENT</p>	<p>S1: Teaching Service Commission established and functioning</p> <p>S2: Most appropriate staff are selected and retained in teaching positions to the benefit of students and system</p> <p>S3: Teaching staff matters are dealt with expeditiously and with transparency</p>	<p>A1: Establish The Teaching Service Commission in law</p> <p>A2: Appoint members of the commission</p> <p>A1: Make appropriate physical and other arrangements for the Commission to perform its functions</p> <p>A2: Facilitate the work of the commission</p>

⁹⁹ The principle here is that excellent teachers can by choice extend their reach and impact by teaching more classes and reaching more students (with excellent outcomes) in direct classroom settings or by reaching even larger numbers of students in remote locations using digital means. Career progresses by maintaining excellent outcomes (see, for example, OpportunityCulture.org)

SUB-SECTOR: THE TEACHING PROFESSION

MONITORING ARRANGEMENTS - OBJECTIVES AND STRATEGIES

OBJECTIVES	OVI	MOV	ASSUMPTIONS	STRATEGIES	OVI	MOV	ASSUMPTIONS
OB-1 TO IMPROVE THE QUALITY OF TEACHING IN THE CRITICAL AREAS OF: ENGLISH, MATHEMATICS AND SCIENCE	By 2017- 18, student mastery in the critical areas is at least at the 65% level and Over 75% mastery by 2018-19	Grade 2, Grade 4 and Grade 6 Exams; CXC exams; Average performance on internal school exams; MOE reports	Curriculums relevant and appropriate Appropriate school equipment and materials provided Student attendance is at least 90% Appropriate school environment	S1: New and Improved teaching methods developed and used in schools in critical subject areas	Strategies developed by 2015-16 Teachers trained in new approaches starting in 2016-17	SVGCC Reports Training reports School records	Appropriate resources made available for training Teachers support new initiatives Teachers successfully complete training Appropriate resources made available in schools
OB-2 TO WIDEN THE SCOPE OF TRAINING TO MEET NEW TEACHER TRAINING DEMANDS IN THE EDUCATION SYSTEM¹⁰⁰	By 2017-18, appropriate arrangements made for delivery of systematic training in defined areas By 2018-19 systematic training commences	SVGCC Reports MOE reports	Appropriate resources made available for preparation and delivery of training Teachers support new initiatives Teachers avail themselves of the training opportunities	S1: Appropriate training provided for teachers in new priority areas and used in schools	Strategies developed by 2016-17 Teachers trained in new approaches starting in 2017-18	SVGCC Reports Training reports Teaching staff surveys	Appropriate resources made available for training Teachers support new initiatives Teachers successfully complete training
OB-3 TO FACILITATE CONTINUOUS IN-SERVICE DEVELOPMENT OF THE TEACHING FORCE	Improved student achievement Higher motivation of teaching force Higher retention rates among teachers	Improved student performance Teacher Surveys MOE reports	Appropriate resources made available Appropriate respect accorded to the profession Appropriate rewards, recognition Appropriate work environment	S1: Continuous professional development used in the furtherance of student academic development and welfare S2: Teacher subject content continuously upgraded and used in teaching	Strategies developed by 2015-16 Programme in place by 2016-17 Strategies developed by 2015-16 Programme in place by 2016-17	SVGCC Reports Training reports Teaching staff surveys	Appropriate resources made available for training Teachers support new initiatives Teachers successfully complete training
OB-4 TO SYSTEMATICALLY PROVIDE FOR THE PROFESSIONAL DEVELOPMENT OF TEACHER TRAINERS	Improved trainee achievement Higher motivation of teacher Trainers Higher retention rates among	Improved performance by trainees Surveys of trainers	Appropriate resources available Appropriate teacher rewards Appropriate work environment	S1: Professional development of teacher trainers expanded and used appropriately in the continued training of pre-	Arrangements developed by 2015-16 Programme in place by 2016-17	SVGCC reports MOE reports Staff surveys	Resources made available Staff make use of available opportunities

¹⁰⁰ These areas would include: TVET, Foreign Languages, ICT, Lifetime Fitness and Wellness, Special Education, etc.

OBJECTIVES	OVI	MOV	ASSUMPTIONS	STRATEGIES	OVI	MOV	ASSUMPTIONS
	Teacher Trainers	MOE reports		service and in-service teachers and other related school staff			
OB-5 TO IMPROVE REWARDS, INCENTIVE ARRANGEMENTS, AND WORKING CONDITIONS FOR TEACHERS	Higher motivation of teaching staff Greater retention of high performing teaching staff	Staff surveys	Resources made available Staff members involve in and support arrangements	S1: New, engineered roles and pathways for excellent teachers and/or teachers with special useable, priority outside skills (ICT, e.g.) created and in use in appropriate situations S2: Conditions in the work environment of teachers improved	By 2016-17, roles and pathways defined and in use By 2016-17 physical ambience in keeping with expected standards Safety measures defined and in place by 2016-17	MOE reports Staff surveys Site surveys Inspection Staff surveys	Resources made available Staff members support the new proposals
OB-6 TO IMPROVE AND MAKE MORE TRANSPARENT THE ARRANGEMENTS FOR TEACHER APPOINTMENTS AND CONTINUED EMPLOYMENT	Greater teaching staff satisfaction Greater motivation of staff	Staff Surveys MOE Reports	Resources made available Staff members involve in and support arrangements	S1: Teaching Service Commission established and functioning S2: Most appropriate staff are selected and retained in teaching positions to the benefit of students and system S3: Teaching staff matters are dealt with expeditiously and with transparency	By 201516: Appropriate legislation enacted Members of Commission appointed Commission functioning TSC Matters handled expeditiously	Legislation Available to public Names of Commissioners made public Office of the commission set up Survey of teachers	Appropriate resources made available for functioning of Commission Members selected are willing and capable of executing the duties and functions of the Commission

SUB-SECTOR: THE TEACHING PROFESSION

ACTION PLAN COSTING (EC\$)¹⁰¹

OBJ	STR	ACTIVITIES	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	RECURRENT	CAPITAL	PERSON RESPONSIBLE
OB-1	S1	A1: Work with local functionaries and external agencies and bodies in efforts to develop improved teaching methods and approaches in critical subject areas ¹⁰² (English, Math, Science)	60,000	60,000	10,000	10,000	10,000	30,000	120,000	
		A2: Provide training in the revised methods for both pre-service and in-service teachers using various modalities		80,000	60,000	10,000	10,000	20,000	140,000	
		A3: Establish strong working arrangements with curriculum officers and education districts		-----	-----	-----	-----			
		A4: Use the various media to inform and involve parents and stakeholders in the new processes		-----	-----	-----	-----			
OB-2	S1	A1:Conduct the necessary research and background work on means, modalities,and strategies for meeting new teacher training needs in new priority areas.						50,000	200,000	
		A2:Liaise with other Teacher training institutions in/out of the region and UWI on these matters		-----	-----	-----	-----			
		A3:Prepare appropriate training arrangements								
		A4:Provide training for both pre-service and in-service teachers		-----	-----	-----	-----			
		A5:Use the various media to inform and involve parents and other stakeholders in the new processes		-----	-----	-----	-----			
OB-3		A1: Facilitate/encourage the systematic engagement of teachers in reflecting on, discussing and sharing ideas and experiences on their practice						80,000	60,000	

¹⁰¹Figures in red in the yearly columns indicate recurrent costs; capital costs are in black. In the summation columns both recurrent and capital costs are in black

¹⁰² The intention here is to work with local teachers, principals (through district subject groups), students, and other stakeholders, along with external countries and agencies (regional and international) that are known to have been successful in these matters. External funding assistance might be necessary.

OBJ	STR	ACTIVITIES	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	RECURRENT	CAPITAL	PERSON RESPONSIBLE
OB-3 (Cont)	S1	A2: Conduct frequent In-house, district, and country seminars and workshops for teachers								
		A3: Facilitate the development of teacher education networks and the use of ICT A4: Facilitate the development of resource centres (in District offices, e.g.)								
	S2	A1: Develop strategies to systematically improve teacher subject content especially at primary and lower secondary levels							60,000	
		A2: Provide access to adequate resource materials								
OB-4	S1	A1: Develop and use clearly defined, performance-based, transparent protocols for selecting and supporting staff for external development/training and for determining priority training areas	_____							
		A2: Provide/support opportunities to enable staff to attend local, regional, international professional meetings, conferences and seminar/workshops related to their work		15,000	15,000	15,000	15,000		60,000	
		A3: Arrange (in keeping with developed protocols) for members of staff to pursue higher level qualifications (Masters, PhD) in priority areas, with appropriate staff bonding arrangements		200,000		200,000			400,000	
		A4: Provide opportunities for teacher trainers to stay in touch with local contemporary issues, demands, classrooms, students, and parents ¹⁰³		-----	-----	-----	-----			

¹⁰³ There is need to avoid the anomaly of having teachers taught by persons with little or no hands-on teaching experience in real classrooms, or who have lost touch, or are not in touch with the issues and challenges of contemporary classrooms, students and parents

OBJ	STR	ACTIVITIES	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	RECURRENT	CAPITAL	PERSON RESPONSIBLE
OB-5 ¹⁰⁴	S1	A1: Create clearly defined reach-extended roles ¹⁰⁵ for excellent, high-performance teachers who elect to remain in teaching rather than move to administration	—	—	—	—	—			
		A2: Establish appropriate pathways/ incentives to teachers who are assigned reach-extended roles.	—	—	—	—	—			
	S2	A1: Improve the physical ambience and overall environment in which teachers work	—	—	—	—	—			
		A2: Provide appropriate safety measures on school compounds for the protection of all teachers	—	—	—	—	—			
Ob-6	S1	A1: Establish The Teaching Service Commission in law								
		A2: Appoint members of the commission	—							
	S2	A1: Make appropriate physical and other arrangements for Commission to perform its functions		.....	.....	.....	.....
		A2: Facilitate the work of the Commission		.....	.....	.....	.....
		TOTAL RECURRENT & CAPITAL COST						1,180,200	1,040,000	
		CONTINGENCIES (15%)						177,000	156,000	
		GRAND TOTAL (EC\$)						1,357,000	1,196,000	

¹⁰⁴ Strategies under Objective-5 will require significant additional resources and will require appropriate thinking and possibly staggered implementation

¹⁰⁵ The principle here is that excellent teachers can by choice extend their reach and impact by teaching more classes and reaching more students (with excellent outcomes) in direct classroom settings or by reaching even larger numbers of students in remote locations using digital means. Career progresses by maintaining excellent outcomes (see, for example, OpportunityCulture.org)

2.9 LIBRARIES, DOCUMENTATION AND ARCHIVES SERVICES (LDAS)

SITUATION ANALYSIS

This sub-sector consists of an amalgamation of Libraries, Documentation, and Archives Services (LDAS), (see Table 2.22). Library Services of a public nature began in 1893 in St. Vincent and the Grenadines, and over the years the service has expanded across the islands. The Documentation Centre was established in 1982, and its role has been to provide social and economic information emanating from government documents, policy makers, the public, the private sector, and researchers. The National Archives was established in 1990. The National Archives collects, organizes, preserves and stores records and documents related to the history of St Vincent and the Grenadines.

Table 2.22: Libraries, Documentation, and Archives, St Vincent and the Grenadines, Overview

SERVICE	LOCATION	No.
1.0 LIBRARIES The National Public Library	KINGSTOWN	1
Public Branch Libraries	Grenadines	3
	Leeward	5
	Windward	12
School Libraries	Primary Schools	35/68
	Secondary Schools	20/26
Academic Libraries	SVGCC (Divisional libraries)	4
	UWI Continuing Education Library	1
Special Libraries	(Government Departments)	2
2.0 THE DOCUMENTATION CENTRE	Kingstown	1
3.0 THE NATIONAL ARCHIVES	Kingstown	1

Library Services

Library services in St. Vincent and the Grenadines are provided by: The National Public Library; The Branch Libraries; the School Libraries (at primary and secondary schools); Academic Libraries through (the Divisional libraries at SVGCC, and the University of the West Indies School of Continuing Education library); and the Special Libraries which exist within government departments and Ministries and including the Law Library, the API Library. These services, however, are not integrated with the National Public Libraries, Archives and Documentation Services. In general, the department of public libraries and school libraries form a sub-sector within the Ministry of Education; while the academic libraries and special libraries are governed by their respective boards or their respective ministries.

The National Public Library

One of the major accomplishments under the last education plan was the centralization of the three services: Main Library, Documentation, and Archives in a new purpose-built structure in 2010. This arrangement allowed the National Public Library, which is the main public library and the focal point for all public library activities in the state to serve more patrons in a more efficient and appropriate environment. The library section of the building currently has a seating capacity of 290 patrons. The National Public Library is fully automated with free internet access and free Wi-Fi for its patrons and a small collection of audio visual resources available to patrons in an audio visual room. The Alexandria Library Management Software which is currently being used to manage the Library's collection allows for more efficient service to patrons. Although the library is automated, and has the capacity to produce documents in electronic format, there is still a major shortage of key electronic resources.

A recent survey conducted by the National Public Library revealed that respondents would like: current opening hours extended; the collection updated; a local catalogue introduced; search capabilities of OPAC improved; and improved and increased areas for private study.

Branch Libraries

There are twenty-one (21) Public Branch Libraries distributed across St Vincent and the Grenadines as indicated in Table 2.22 and Table 2.23. The branch libraries provide a vital service¹⁰⁶ to the communities that they serve but understandably, these libraries are not as well endowed with respect to automation arrangements, book holdings, and other services and resources as the National Public Library in the capital, Kingstown.

School Library System

Of the 68 primary schools in the state, approximately 35 have an area designated as a library, however, there is no formal primary school library policy, and these libraries are not managed by para-professional librarians. In the main, these set-ups are essentially rooms with random collections of books which offer little attraction to children.

Table 2.23 Public Libraries in SVG and their Collection Size in Comparison to Area Population

PARISH	PUBLIC LIBRARIES	POPULATION	COLLECTION as of 2011	IDEAL COLLECTION
ST. DAVID	TROUMACA, CHATEAUBELAIR	6087	10501	9131
ST. PATRICK	BARROUALLIE	5422	4630	8133
ST. ANDREW	LAYOU	6303	5347	9455
ST. GEORGE	DORIS MCKIE, KINGSTOWN, CALLIAQUA, QUESTELLES	47815	73077	71723
CHARLOTTE	SANDY BAY, OWIA, GEORGETOWN, BIABOU, COLONARIE, SOUTH RIVERS, GREGGS, EVESHAM	32011	40843	48017

¹⁰⁶Information collected on the age range of library users (juveniles and adults) indicate that there are more females than males registered in the library system (the ratio is 60:40)

At the secondary level, twenty (20) of the twenty-six (26) schools have established libraries; five (5) have a designated space but no book collection; and at one school there is no provision for a library. Most of the libraries within this sector are managed by personnel with very basic library training however, and no formal school library policies exist. There is also an absence of multimedia equipment in most school libraries with 62% indicating the presence of computers in their collection of learning resource.

Academic Libraries

Within the academic sector, all divisional libraries at the SVGCC are automated and utilize Alexandria Library Software to manage their operations. There are concerns, however, with respect to the adequacy of the collection; the range of the collection; the level and quantity of ICT and AV equipment; the search capacity available; and the level of accommodation for students (see Table 2.24).

Table 2.24: Accommodation at the SVGCC Divisional Libraries

DIVISION	POPULATION	SEATING	PERCENTAGE
Division of Nursing Education	201	32	16
Division of Teacher Education	259	48	19
Division of Technical/Vocational Education	775	24	3
Division of Arts, Gen Studies/Science	985	207	21
TOTAL	2220	311	14

Documentation and National Archives

At the National Archives and Documentation Centre, automation of records has just begun. However, there is need for digitization of archival records, the creation of a national bibliography, the expansion of the collection and resources of the two units, and appropriately trained staff to develop the full capacity of these units in keeping with the needs of the country; in recognition of the fact that National Archives constitute a unique, invaluable, and irreplaceable inter-generational heritage; and in keeping with The Universal Declaration on Archives as adopted by the 36th Session of the General Conference of UNESCO in November, 2011.

Policy Analysis

Members of staff of the Library system operate under the Civil Service Orders, The Finance and Audit Act, The Information Act, The Public Library Act and Subsidiary legislation of 1950 and the Copyright Laws of St Vincent and the Grenadines Act No. 21, 2003. There are no procedural policies in place which govern the operations of the National Public Libraries and school libraries. The SVGCC campus divisional libraries operate under the laws of 1950 although

they are academic libraries. There is no archival and documentation legislation in effect nor does a legal deposit legislation exist. However, procedural guidelines exist at the National Archives.

Access Issues

The National Public Library's book collection stands at 57, 949 and is found to be adequate when the International Federation of Library Associations (IFLA) ratio of 1.5 – 2.5 per capita is applied to the service area. The branch libraries were found to be adequate as well, with an average of 5, 200 books per branch which exceeds the minimum collection size of 2,500 books for the smallest point of service. Seventy nine percent (79%) of students in secondary schools have access to 1,000 books per library collection. At the SVGCC campus libraries, limited seating accommodation exists as indicated in Table 2.24 above.

School Libraries are open five days a week, from 8:15 am to 3:00 pm. The National Public Library, Archives, and Documentation Centre are open six days a week from 9:00 am to 5:00 pm. The public branch libraries are open six days a week, from 2:00 pm to 6:00pm. It is anticipated that the National Public Library will be extending its opening hours in the near future. The National Public Library system plays an important role as a public meeting place for citizens of all age groups. The Divisional Libraries at the SVGCC opens five days a week from 8:00 am to 4:00 pm, except for the Division of Arts, Sciences and General Studies which opens from 8:00 am to 7:00 pm.

Efficiency Issues

At the National Public Library and the SVGCC libraries the rate of turnover and replacement of library stock is low as most of the material is used for library use only. Currently, 17 per cent of patrons are delinquent and fail to return books on time. In 2011, overdue amounted to 2,204 items. The National Public library and the SVGCC experienced delinquency rates of 17 and 10 percent respectively in the return of material on time during the period. The branch libraries experienced much higher overdue rates on loans of materials. At the secondary level, much lower rates of return of materials were reported (see Table 2.25 below).

Table 2.25: Delinquency in the return of Books

LIBRARY	RATE OF OVERDUES AND DELINQUENCY	OUTSTANDING FINES
National Public Library	17 %	\$9,999.93
Branch Libraries	High	
SVGCC Libraries	Below 10 %	\$8,312.48
Secondary Libraries	low	

Equity

School libraries and public branch libraries exist in all parishes and are in operation as shown in Table 2.23. All secondary school libraries and all public branch libraries engage at least a library assistant trained in basic librarianship to manage the service. At the National Public Library, Documentation Centre and National Archives there are four (4) professionally trained librarians, two (2) library technical assistants, one (1) trained IT administrator, one (1) trained accounting officer, one trained IT technician and fifteen (15) library assistants. All library assistants possess training in the basics of librarianship. The SVGCC divisional libraries are managed by five (5) trained librarians, and nine (9) library assistants.

Finance and Cost

Funding for the National Public Libraries, Documentation and National Archives services is provided by the Government of St Vincent and the Grenadines with assistance from agencies and partners. It is estimated that the capital and recurrent costs of the sub-sector, including the SVGCC libraries are over EC\$2m per annum. Both institutions receive gifts, grants and donations from local and international organizations. At the secondary level 62% of school libraries main source of acquisition of material is through donations.

Main achievements

- 1) Newly constructed main Library building which houses the administrative staff and the National Public Library.
- 2) Relocation of nine (9) Branch Libraries to Learning Resource Centres.
- 3) Relocation of the National Archives and Documentation Services to a new facility.
- 4) Implementation of Copyright Act No: 21, 2003 - Exceptions affecting Libraries and Archives.
- 5) All secondary schools, except one, have a school library.
- 6) The SVGCC libraries are reasonably well stocked.
- 7) The National Public Library is equipped with ICT and modern AV equipment.
- 8) The library stock meets international standards with respect to number of holdings for clients served.
- 9) Certified short term library-assistant training accessed through the Department of Library and Information Studies, UWI Mona

Issues and Challenges

1. Absence of updated library legislation and national bibliography
2. Additional training for library staff
3. Insufficient funds available to purchase Library resources for SVGCC and National Public Libraries
4. Insufficient space at the SVGCC libraries to accommodate students and resources
5. Lack of digitized archival records
6. Dilapidated conditions of some Branches, absence of automation in all branches and absence of book mobile service.
7. The need to integrate ICT among SVGCC campus libraries to facilitate networking.
8. Absence of a web portal

9. Absence of an established school library system
10. Absence of a marketing strategy for the National Public Library, the Archives and Documentation Centre, and SVGCC

The competitive, dynamic, global, digital environment that exists today requires a fundamental re-think of the objectives, strategies, and activities of all institutions engaged in library, documentation, archives, and museum services. No longer can these institutions evaluate themselves on the basis of a count of their book holdings, periodicals, documents, and pieces of equipment; and a count of the frequency of use of such assets. The role of these institutions in today's world is to: acquire, produce, re-package, organize, preserve and store appropriate material, information in appropriate form and format; to provide access to such material and information for public use; and to train, where needed, the population they serve, in the constantly changing technological methods of accessing and navigating through such material and information for their specific needs. In this environment, significant attention will have to be placed on at least three critical issues:

1. constantly assessing service quality and needs as perceived by the various users and in keeping with regional and international standards;
2. the need to creatively embrace the potential of technology; and
3. the strategic management of the institutions to align the focus of the users and the community with that of the institutions in collaboration with users, other institutions, agencies, and local, regional and international partners.

GOALS

1. To provide all users with quality services and facilities and reliable access to such resources in keeping with the demands of meeting modern information needs.
2. To improve the strategic management of the Libraries, Documentation and Archives Services (LDAS).
3. To strengthen the library's collection incorporating various media to meet the evolving informational needs of diverse communities
4. To improve communication, collaboration and partnership efforts within and beyond the library community.

THE ESDP OBJECTIVES OF THE SUB-SECTOR ARE:

- 1. TO IMPROVE THE QUALITY OF LIBRARY SERVICES**
- 2. TO INCREASE USER PARTICIPATION OF LIBRARY RESOURCES AND SERVICES THROUGH THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES**
- 3. TO ENHANCE THE SCHOOL LIBRARY SYSTEM**
- 4. TO DEVELOP AND PROMOTE A POSITIVE IMAGE OF THE PROFESSION AND THE DEPARTMENT OF LIBRARIES**
- 5. TO DEVELOP AND STRENGTHEN THE ADMINISTRATIVE STRUCTURE OF THE DEPARTMENT OF LIBR**

SUB-SECTOR: LIBRARIES, DOCUMENTATION AND ARCHIVES – GENERAL OVERVIEW

Stated objectives	STRATEGIES/OUTCOMES	ACTIVITIES
<p>OB-1 TO IMPROVE THE QUALITY OF LIBRARY SERVICES.</p>	<p>S1: Library laws and regulations updated</p> <p>S2: Policies to govern library system created</p> <p>S3: Rural libraries with facilities to meet the needs of rural communities provided</p> <p>S4: Enhanced access to e-resources at the SVGCC and National Public Library provided</p> <p>S5: Library opening hours used by patrons extended</p> <p>S6: Resource collections responsive to the varying needs of the community provided and maintained</p> <p>S7: A national bibliography created</p> <p>S8: A book-mobile service re-introduced</p>	<p>A1: Formulate and update existing library laws</p> <p>A2: Enact legislation</p> <p>A3: Provide facilities to libraries in rural communities</p> <p>A4: Develop, revise and publish Standards as well as guidelines for libraries and Information Services Increase access to e-resources at SVGCC and Public Library</p> <p>A5: Extend library opening hours</p> <p>A6: Ensure that library services and resources continue to maximize responsiveness to client needs.</p> <p>A7: Create a national bibliography</p> <p>A8: Re-introduce book-mobile service</p>
<p>OB-2 TO INCREASE USER PARTICIPATION OF LIBRARY RESOURCES AND SERVICES THROUGH THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</p>	<p>S1: Updated ICT equipment provided and used</p> <p>S2: Archival records digitized and used</p> <p>S3: A web-portal created and used</p> <p>S4: A WAN established in the SVGCC library system</p> <p>S5: Essential new equipment purchased and used in libraries.</p>	<p>A1: Provide updated ICT equipment to libraries</p> <p>A2: Provide equipment and train staff</p> <p>A3: Use website to disseminate information on programmes, activities and resources.</p> <p>A4: Provide equipment and train staff</p> <p>A5: Provide new equipment in libraries</p>
<p>OB-3 TO ENHANCE THE SCHOOL LIBRARY SYSTEM</p>	<p>S1: All school Libraries integrated into the public library system.</p> <p>S2: Policy for the management of school libraries developed and in use</p>	<p>A1: Provide school libraries with access to public library resources and services</p> <p>A2: Formulate and establish policies for the management of school libraries.</p>

<p style="text-align: center;">OB-4</p> <p style="text-align: center;">TO DEVELOP AND PROMOTE A POSITIVE IMAGE OF THE PROFESSION AND THE DEPARTMENT OF LIBRARIES</p>	<p>S1: Information literacy programmes conducted and library services adequately marketed</p> <p>S2: Relations with the public and private sector established</p>	<p>A1: Utilize the electronic and print media and other forum to:</p> <ul style="list-style-type: none"> • promote the profession and the Department • adequately market library services <p>A2: Develop a public campaign to promote the use of information services</p>
<p style="text-align: center;">OB-5</p> <p style="text-align: center;">TO DEVELOP AND STRENGTHEN THE ADMINISTRATIVE STRUCTURE OF THE DEPARTMENT OF LIBRARIES</p>	<p>S1: .Administrative and professional capacity of library staff improved</p>	<p>A1: Provide appropriate pre-service and in-service training for staff</p> <p>A2: Funding for professional development sourced</p>

SUB-SECTOR: LDAS

ACTION PLAN COSTINGS (EC\$)¹⁰⁷

	ACTIVITIES	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	RECURRENT	CAPITAL	PERSON RESPONSIBL E
OB-1	A1:Formulate and update existing library laws								
	A2:Enact legislation								
	A3: Provide facilities to libraries in rural communities	100,000	100,000	100,000	100,000	100,000		50,000	
	A4:Develop, revise and publish Standards and guidelines for libraries and Information Services	25,000	25,000					50,000	
	Increase access to e-resources at SVGCC and Public Library	150,000	150,000	150,000	150,000			600,000	
	A5: Extend library opening hours								
	A6:Ensure that library services and resources continue to maximize responsiveness to client needs.								
	A7: create a national bibliography			50,000				50,000	
A8: Re-introduce book-mobile service		1,050,000					1,050,000		
OB-2	A1: Provide updated ICT equipment to libraries		75,000	75,000	75,000			225,000	
	A2: Provide equipment and train staff								
	A3:Use website to disseminate information on programmes, activities and resources.								
	A4:Provide equipment and train staff								
	A5: Provide new equipment in libraries								

¹⁰⁷Figures in red in the yearly columns indicate recurrent costs; capital costs are in black. In the summation columns both recurrent and capital costs are in black

OB-3	A1: Provide school libraries with access to public library resources and services	100,000	200,000	200,000	200,000	200,000		900,000	
		50,000	100,000	100,000	100,000	100,000	450,000		
	A2: Formulate and establish policies for the management of school libraries.								
OB-4	A1: Utilize the electronic and print media and other forums to: promote the profession and the Department adequately market library services								
	A2: Develop a public campaign to promote the use of information services	25,000	10,000	10,000			45,000		
OB-5	A1: Provide appropriate pre-service and in-service training for staff		20,000	20,000	20,000	20,000	80,000		
	A2:Funding for professional development sourced								
	TOTAL RECURRENT AND CAPITAL COST						575,000	1,725,000	
	Contingency (15%)						86,250	258,750	
	GRAND TOTAL						661,250	1,983,750	

2.10 MANAGEMENT, ADMINISTRATION AND GOVERNANCE

The success of education plans and proposals depends significantly on what occurs in the delivery of education services in the many schools and educational institutions in the country. The success of these efforts depends critically upon the strength of the leadership, managerial, and administrative capacity at the school level, the district level and the state level. In essence, effective schools require effective teachers; effective teachers require the influence and support of good school managers, and the entire process needs to be supported by well-developed structures, policies and arrangements that create the environment, and facilitate the flow of resources to enable schools to translate policies, goals, mission, objectives into action at the point where teaching and learning take place.

The goal of the Ministry of Education in St Vincent and the Grenadines is given as: **A well managed, effective and efficient education system based on national policies of inclusion and transparency.**

The mission of the Ministry of Education is:

To provide all persons of the state, with opportunities appropriate to their developmental needs through the provision of quality Education – academic, technical/vocational, moral and physical – which will equip them with the values, attitudes, knowledge and skills necessary for creating and maintaining a productive, innovative and harmonious society.

The Ministry is comprised of the following subsections:

- Administration and General Activities
- Primary Education
- Secondary Education (Government owned & operated)
- Assisted Secondary Schools
- Technical Institutes
- Special Education
- Adult and Continuing Education
- Examinations and Assessment
- Student Support Services
- Department of Libraries, Archives and Documentation Services
- Pre-Primary Education
- Education Research, Information and Communications Technology Department
- National Qualifications Department
- St. Vincent and the Grenadines Community College (Governed under the SVGCC Act of 2005 and its own Board of Governors)

The Honourable Minister of Education heads a senior management team including the Permanent Secretary (PS), who is responsible for administration, planning and finance, and the

Chief Education Officer (CEO), who oversees the management of schools, colleges, curriculum development, adult education and libraries.

The PS is responsible for broad action planning, medium term forward planning, EMIS development and the Ministry's annual corporate plan that relates broad education activity to expenditures in the budgetary cycle.

The CEO has an overarching responsibility for the 'professional' side of education delivery (as defined under Division 2, Sections 7-8 of the Education Act (2006)). This ranges from pre-school to tertiary education, and includes the teaching force, the advisory services, subject specialism, special education, the curriculum, libraries, and provision for youths and adults. These are managed through a cadre of senior education officers, education officers, directors, principals, head teachers, co-ordinators, executive officers and special purpose units.

The Ministry of Education has implemented several major organizational and policy initiatives since the last sector plan, ESDP (2002-2007). These include the creation of:

- **The Education Research, Information and Communications Technology Department (ERICTD)**; which include The Education Planning Unit (EPU), and The Education Project Implementation Unit (EPIU)
- The National Qualifications Department (NQD)
- The Sector Skills Development Agency (SSDA)
- The National Accreditation Board and Accreditation Unit and
- Positions for the Monitoring and Assessment framework
- An ICT in Education Coordinator

These positions have necessitated increases in MOE staffing.

There is a certain degree of autonomy for day-to-day matters in schools and other related institutions. The primary school hierarchy is Head teacher, Senior Teacher, Teacher; that for secondary is Principal or Head, Deputy Principal or Deputy Head and Teacher (with allowances, but not posts, for Head of Department). Apart from PTA support and involvement (frequently reduced to fund-raising) in government schools, there is little external governance of schools. Many of the government-assisted schools, however, have a religious foundation and in those cases there is a strong external influence on school ethos and management affairs.

PARTNERSHIPS

The Ministry of Education partners with a number of government agencies and departments to effectively deliver its portfolio. The Ministry of Health collaborates on the School Feeding Programme; the Ministry of Transport and Works monitors the implementation of the Ministry of Education's Physical works portfolio for the expansion of secondary schools, while the

Bridges, Roads and General Services Authority (BRAGSA) is expected to conduct a continuous school upgrading programme on all educational institutions throughout the year.

The Ministry of National Mobilization provides transportation subsidies, book and uniform grants, support to teen mothers; financed the annual 'Children Against Poverty (CAP) programme for underprivileged children; and other ministries partner with the education ministry in delivering a variety of learning enhancement programmes which are placed on the schools' calendar at the commencement of each academic year.

There are other established relationships with regional and sub-regional bodies such as the Organisation of Eastern Caribbean States Education Reform Unit (OECS OERU) which fosters collaboration at a sub-regional level involving Ministers of Education, Permanent Secretaries, Chief Education Officers, other Ministry and education personnel in matters such as: policy formulation, analysis and implementation; data collection analysis and use; ICT in education; and other issues.

SUCSESSES AND AREAS OF CONCERN

The main successes and areas of concern are adequately articulated in the introductory section of the plan. In this section, brief mention will be made of two success areas: The school Inspection and Supervision Initiative; and the ITC initiatives; along with a few management issues that need to be addressed.

School Inspection and Supervision Initiative

A mechanism designed to foster the effectiveness of schools in St. Vincent and the Grenadines. This mechanism is at present called the School Inspection and Supervision Unit. Its mandate is to assess the standards attained by students at key points in their schooling and to report on their performance. The unit is expected to make recommendations for the improvement in the quality of the provision of education to students, and to provide feedback, support and supervision to schools to ensure the efficiency and effectiveness of their operations.

It is expected that the unit will contribute to raising the level of student attainment by assessing and reporting on the following dimensions:

1. The quality of teaching;
2. The quality of students' responses;
3. The extent to which students have access to the curriculum;
4. The quality of leadership and management of the learning environment; and
5. The quality of the relationships engendered by the leadership team with stakeholders in the process of education

ITC Achievements

1. ICT in Education Thrust
2. ICT in Education Policy developed
3. Computer Maintenance Protocol developed
4. Launch of the One Laptop Per Student Project

Issues that need to be addressed

1. The poor physical conditions under which the Ministry of Education functions, and the many different buildings from which it operates, are highly unsatisfactory especially in light of the level of financial and human resources invested in the education system for which the Ministry is responsible.
2. The organizational structure of the MOE is in need of revision. Currently, the organizational chart of the MOE, with few exceptions, maps the relationships between posts on the establishment and not clearly defined entities such as Departments, Divisions or Units showing their relationships to the core functions of the MOE and their inter-relationships within the structure.
3. The need for Urgent attention to be given to the data deficits within the MOE and the availability of up-to-date data to senior management engaged in decision-making and policy formulation.
4. Given the existing ICT infrastructure, the need for a functioning on-line EMIS with links to schools and their management is an absolute necessity.
5. The protocol for transferring principals and teachers need to be reviewed, revised and adhered to in order to restore confidence among all parties involved.
6. The BRAGSA arrangement is apparently functioning at a sub-optimal level with respect to the maintenance of school plants.

In keeping with its goal and mission, the MOE must be concerned with:

- 1. Devising and implementing an equitable, sustainable, dynamic, integrated system of life-long education and training of high quality**
- 2. Facilitating access of all citizens to life-long education and training**
- 3. Involving parents, students and community in the development and implementation of the system of education and training and certification**
- 4. Working with sub-regional, regional, and international partners in the development and implementation of the system of education and training, and certification;**
- 5. Managing the system of education and training and certification**

Strengthening the managerial and institutional capacity of the system will require adequate attention to several functions as defined in Table 2.26.

Table 2.26 System Management Functions

Functions	Articulation of functions
1. The leadership, strategic function	Vision, Mission, Policies developed and pursued in a participative manner
2. The management, operational, Human Resource, supervision function	Appropriate MOE structure developed. Appropriate HR arrangements in place and adequately assessed and supervised Appropriate rewards and incentives made available to staff Appropriate training and professional development arrangements in place (MOE/School levels)
3. The Information/communication function	Appropriate data collected, analysed, packaged, disseminated, and used EMIS in place, accessible and used Media arrangements in place for public information Appropriate communication with stakeholders Appropriate Internal communication
4. The research and development function	A research agenda defined and pursued (possibly starting with simple public perception surveys on MOE strategies and approaches)
5. The finance, accountability, and infrastructure development/resource function	Appropriate accounting protocols and arrangements in place and followed. Attention paid to the infrastructural/resource needs of the system
6. The Monitoring and Evaluation function	Adequate M & E structures and arrangements in place

THE ESDP OBJECTIVES OF THE SUB-SECTOR ARE:

- **TO DEFINE AND DEVELOP A FULLY INTEGRATED, DYNAMIC, NATIONAL SYSTEM OF LIFELONG EDUCATION AND TRAINING**
- **TO IMPROVE EFFICIENCY OF MANAGEMENT AND ADMINISTRATIVE FUNCTIONS WITHIN THE MINISTRY**
- **TO IMPROVE POLICY FORMULATION AND DECISION-MAKING PROCESSES WITHIN THE MINISTRY**

- **TO INCREASE NATIONAL INVOLVEMENT IN EDUCATION**
- **TO IMPROVE COMMUNICATION AMONG VARIOUS EDUCATION STAKEHOLDERS**
- **TO CONSTRUCT NEW HEADQUARTERS TO HOUSE ALL DIVISIONS OF THE MINISTRY**

SUB-SECTOR: MANAGEMENT, ADMINISTRATION AND GOVERNANCE (ADMIN STAFF)

GENERAL OVERVIEW

STATED OBJECTIVES	STRATEGIES	ACTIVITIES
<p>OB-1 TO DEFINE AND DEVELOP A FULLY INTEGRATED NATIONAL SYSTEM OF LIFELONG EDUCATION AND TRAINING</p>	<p>S1: A fully integrated national system of lifelong education and training is developed and implemented</p>	<p>A1: MOE appoints a Task Force bringing together: Representatives of: the Private and public sectors; MOE; SVGCC, TVET, ACE, SECONDARY ED sub-sectors; other recognized training providers; along with all other relevant stakeholders, resource persons and agencies to consult and report on establishing a well defined, integrated, comprehensive, demand driven, system of education and training aligned to critical national needs.</p> <p>A2: MOE provides all necessary support to the functioning of the Task Force</p> <p>A3: MOE Submits to Government for consideration and approval, The Task Force Report specifying, inter alia:</p> <ol style="list-style-type: none"> 1. The roles of the various sub-sectors 2. The governing, coordinating, monitoring arrangements, and data requirements to implement, manage, and monitor the system 3. Qualification, Accreditation, Certification, standards frameworks, arrangements and procedures; 4. The resources (physical, financial and human) needed to implement the recommendations 5. Proposals for scoping and sequencing implementation of the system <p>A4: MOE establishes approved system</p> <p>A5:MOE monitors, evaluates and supports the system</p>
<p>OB-2 TO IMPROVE EFFICIENCY OF LEADERSHIP, MANAGEMENT AND ADMINISTRATIVE FUNCTIONS WITHIN THE MINISTRY</p>	<p>S1: Comprehensive job descriptions for all posts within the MOE developed and in use</p> <p>S2:Functions and processes within the MOE streamlined</p> <p>S3:Supervision, administrative and technical support strengthened</p> <p>S4:Human Resource Development strategy developed</p> <p>S5:Efficiency in the use of resources (human, material and financial) improved</p>	<p>A1: Establish inter-ministerial committee to review, revise, create job descriptions</p> <p>A1:Develop and/or revise operational and procedures manual</p> <p>A1:Review existing models of self-appraisal and adopt system for MOE units</p> <p>A1:Design and conduct survey to determine the training and development needs of staff</p> <p>A1:Provide on-going training and professional development</p> <p>A2:Set up structures/systems to provide regular monitoring/feedback</p>

<p>OB-3 TO IMPROVE POLICY FORMULATION AND DECISION-MAKING PROCESSES WITHIN THE MINISTRY</p>	<p>S1:Data collection and data analysis at all levels of the education system improved</p> <p>S2:All policy positions of the MOE documented and disseminated</p> <p>S3:Measurement of performance improved throughout the system</p>	<p>A1:Improve collaboration between the Education Planning Unit and Senior Education Officers to collect and analyze information from all specified sources and on a timely basis</p> <p>A1:Establish policy research team to compile policy initiatives of the Ministry</p> <p>A1:Train staff in development of performance indicators A2: Assess staff based on the indicators</p>
<p>OB-4 TO INCREASE NATIONAL INVOLVEMENT IN EDUCATION</p>	<p>S1:National PTA established and functioning</p> <p>S2:Civil society involved in the management of the education sector</p> <p>S3: Policy of greater delegation of power implemented</p>	<p>A1: Approve partnership principles – National Schools PTA</p> <p>A2:Reintroduce annual public education conference to discuss policy and progress in all sub-sectors</p> <p>A3:Establish internal system of rewards and incentives</p>
<p>OB-5 TO IMPROVE COMMUNICATION AMONG VARIOUS EDUCATION STAKEJOLDERS</p>	<p>S1:Communications within the MOE strengthened</p> <p>S2:Communications between the MOE and other Ministerial partners strengthened</p> <p>S3:Communications between the MOE and other external stakeholders strengthened</p>	<p>A1:Clearly demarcate and document lines of communication</p> <p>A1:Hold regular meetings with key counterparts in other line ministries</p> <p>A1:Hold periodic meetings with heads of external educational institutions and other external stakeholders</p>
<p>OB-6 TO CONSTRUCT NEW HEADQUARTERS TO HOUSE ALL DIVISIONS OF THE MINISTRY</p>	<p>S1: Justification, and schedule of accommodation for new MOE building submitted and utilized</p> <p>S2: New MOE headquarters constructed and in use</p>	<p>A1:Engage stakeholders in development of rationale and specific proposals for MOE headquarters A2: Submit proposals to Government</p> <p>A1:Construct MOE Headquarters</p>

SUB-SECTOR: MGT, ADMIN, GOVERNANCE (ADMIN STAFF) MONITORING ARRANGEMENTS - OBJECTIVES AND STRATEGIES

OBJECTIVES	OVI	MOV	ASSUMPTIONS	STRATEGIES	OVI	MOV	ASSUMPTIONS
<p>OB-1 TO DEFINE AND DEVELOP A FULLY INTEGRATED, DYNAMIC, NATIONAL SYSTEM OF LIFELONG EDUCATION AND TRAINING</p>	<p>By 2014-2015: Terms of Reference for Task Force defined Task Force appointed Consultations held Task Force Report submitted and approved Implementation of proposals begins by 2015-16</p>	<p>Approved Task Force document made public MOE Reports</p>	<p>Appropriate resources are made available Stakeholders participate meaningfully in the deliberations of the Task Force</p>	<p>S1: A fully integrated, dynamic, national system of lifelong education and training is developed and implemented</p>	<p>Distribution of Programme documents and training of MOE staff in 2015-2016 Monitoring and evaluation of the implementation of the programme and provide necessary support by 2016</p>	<p>Programme document List of trained staff members MOE report(s) on monitoring and evaluation</p>	<p>-Resources available -Buy in by stakeholders</p>
<p>OB-2 TO IMPROVE EFFICIENCY OF LEADERSHIP, MANAGEMENT AND ADMINISTRATIVE FUNCTIONS WITHIN THE MINISTRY</p>	<p>By 2016-17, MOE will: Have clearly defined goals and objectives; Develop well defined data driven annual work plans for achieving goals and objectives Successfully Implement and Monitor its annual work plan Involve staff and stakeholders in meaningful ways Account formally for all resources allocated to the</p>	<p>Comprehensive Annual MOE Report Regular External evaluation and assessment of MOE operations and activities Feedback from MOE staff and stakeholders via regular surveys</p>	<p>Appropriate resources available to MOE Appropriate training provided for MOE staff Government policies made clear by MOE</p>	<p>S1: Comprehensive job descriptions for all posts within the MOE developed and in use S2: Functions and processes within the MOE streamlined S3: Supervision, administrative and technical support strengthened S4: Human Resource Development strategy developed</p>	<p>-Revised and develop job description in conjunction with SCD and Min. of Public Service by 2014 -Distribute job description top staff and all teachers and hold discussion by 2015 -Develop and/or revise operational and procedures manual by 2014 -Review existing models of appraisal and adopt system for MOE units by 2015 -Conduct survey to determine the training needs and deployment of staff</p>	<p>-Job descriptions of staff and teachers -Reports re: distribution and discussions -Copies of manuals -Appraisal document(s) -Copy of survey -Results of</p>	<p>-Available resources -Activity will proceed as planned -Manuals will be produced -Appraisal instrument will be produced -Buy in by stakeholders -Survey will be done ad staff trained</p>

OBJECTIVES	OVI	MOV	ASSUMPTIONS	STRATEGIES	OVI	MOV	ASSUMPTIONS
	MOE			S5: Efficiency in the use of resources (human, material and financial) improved	by 2014 -Provide on-going training and professional development begins in 2015 -Set up structures/systems to provide regular monitoring/feedback and support by 2014	survey -MOE reports -MOE records	-On going development based on needs -Structure will be established and officers perform their duties
OB-3 TO IMPROVE POLICY FORMULATION AND DECISION-MAKING PROCESSES WITHIN THE MINISTRY	All policy positions of the MOE documented and disseminated by 2015	-Policy documents, circulars etc.	-Persons assigned to do research will function -Buy in by MOE and other stakeholders	S1: Data collection and data analysis at all levels of the education system improved S2: All policy positions of the MOE documented and disseminated S3: Measurement of performance improved throughout the system	-Data collection analysis and dissemination from 2014-2018 -Performance appraisal document formulated by 2015 -Document disseminated and appraiser and appraise trained by 2016 -Appraisal implemented and feedback and support provided from 2016-2018	-EMIS system established --Appraisal instrument produced -Training schedule -Attendance report -Completed appraisal instrument -Feedback and support provided	-Resources available -All stake holders will be involved in the process -Documents will be ready and training will take place -All persons will be appraised during the period -Feedback and support will be take seriously and provided
OB-4 TO INCREASE NATIONAL INVOLVEMENT IN EDUCATION	To increase stakeholders involvement in the education process from 2014	-MOE reports -Attendance at consultations and meetings	-Buy in by stakeholders	S1: National PTA established and functioning S2: Civil society involved in the management of the education sector S3: Policy of greater delegation of power implemented	-National PTA established by 2015 Policy document(s) and working groups formed by 2015 Feasibility study of Education districts with clearly defined	-National PTA with executive -MOE reports Education Districts with staff	Stake holders involvement Change from the status quo Resources available -Political will

OBJECTIVES	OVI	MOV	ASSUMPTIONS	STRATEGIES	OVI	MOV	ASSUMPTIONS
					duties and authority conducted by 2017-2018		
OB-5 TO IMPROVE COMMUNICATION AMONG VARIOUS EDUCATION STAKEJOLDERS	A structure/system to have improved and timely communication among the MOE and key stakeholders established from 2014-2015	-MOE reports	Stakeholders buy in	<p>S1: Communications within the MOE strengthened</p> <p>S2: Communications between the MOE and other Ministerial partners strengthened</p> <p>S3: Communications between the MOE and other external stakeholders strengthened</p>	<p>Channels and flow of communication within the MOE established by 2014</p> <p>Protocol establishing lines of communication between the MOE and other ministerial partners by 2015</p> <p>A list of key stakeholders and contact person(s) and channels of communication established by 2014</p>	<p>Clearly defined channels of communication within MOE</p> <p>Communication protocol and point of contact</p> <p>List of stakeholders and contact person(s)</p>	<p>MOE officials will follow guidelines</p> <p>Communication flow will improve</p> <p>All concerned will follow guidelines and communication between MOE and stakeholders will improve</p>
OB-6 TO CONSTRUCT NEW HEADQUARTERS TO HOUSE ALL DIVISIONS OF THE MINISTRY	New MOE Headquarters designed and constructed by 2018	-New MOE building	-Resources available	<p>S1: Justification, and schedule of accommodation for new MOE building submitted and utilized</p> <p>S2: New MOE headquarters constructed and in use</p>	<p>-Establish and persuade Cabinet and Min. of Finance of the need for a new MOE building by 2014</p> <p>-Identification of land by 2015</p> <p>-Design of building by 2016</p> <p>-Sought funding by 2016-2017</p> <p>-Tender and begin construction by 2018</p>	<p>-Rationale for building developed</p> <p>-Minutes of meetings held</p> <p>-Site plan for land</p> <p>-Architectural design of building</p> <p>-Funding agency (ies) identified</p> <p>-Signed tender document and work progressing on building</p>	<p>-Political will to construct building</p> <p>-Meetings will be held and minutes kept</p> <p>-Lands will be bought</p> <p>-Drawings will be completed</p> <p>-Funding will be identified</p> <p>-Contract\ion firm will be identified and work on building commences</p>

SUB-SECTOR: MANAGEMENT ADMINISTRATION & GOVERNANCE (ADMIN)
ACTION PLAN COSTING (EC\$)

OBJ	ST	ACTIVITIES	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	RECURRENT	CAPITAL	PERSON RESPONSIBLE
OB-1	S1	A1: MOE appoints a Task Force to consult and report on the development of a fully integrated national system of education and training	60,000						60,000	
		A2: MOE provides all necessary support to the functioning of the Task Force								
		A3: MOE submits proposals to Government for consideration and approval								
		A4: MOE establishes approved system								
		A5: MOE monitors, evaluates and supports the system		50,000	30,000	50,000	20,000	150,000		
OB-2	S1	A1: Establish inter-ministerial committee to review, revise, create job descriptions	2,000						2,000	
	S2	A1: Develop and/or revise operational and procedures manual		4,500					4,500	
	S3	A1: Review existing models of self-appraisal and adopt system for MOE units		500					500	
	S4	A1: Design and conduct survey to determine the training and development needs staff	50,000						50,000	
	S5	A1: Provide on-going training and professional development A2: Set up structures/systems to provide regular monitoring/feedback		25,000	25,000	25,000	25,000	100,000		
OB-3	S1	A1: Improve collaboration between the Education Planning Unit and Senior Education Officers to collect and analyze information from all specified sources and on a timely basis								
	S2	A1: Establish policy research team to compile policy initiatives of the Ministry	—							
	S3	A1: Train staff in development of performance indicators A2: Assess staff based on the indicators	10,000		10,000				20,000	

OBJ	ST	ACTIVITIES	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	RECURRENT	CAPITAL	PERSON RESPONSIBLE
OB-4	S1	A1: Approve partnership principles – National Schools PTA	15,000	15,000	15,000	15,000	15,000	75,000		
	S2	A1:Reintroduce annual public education conference to discuss policy and progress in all sub-sectors	10,000	10,000	10,000	10,000	10,000	50,000		
	S3	A1:Establish internal system of rewards and incentives						350,000		
OB-5	S1	A1:Clearly demarcate and document lines of communication								
	S2	A1:Hold regular meetings with key counterparts in other line Ministries								
	S3	A1:Hold periodic meetings with heads of external educational institutions and other external stakeholders								
OB-6	S1	A1:Engage stakeholders in development of rationale and specific proposals for MOE headquarters								
		A2: Submit proposals to Government ¹⁰⁸								
	S2	A1:Construct MOE Headquarters (a) Land (b) Construction				350,000 4,000,000	8,000,000		350,000 12,000,000	
		TOTAL RECURRENT & CAPITAL COST¹⁰⁹						725,000	12,547,000	
		CONTINGENCIES (15%)						108,750	1,882,050	
		GRAND TOTAL (EC\$)						833,750	14,429,050	

¹⁰⁸ The MOE Headquarters should provide: appropriate office space; conference and meeting spaces constructed to facilitate the use of ICT equipment; male and female sick rooms; appropriate toilet facilities on each floor; open spaces for administrative staff; appropriate waiting areas for the public; secure spaces for confidential documents and materials; appropriate emergency exits; lunch areas; appropriate lock-down capacity; access to the physically impaired.

¹⁰⁹ Figures in red in the yearly columns indicate recurrent costs; capital costs are in black. In the summation columns both recurrent and capital costs are in black

2.10(b) MANAGEMENT, ADMINISTRATION AND GOVERNANCE (PROFESSIONAL STAFF)

During the days of slavery, providing education to slaves was strictly forbidden by law. For the Eastern Caribbean¹¹⁰ territories as a whole, education as a means of improving the welfare of the masses was therefore not a priority until after emancipation. The clamour for education for the masses has been strong and persistent over the post-emancipation years but the objectives, strategies, administrative arrangements, and means for doing so have been problematic and sometimes contradictory and counter-productive. Over the years education has been under private control, church control, state control, and dual control of Church and State. The Church (Roman Catholic on some islands, Protestant on others), has had significant influence on the quality and direction of education in the region and by extension, the good and welfare of the masses.

Probably the first systematic attempt to consolidate the process of administering education in the Eastern Caribbean came out of recommendations by the Moyne Commission (1945) in the aftermath of major, prolonged social and economic upheavals in the region in the 1930s. One of the major recommendations of the Commission was that an officer should be appointed to supervise education as a whole and should have sufficient staff to free him from the more mechanical details of administration.

The current constitutions of the various independent Eastern Caribbean Countries typically establish a parliamentary system of government based on the U.K. model and with the reigning British monarch as head of state. In the current circumstances, as head of state, Queen Elizabeth II appoints a governor general, on the advice of the prime minister as her representative. The governor general's role is, however, largely ceremonial. Executive power is vested in the Cabinet of Ministers led by the prime minister.

In most of the countries (including St Vincent and the Grenadines), the Parliament is composed of an appointed Senate and an elected House of Assembly. General Elections are held at least every five years. Typically, the leader of the political party which wins a majority of the seats; or the person who has the support of the majority of elected parliamentarians is appointed by the Governor General to be the Prime Minister. The Prime Minister in turn selects the various Ministers of Government. All Ministers are appointed¹¹¹ to the Cabinet - the supreme policy and decision-making body in a Ministerial system of government. By the doctrine of "Collective Responsibility" once Cabinet decisions are reached, each Minister is bound to support such decisions regardless of his position on these matters and has the responsibility for the execution of approved Cabinet decisions or policies through his Ministry.

¹¹⁰ The Eastern Caribbean Territories or Eastern Caribbean Countries refers to all the Independent, English-speaking islands of the Caribbean.

¹¹¹ Ministers are formally appointed by the Governor General.

The Minister of Education is charged with responsibility for all matters pertaining to education. The respective Education Acts provide the legal framework in which the Minister's responsibility for the provision of education resides.

In this system of Government, it is not unusual for Ministers to put forward policy matters before their Cabinet colleagues that have not been adequately discussed, or even discussed at all by senior ministry officials. However, public servants too have the responsibility of implementing, whether they approve or not, the policies and programmes as determined by the Cabinet of Ministers.

The current formal structure of each Ministry in the countries under consideration incorporates two main categories of staff - administrative and professional. The administrative staff is made up of individuals who generally come through the public service; and the professional staff is made up, almost exclusively, of persons who come through the Teaching Service.

The Chief Education Officer is the head of the professional staff. The first level of this section of officers typically consists of: The CEO, The Deputy Education Officer(s), and several Education Officers with specific portfolios (e.g. primary schools, secondary schools, curriculum, etc.). The second level typically consists of technical supervisors, or coordinators of specific areas of the school curriculum (e.g. mathematics, language, science, music, drama, etc.). The third layer is comprised of those at the technical core – the principals, teachers, and support staff).

The administrative head of the Ministry, however, is the Permanent Secretary. The position is specified in the constitution of all of the countries under consideration. **Section 60** of The Constitution of St Vincent and the Grenadines states:

*Where any Minister has been charged with responsibility for any department of government, he shall exercise general direction and control over that department; and subject to such direction and control, every department of government shall be under the supervision of a public officer whose office is referred to in this Constitution as the office of a **permanent secretary**:*

Provided that two or more government departments may be placed under the supervision of one permanent secretary

The Permanent Secretary is therefore ultimately accountable to the Minister of Education, and thus to the Cabinet of Ministers for everything that goes on in the Ministry of Education. Generally, the administrative wing of ministries typically consists of the Permanent Secretary, Principal Assistant Secretary, Assistant Secretary, Accountants(s), Senior Executive Officers with special portfolios, and supporting clerical, technical, and ancillary staff. Officers in the administrative section of the Ministry are subject to frequent inter-ministerial transfers, typical of the Civil Service. In the circumstances, therefore, the Permanent Secretary of the Ministry of Health or the Ministry of Tourism or any other Government ministry can be transferred to run the Ministry of Education at any time.

Although the Chief Education Officer is regarded as head of the professional staff; and although **Section 7** of the Education Act (2006) states that,

There shall be a Chief Education officer who shall, subject to the directions of the Minister, be responsible for the day to day administration of this Act

The reality of the situation is that all employees of the Ministry of Education, including the Chief Education Officer, are ultimately accountable to the Permanent Secretary.

With respect to the crucial aspect of funding for education, parliament makes an annual allocation which is generally under the control of the Ministry of Finance for disbursement and the Permanent Secretary for actual spending approval. Allocations are tied to line items such that very little discretionary powers reside with the Ministry of Education and precious little with the CEO.

It has been argued over the last half century that these arrangements might serve well in systems where the focus is on maintaining the status quo in education and social and economic development but are inappropriate for countries that seek to bring about rapid change in their education systems. Moreover, the current arrangements tend to generate friction between the administrative wing and the professional wing of these ministries resulting in frustration and below par performance. Caribbean countries might do well to look into this matter with urgency.

In spite of these critical shortcomings, and until the arrangements are changed, the Chief Education Officer and members of the professional staff are expected to work cooperatively and amicably with the Administrative staff of the Ministry.

Key issues that need to be addressed by Management

1. The need to improve substantially, literacy and numeracy at the Primary and secondary levels
2. The need to determine the reasons for the poor performance of Grade -2, Grade-4 and Grade-6 students in Language Arts and Mathematics, paying special attention to the assessment instruments and procedures, the curricula, and the instructional strategies that are employed.
3. The need to raise the earned transition rate within and across levels to at least 80 per cent.
4. The need to ensure that all secondary schools have the capacity to make science offerings to all of its students for the full period of schooling.
5. The need to address the issue of poor performance of boys relative to girls throughout the education system.

6. The need to improve performance in the critical areas of English, Mathematics, and Science as measured by CSEC examinations¹¹²
7. The need to ensure that Music and the other Creative and performing Arts be given due attention throughout the basic education years.
8. The cross-curricular issues (Critical Thinking, Creativity, ICT, Information Processing, Enterprise, Team Work, Development of Emotional Intelligence) must be systematically addressed and worked into the education process at all levels
9. The concerns with respect to inequity in plant, resources and student options across schools must be addressed
10. The need to adequately maintain the One-Net-book programme and to ensure optimal use and impact in the teaching/learning process
11. Systematic focus must be placed on teacher recruitment, appropriate initial training, peer mentoring and support, certification, ongoing professional development, and teacher incentives, rewards, and encouragement.
12. Issues related to the policy of “Inclusion” must be addressed
13. Appropriate arrangements must be put in place to ensure that schools/institutions provide statistics as requested by the Ministry, and that the resulting information is adequately utilized in the educational process.
14. The need for urgent review of the current organizational structure of the professional staff

Education in modern times is seen as a route to equality of opportunity for all; as the platform for a healthy and just democracy, a productive economy, and sustainable development. The system is also expected to ensure for all, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to a number of areas of learning and to develop knowledge, understanding, skills, habits, values and attitudes necessary for their self-fulfilment and development as active and responsible citizens.

In the public consultations held in St Vincent and the Grenadines prior to the commencement of the development of the education plan, the ideal Vincentian was defined as a:

- Well educated, well informed life-long learner with good communication, numeracy, ICT, and employment skills;
- Creative, critical thinker and problem-solver who practices democratic citizenship; exercises tolerance and kindness; engages in conflict resolution; who practices good

¹¹² More radically, there is need to define a more appropriate set of secondary school graduation requirements beyond the current, limited five CSEC subjects with English and Mathematics. Moreover, a two-year one-size fit all mathematics option for all students will most likely never return a high student pass rate. The recommendation here is that mathematics (indeed all subjects) should be semesterized allowing students to take as many as four options that best suit their interests and abilities. An adequately designed integrated system of life-long education and training (Community College, ACE, etc.) would allow students to pursue any additional mathematics courses that they might require later in life. Guidance counselors should advise students accordingly.

health and safety habits; shows respect for God, self, others, country, environment, property, and for the rule of law; and demonstrates love and care for his fellowmen;

- Person who possesses the knowledge, skills and disposition that enable him/her to be a productive contributing citizen to the overall development of St Vincent and the Grenadines;
- True patriot; very open-minded, honest, of sound moral fibre, demonstrates a high sense of responsibility, and who is an all-round positive individual;
- Person who understands the real meaning of service not only to visitors but to all persons;
- Person who shows pride in work;
- Person who is appreciative of the arts (music, dance, drama), of himself, our culture and being a Vincentian

In pursuit of these outcomes, the Chief Education Officer, along with the professional staff will ensure that **every effort is made to define and develop a relevant, accessible, high quality, equitable, sustainable, dynamic, integrated system of life-long education and training with appropriate focus on:**

1. **CORE SUBJECTS** (English (communication skills), Numeracy, Science and Technology)
2. **Foundation areas** (Social studies/Civics, History, Geography, strategic foreign language(s), ICT, Music and Art, Dance, Sports/hobbies and recreational pursuits, Lifetime Fitness and Wellness)
3. **Work specific technical/vocational training**
4. **Higher and further education**
5. **Cross-curricular themes** (Critical Thinking; Creativity; ICT usage and issues; Enterprise; Team Work; Values¹¹³; Problem solving, the utilization of knowledge and skills for practical purposes; and Development of Emotional Intelligence).

The Chief Education Officer along with the professional staff must therefore be concerned with all of the functions listed under Mgt/Admin/Gov but will also have to place great emphasis on specific issues.

1. **Quality of education** (curriculum¹¹⁴; teaching¹¹⁵; plant/equipment/facilities; measurement/testing; systematically facilitating those who are at risk of falling behind,

¹¹³Values specified in some countries include: honesty, reliability, respect for others, respect for the law, tolerance, fairness, caring/compassion, non-sexism and non-racism

¹¹⁴Focusing on Objectives, Content, Continuity and Coherence within and across grades and levels

¹¹⁵Improved initial training; improved on-going professional development; increased in-field teaching in schools; incentives; attention to pull and push factors; expected outcomes. According to one source, **good teachers and good teaching are at the core of the best education systems. So, recruit the best candidates; provide the best possible opportunities for their training and professional development throughout their careers; and reward their success. If teachers fail to meet the highest standards, help them to improve, or facilitate their exit from the profession. We owe this to our children.**

who are falling behind; who have fallen behind, or who have dropped out of the system; facilitating the accelerated development of advanced students and/or utilizing their skills and capacity to assist other students.

2. **Leadership** (Interpersonal influence and communication, given the lack of property rights to trade, weak power, and low rewards and mobility opportunities for professional staff within the system)
3. **Staff structure**¹¹⁶
4. **Staff training and on-going professional development**
5. **Building school-community alliances**
6. **Building networks locally, regionally and internationally**
7. **System Monitoring and evaluation**

ESDP OBJECTIVES:

THE ESDP OBJECTIVES OF THE SUB-SECTOR ARE:

1. **TO PLAY A LEAD ROLE IN DEFINING AND DEVELOPING A FULLY INTEGRATED NATIONAL SYSTEM OF LIFE-LONG EDUCATION AND TRAINING FOR SVG**
2. **TO IMPROVE EFFICIENCY AND EFFECTIVENESS IN LEADERSHIP AND MANAGEMENT OF EDUCATIONAL INSTITUTIONS**
3. **TO REVIEW AND IMPROVE THE CURRICULUM IN ALL SUB-SECTORS**
4. **TO RAISE THE ACHIEVEMENT LEVELS OF ALL STUDENTS**
5. **TO IMPROVE EFFECTIVENESS, EFFICIENCY, ACCURACY AND TIMELINESS IN EDUCATION DATA COLLECTION, AND IN THE USE OF SUCH DATA TO IMPROVE STUDENT ACHIEVEMENT**
6. **TO ENSURE THAT ALL EDUCATION INSTITUTIONS ARE WELCOMING, HEALTHY, AND SAFE ENVIRONMENTS FOR STUDENTS AND STAFF**
7. **TO INVOLVE PARENTS AND OTHER STAKEHOLDERS (LOCAL, REGIONAL, INTERNATIONAL) IN MEANINGFUL WAYS IN THE EDUCATION PROCESS**

¹¹⁶ Creating an appropriately decentralized, empowered but accountable staff structure that facilitates and enhances school support, school supervision and monitoring, and involvement of the community

SUB-SECTOR : MANAGEMENT, ADMINISTRATION AND GOVERNANCE (PROFESSIONAL STAFF) – GENERAL OVERVIEW

STATED OBJECTIVES	STRATEGIES	ACTIVITIES
<p>OB-1 TO PLAY A LEAD ROLE IN DEFINING AND DEVELOPING A FULLY INTEGRATED NATIONAL SYSTEM OF LIFE-LONG EDUCATION AND TRAINING FOR SVG</p>	<p>S1: MOE Professional staff make substantial contribution to the deliberations of the Task Force for the development of a well defined comprehensive, fully integrated national system of lifelong education and training</p>	<p>A1: Arrange for and ensure that appropriate MOE professional staff attend and participate in all required sessions and activities of the Task Force A2: Arrange for and ensure that the various sub-sectors prepare and present informed and researched proposals and ideas to the Task Force for their consideration and approval A3: Implement, monitor and evaluate the system and arrangements A4: Provide adequate data-supported feedback on the working of the system</p>
<p>OBJ. 2 TO IMPROVE THE EFFICIENCY AND EFFECTIVENESS IN LEADERSHIP AND MANAGEMENT OF EDUCATIONAL INSTITUTIONS</p>	<p>S1: Appropriate management/admin structure and working arrangements for professional staff developed and in use</p> <p>S2: Management of school system partially decentralized for efficiency and effectiveness</p> <p>S3: School Management/Admin, and Educational leadership capacity improved</p>	<p>A1: Establish inter-ministerial committee to review, revise, create job descriptions for professional staff A2: Implement appropriate recommendations</p> <p>A1: Establish a system of Education Districts across the state A2: Provide adequate oversight of the functioning of school districts and DEOs especially in early stages</p> <p>A1: Provide systematic Management/Admin and Leadership training, and regular professional development opportunities for all principals and senior teachers A2: Incorporate efforts of the School Inspection and Supervision Unit into the arrangements</p>
<p>OBJ. 3 TO REVIEW AND IMPROVE CURRICULUM IN KEY SUBJECT AREAS</p>	<p>S1: Improved Curricula in key subject areas (with a focus on relevance, ICT integration, cross-curricular themes, and student assessment) in use in the school system</p> <p>S2: Industrial technology programmes studied and appropriately introduced in Schools</p>	<p>A1: Establish Curriculum Review Committee making use of school district arrangements and incorporating key stakeholders (in particular the Division of Teacher Education, SVGCC) A2: Facilitate the work of the Curriculum Review Committee A3: Make available proposals and ideas on revised curricula to all educational institutions in print and/or digital format A4: Scrutinize major curricular areas annually and provide feedback to all relevant sections of the system.</p> <p>A1: Appoint appropriate consultants or officials to study and make recommendations on the possible introduction of Industrial Technology programmes at appropriate levels of the school system</p>

<p>OBJ.4</p> <p>TO RAISE THE ACHIEVEMENT LEVELS OF ALL STUDENTS</p>	<p>S1: Quality of teaching and learning in all educational institutions improved</p>	<p>A1: Ensure that all schools have their fair share of appropriately trained and motivated teachers</p> <p>A2: Increase the proportion of teachers teaching “in-field” especially in the critical areas of English, Mathematics, and Science</p> <p>A3: Ensure that all schools have appropriate physical ambience and their fair share of adequate facilities, learning equipment and materials¹¹⁷</p> <p>A4: Ensure that all schools are appropriately, supported, monitored, inspected, for expected results and outcomes</p>
<p>OB-5</p> <p>TO IMPROVE EFFECTIVENESS, EFFICIENCY, ACCURACY AND TIMELINESS IN EDUCATION DATA COLLECTION, AND IN THE USE OF SUCH DATA TO IMPROVE STUDENT ACHIEVEMENT</p>	<p>S1: Education Management Information System (EMIS) arrangements designed and strengthened to facilitate monitoring and evaluation of the education system and to enhance student performance</p>	<p>A1: Design a user-friendly, fully computerized EMIS to accurately capture all relevant indicators in the ESDP with appropriate safeguards</p> <p>A2: Train appropriate staff to input data into the system and to use such data for analytical purposes</p> <p>A3: Utilize the EMIS data to identify and adequately track and assist schools in raising the level of student performance.</p> <p>A4: Provide where possible confidential access by parents to system data on their children</p> <p>A5: Ensure that all institutions input and submit required data accurately, in specified format, and within specified time periods</p> <p>A6: Produce a comprehensive annual education report and statistical digest at a specified time each year (available online and in print)</p>
<p>OBJ. 6</p> <p>TO ENSURE THAT ALL EDUCATION INSTITUTIONS ARE WELCOMING, HEALTHY, AND SAFE ENVIRONMENTS FOR STUDENTS AND STAFF</p>	<p>S1: School environments made non-threatening, positive and welcoming to students and staff</p> <p>S2: Physical facilities and environment of educational institutions improved (and made child friendly and safe)</p>	<p>A1: Establish as MOE policy that schools must be non-threatening, positive and welcoming institutions</p> <p>A2: Provide regular staff training in ways and means of developing non-threatening, positive and welcoming schools</p> <p>A3: Specify MOE policies on issues such as: Sexual Harassment, Bullying, Illicit Drug Use, etc.</p> <p>A1: Provide facilities to ensure adequate protection of students and staff at school plants (fencing, lock-down capacity, trained security staff, etc.)</p> <p>A2: Put in place arrangements/policies for ensuring that foods high in fat, sodium, sugar are not sold in and around school compounds</p> <p>A3: Ensure that regular, appropriate physical exercise is a priority in every school</p>

¹¹⁷ Bear in mind that children from under-privileged, low socio-economic environments depend much more heavily (almost entirely in some cases) on the school (teachers, facilities, learning materials and equipment) than children from privileged, high socio-economic homes and environments

<p>OBJ-7 TO INVOLVE PARENTS AND OTHER STAKEHOLDERS (LOCAL, REGIONAL, INTERNATIONAL) IN MEANINGFUL WAYS IN THE EDUCATION PROCESS</p>	<p>S1: Meaningful, effective two-way communication with parents and other stakeholders actively pursued and maintained</p> <p>S2: Celebration of success is regarded as a critical component of the system's efforts</p>	<p>A1:Use the electronic media and other means to communicate, on a regular basis, with the nation on the philosophy, goals, arrangements, successes, challenges, expectations of the Ministry and to be made aware of the expectations, proposals, issues, recommendations of its clients, partners and benefactors and how cooperative ventures might be pursued A2:Maintain a presence at important sub-regional, regional and international Meetings, and conferences, A3:Engage internal PRO to provide information to the public on a regular basis</p> <p>A1:Celebrate staff and student progress as a high profile activity that is broadly shared by students, parents, community, administrative and support staff , and all stakeholders</p>
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SUB-SECTOR: MGT, ADMIN GOVERNANCE (PROFESSIONAL STAFF) MONITORING ARRANGEMENTS- OBJECTIVES AND STRATEGIES

OBJECTIVES	OVI	MOV	ASSUMPTIONS	STRATEGIES	OVI	MOV	ASSUMPTIONS
<p>OBJ. 1</p> <p>OB-1 TO PLAY A LEAD ROLE IN DEFINING AND DEVELOPING A FULLY INTEGRATED NATIONAL SYSTEM OF LIFE-LONG EDUCATION AND TRAINING FOR SVG</p>	MOE Mgt and Prof sub-sector fully integrated into the new system of education and training	Report of Task Force MOE Reports	Resources made available for appropriate input from officers MOE personnel buy into the process	S1: MOE Professional staff make substantial contribution to the deliberations of the Task Force for the development of a well defined comprehensive, fully integrated national system of lifelong education and training	Key MOE recommendations, submissions imbedded into Task Force proposals for national system of education	Task Force consultation documents MOE Reports	Task Force deliberations allow for frank and open discussions TVET officials buy into the process
<p>OBJ. 2</p> <p>TO IMPROVE EFFICIENCY AND EFFECTIVENESS IN LEADERSHIP AND MANAGEMENT OF EDUCATIONAL INSTITUTIONS</p>	By 2016-17, every component of the MOE will: Have clearly defined goals and objectives; Develop well defined annual work plans for implementation of goals and objectives Successfully monitor, Implement and report its annual work plan Account formally for all resources allocated to the	Annual Reports from components Review of components by MOE External evaluation and assessment of Overall MOE activities MOE reports	Appropriate resources made available Appropriate training provided for component managers	S1: Appropriate management and admin structure, and working arrangements for professional staff developed and in use S2: Management of school system partially decentralized for efficiency and effectiveness S3: School Management, Admin, and Educational leadership capacity of current managers improved	Job descriptions for all post revised and in effect by 2015-6 Decentralization in the education system defined, formalized; implementation starting in 2015-16 By 2016 School managers successfully complete training At least 90% of managers who completed training, use the skills in their work	Copies of job descriptions for the various posts Education Districts arrangements in place Training manuals List of successful participants Appraisal instrument s and feedback from participants and peers	Resources made available Stakeholders buy in Appraisers and appraises take the process seriously

OBJECTIVES	OVI	MOV	ASSUMPTIONS	STRATEGIES	OVI	MOV	ASSUMPTIONS
<p>OBJ. 3</p> <p>TO REVIEW AND IMPROVE THE CURRICULUM IN KEY SUBJECT AREAS</p>	<p>BY 2016 Curricula in key subject areas throughout the education system will be reviewed and accepted as being more relevant and appropriate to current needs</p>	<p>Curricula documents</p> <p>Feedback from stakeholders</p>	<p>Committees charged with the revision of the curricula will function effectively</p>	<p>S1: Improved Curricula in key subject areas (with a focus on relevance, ICT integration, cross-curricular themes, and student assessment) in use in the school system</p> <p>S2: Industrial technology programmes studied and appropriately introduced in Schools</p>	<p>Curricula sub committees established in 2014 Complete assignment by 2016</p> <p>Distribute curricula and train teachers by 2016-2017</p> <p>Monitoring and evaluating the revised/new curricula from 2017</p>	<p>MOE reports</p> <p>Copies of curricula</p> <p>MOE monitoring and evaluation reports</p>	<p>Resources are made available</p> <p>Sub-committees will complete task on time</p> <p>Monitoring and evaluation will provide feedback and support</p>
<p>OBJ.4</p> <p>TO RAISE THE ACHIEVEMENT LEVELS OF ALL STUDENTS</p>	<p>Student achievement levels increase annually by at least 5% from 2015</p>	<p>-MOE statistics</p> <p>-School records</p>	<p>All stakeholders will play their part</p>	<p>Quality of teaching and learning in all educational institutions improved</p>	<p>Train teachers in the delivery of the revised curriculum in 2015-2016</p> <p>Teachers are trained in alternative forms of assessment by 2016</p> <p>Curriculum supervision and support become the major focus of principals and management team by 2015</p>	<p>Workshop reports</p> <p>Workshop reports</p> <p>Monitoring and evaluation reports</p>	<p>Revised curricula will take place as planned</p> <p>Teachers will implement what they learnt</p> <p>Officials will perform their tasks seriously</p>

OBJECTIVES	OVI	MOV	ASSUMPTIONS	STRATEGIES	OVI	MOV	ASSUMPTIONS
<p>OBJ- 5</p> <p>TO IMPROVE EFFECTIVENESS, EFFICIENCY, ACCURACY AND TIMELINESS IN EDUCATION DATA COLLECTION, AND IN THE USE OF SUCH DATA TO IMPROVE STUDENT ACHIEVEMENT</p>	To collect, analyze and utilization of student data to improve students' performance by 2015	-Computer generated data base	-Resources are available	<p>Comprehensive data collection system in all educational institutions (SVGeNET) implemented and utilized</p> <p>Tracking of students expanded</p> <p>Mentorship and career guidance programmes in secondary schools strengthened</p>	<p>-EMIS strengthened and fully functional by 2015</p> <p>-Schools and MOE utilizing data to make informed decisions by 2016</p> <p>A system to track students and to provide support to disadvantaged students by 202015</p> <p>A structured programme of mentorship established in all secondary schools by 2015</p> <p>Career Guidance Officers appointed in all secondary institutions by 2017</p> <p>Annual career fairs organized by all secondary institutions by 2014</p>	<p>EMIS in place</p> <p>MOE data analysis sent to schools</p> <p>MOE reports</p> <p>Schools reports</p> <p>Schools staff list</p> <p>MOE and schools reports</p>	<p>-Resources available</p> <p>-Decisions on improving students performance is based on data</p> <p>Resources available</p> <p>MOE and schools will work to implement programme</p> <p>Resources available</p> <p>Schools will see the importance and organise career fairs</p>
<p>OBJ. 6</p> <p>TO IMPROVE THE HEALTH, WELFARE, AND SAFETY OF STUDENTS AT THE SCHOOL PLANT</p>	To establish a closer relationship with the relevant Ministries, Organisations and stakeholders to improve students health and safety by 2015	Meeting schedules MOE reports	-Buy in by all concerned	Physical facilities and environment of educational institutions improved and made child friendly and safe	<p>Set up broad based committee to address students healthy and safety by 2014</p> <p>-Continue the establishment of child friendly schools from 2014</p>	<p>Committee established</p> <p>MOE and schools reports</p>	<p>-Buy in by all concerned</p> <p>-Stakeholders accept and support the initiative</p>
<p>OBJ-7</p> <p>TO INVOLVE PARENTS AND OTHER STAKEHOLDERS (LOCAL, REGIONAL, INTERNATIONAL) IN MEANINGFUL WAYS IN THE EDUCATION PROCESS</p>				<p>S1: Meaningful, effective two-way communication with parents and other stakeholders actively pursued and maintained</p> <p>S2: Celebration of success is regarded as a critical component of the system's efforts</p>			

SUB-SECTOR: MANAGEMENT, ADMINISTRATION, AND GOVERNANCE (Professional) ACTION PLAN COSTING (EC\$)

OBJ	ST	ACTIVITIES	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	RECURRENT	CAPITAL	PERSON RESPONSIBLE
OB-1	S1	A1: Arrange for and ensure that appropriate MOE professional staff attend and participate in all required sessions and activities of the Task Force	10,000						10,000	
		A2: Arrange for and ensure that the various sub-sectors prepare and present informed and researched proposals and ideas to the Task Force for their consideration and approval								
		A3: Implement, monitor and evaluate the system and arrangements (<i>The allocation includes \$230,000 for ESDP monitoring, see Table 3.1</i>)							300,000	
		A4: Provide adequate data-supported feedback on the working of the system								
OB-2	S1	A1: Establish inter-ministerial committee to review, revise, create job descriptions for professional staff	15,000						15,000	
		A2: Implement appropriate recommendations								
	S2	A1: Establish a system of Education Districts across the state (<i>Funding under Primary schools</i>)								
		A2: Provide adequate oversight of the functioning of school districts and DEOs esp. in early stages								CEO
	S3	A1: Provide systematic Management/Admin and Leadership training, and regular professional development opportunities for all principals and senior teachers (<i>Funding provided under Primary and Secondary schools</i>)								
		A2: Incorporate efforts of the School Inspection and Supervision Unit into the arrangements	-----	-----	-----	-----	-----			
S1	A1: Establish Curriculum Review Committees making use of school district arrangements and incorporating key stakeholders (in particular the Division of Teacher Education, SVGCC)	-----	-----	-----	-----	-----				
	A2: Facilitate the work of the Curriculum Review	-----	-----	-----	-----	-----		15,000		

OBJ	ST	ACTIVITIES	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	RECURRENT	CAPITAL	PERSON RESPONSIBLE
OB-3		Committees								
		A3: Make available proposals and ideas on revised curricula to all educational institutions in print and/or digital format								
		A4: Scrutinize major curricular areas annually and provide feedback to all relevant sections of the system.								
	S2	A1: Appoint appropriate consultants or officials to study and make recommendations on the possible introduction of Industrial Technology programmes in the middle forms of secondary schools	—						60,000	
OB-4	S1	A1: Ensure that all schools have their fair share of appropriately trained and motivated teachers								
		A2: Increase the proportion of teachers teaching “in-field” especially in the critical areas of English, Mathematics, and Science								
		A3: Ensure that all schools have appropriate physical ambience and their fair share of adequate facilities, learning equipment and materials ¹¹⁸								
		A4: Ensure that all schools are appropriately, supported, monitored, inspected, for expected results and outcomes								
		A1: Design/ACQUIRE a user-friendly, fully computerized EMIS to accurately capture all relevant indicators in the ESDP with appropriate safeguards							400,000	
		A2: Train appropriate staff to input data into the system and to use such data for analytical purposes								

¹¹⁸ Bear in mind that children from under-privileged, low socio-economic homes and environments depend much more heavily (almost entirely in some cases) on the school (teachers, facilities, learning materials and equipment) than children from privileged, high socio-economic homes and environments

OBJ	ST	ACTIVITIES	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	RECURRENT	CAPITAL	PERSON RESPONSIBLE
OB-5	S1	A3: Utilize the EMIS data to identify and adequately track and assist schools in raising the level of student performance								
		A4: Provide, where possible, confidential access by parents to system data on their children								
		A5: Ensure that all institutions input and submit required data accurately, in specified format, and within specified time periods	—————							
		A6: Produce a comprehensive annual education report and statistical digest at a specified time each year (available online and in print)	■	■	■	■	■			
OB-6	S1	A1: Establish as MOE policy that schools must be non-threatening, positive and welcoming institutions	■							
		A2: Provide regular staff training in ways and means of developing non-threatening, positive and welcoming schools								
		A3: Specify MOE policies on issues such as: Sexual Harassment, Bullying, Illicit Drug Use, etc.	■							
	S2	A1: Provide facilities to ensure adequate protection of students and staff at school plants (fencing, lock-down capacity, trained security staff, etc.)							1,000,000	
		A2: Put in place arrangements/policies for ensuring that foods high in fat, sodium, sugar are not sold in and around school compounds	■							
		A3: Ensure that regular, appropriate physical exercise is a priority in every school	←—————→							

OBJ	ST	ACTIVITIES	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	RECURRENT	CAPITAL	PERSON RESPONSIBLE
OB-7	S1	A1:Use the electronic media and other means to communicate, on a regular basis, with the nation on the philosophy, goals, arrangements,successes, challenges, expectations of the Ministry, and to be made aware of the expectations, proposals, issues, recommendations of the MOE’s clients, partners and benefactors and how cooperative ventures might be pursued								
		A2:Maintain a presence at important sub-regional, regional and international Meetings, and conferences	15,000	20,000	20,000	25,000	25,000	85,000		
		A3:Engage MOE’s internal PRO to provide information to the public on a regular basis								
	S2	A1:Celebrate staff and student progress as a high profile activity that is broadly shared by students, parents, community, administrative and support staff , and all stakeholders	10,000	10,000	10,000	15,000	15,000	60,000		
		TOTAL RECURRENT AND CAPITAL COSTS¹¹⁹						145,000	1,800,000	
		CONTINGENCIES (15%)						21,750	270,000	
		GRAND TOTAL (EC\$)						166,750	2,070,000	

¹¹⁹ Figures in red in the yearly columns indicate recurrent costs; capital costs are in black. In the summation columns both recurrent and capital costs are in black

2.11 (a) COMMUNITY USE OF SCHOOL PROPERTY AND FACILITIES

Schools in the sub-region are generally centrally located within communities. Modern school plants typically have (or should have) playgrounds, assembly areas, and other facilities that could provide opportunities for community members, including students themselves, to be beneficially engaged in a wide range of activities and pursuits if such facilities were made available outside of normal school hours. Costly school facilities, however, normally lay idle from 4:00 pm each day, during weekends, and during holidays and vacation periods. Regular vacation periods for all schools in the region amount to at least thirteen (13) weeks per year. The appropriate use (joint use) of existing school facilities by the community can be a cost-effective way of promoting a wide range of educational, recreational, sporting, civic, and cultural activities by residents of all ages. Indeed, given the dearth of organized clubs in much of the sub-region, schools might be designed and constructed with the capacity for use by youth groups, cultural groups, for pursuits such as table tennis, chess, Bridge, martial arts, music, and the performing arts, in addition to the other pursuits referred to above.

The goals of the education sector; the efforts at poverty reduction; the efforts with respect to the prevention and management of HIV/AIDS; the need to substantially reduce the incidence of teenage pregnancies; are all intertwined and affected by the rudderless “**Nowhere to go, Nothing to do**” reality of life, especially for the large numbers of disadvantaged youth in the English-speaking Caribbean. One can imagine the modifications, the impact that well orchestrated island-wide training programmes in table tennis, chess, Bridge, choral activities, martial arts activities, dramatic activities, debating activities, leading to inter-district competitions and culminating in country quarter-final, semi-final and final contests might have with respect to raising the focus of life, the quality of life, recognition for a wide range of individuals, and the strong positive effect that these arrangements would have on the major goals referred to above.

The MOE would start by establishing as policy that:

1. The primary purpose or function of public school facilities is to provide quality educational environments conducive to the learning of the students they serve; and
2. The MOE encourages the use of school buildings, grounds and facilities by the community for educational, recreational, sporting, civic and cultural activities so long as such use does not conflict with the use of public school buildings grounds and facilities for public school purposes and activities, or with the need to provide proper care and maintenance of such facilities, or jeopardizes the safety of or proper functioning of school equipment and facilities.

An essential framework could then be established with respect to the procedures and arrangements for securing the use of a school’s facilities. This would include issues related to:

1. How applications are made, when, and to whom such applications are made (The MOE would have to determine the appropriate authority to deliberate on such matters. The authority could possibly be a school’s committee consisting of: District Education Officer, Principal, Staff representatives, Student representatives, community representatives)
2. Details that are required in application forms for the use of school facilities
3. What would be the responsibilities of both parties

4. What times of year the facilities might not be available (for example, during specified periods immediately before end of school year and commencement of the school year; during maintenance periods, regularly scheduled or otherwise, etc.)
5. Fee arrangements where fees are applicable: (for example utilities fees; equipment fees; personnel fees where additional custodial staff or staff hours are required; liability deposit fees, etc.)

2.11 (b) MUSIC EDUCATION

The Creative Arts hold exciting possibilities for individual and group discovery, for innovations, for intellectual development, for the stimulation of creative imagination. As such, they entice all children and some adults who have not given in to the catastrophic conditioning that they are not creative. The Creative Arts have been proven to facilitate learning in other subject areas and can be used to teach all subjects effectively. In light of the aforementioned, it is recommended that ALL students, throughout their basic Education years be exposed to Music, as prescribed for the various education stages in appropriate curriculum guides.

Music helps to

- Instill a sense of discipline in students.
- Give students an avenue to express themselves
- Teach students how to interact positively with others
- Provide a safe place for students to release their energies positively
- build character and enhance academic development
- learn a life skill that could lead to a career (help to reduce poverty)
- create employment opportunities for students (especially for students who may not be able to find jobs in the traditional job market)

The vast majority of children in the country should, therefore, during their primary and secondary school years be provided with appropriate exposure to a comprehensive, balanced, sequential, standards-based programme of music. Minimally, this should ensure that every student:

1. Develops the ability to use the vocabulary, conceptual structure, and notation of music;
2. Develops an understanding and appreciation of the historical, social, cultural, and economic aspects of music;
3. Receives training and develops defined capacity in the three arts processes of:
 - **Responding** (i.e. enjoying, observing, describing, analyzing, evaluating musical works and recognizing and appreciating creative genius and craftsmanship in musical works)
 - **Performing** (i.e. developing performance skills and interpreting and/or re-creating existing works)
 - **Creating** (i.e. improvising, composing, and generally expressing ideas and feelings through original works)

The school music programme should also bring to the public, opportunities, through high quality concerts, and other musical performances and activities, to widen their appreciation and understanding of music in its various forms.

More specifically, this means that adequate tuition and exposure must be provided in music at all schools in the system, from Kindergarten up to at least the secondary level and with options to pursue formal qualifications at the CXC level and/or appropriate ABRSM levels. The school music programme will have to focus on, among other things: the growing influence and use of digital technology in all areas of music; the need to understand music as a business; the immense economic potential in the music business; the need to involve parents and key stakeholders in the initiative, including: the need to utilize the services of the local Police Band; developing partnerships with other OECS countries such as: The BVI with their excellent school music programme; St Lucia with its School of Music; and others.

ISSUES AND CHALLENGES

1. The need to develop, service and monitor an appropriate and affordable school music programme across the country
2. Ensuring that adequate instructional time is allocated to the music programme and that such time is protected and appropriately utilized
3. The need to train an adequate number of music teachers to deliver the music programme and to defined standards
4. The need to provide at least basic facilities and equipment for the delivery of the music programme and safe storage capacity for music equipment and facilities
5. The need to ensure that all schools have suitable sound proof music rooms
6. The need to make arrangements for the upkeep, repair and maintenance of musical equipment
7. The need to provide opportunities /avenues for school ensembles to perform on a regular basis
8. The need to organize appropriate music activities, festivals and competitions involving schools across the country
9. The need to provide appropriate performing centres that enable and encourage students to perform at their best
10. The need to involve and/or seek the assistance of parents; key stakeholders; local, sub-regional, and international agencies and partners in the school music effort

GOAL:To improve the creativity, and social, psychological and economic well-being of citizens of SVG through appropriate music education. More specifically, the music programme seeks: To widen the range of music enjoyed by the population as listeners and as performers; To improve the quality of music produced by local performers, bands, ensembles, and choral groups; To increase the contribution of the music sector to national income.

THE ESDP OBJECTIVES OF THE MUSIC PROGRAMME ARE:

- 1. TO DEFINE DEVELOP AND DELIVER A COMPREHENSIVE MUSIC EDUCATION PROGRAMME FOR SCHOOLS**
- 2. TO DELIVER A GOOD QUALITY MUSIC PROGRAMME FOR ALL STUDENTS DURING THEIR BASIC EDUCATION YEARS**
- 3. TO FACILITATE EQUITABLE ACCESS TO MUSIC EDUCATION**
- 4. TO SET UP APPROPRIATE MANAGEMENT STRUCTURES AND ARRANGEMENTS FOR MUSIC EDUCATION ACROSS THE COUNTRY**
- 5. TO INVOLVE PARENTS AND KEY STAKEHOLDERS IN THE PROGRAMME OF MUSIC EDUCATION**

MUSIC EDUCATION**GENERAL OVERVIEW**

STATED OBJECTIVES	STRATEGIES	ACTIVITIES
OBJ-1 TO DEFINE DEVELOP AND DELIVER A COMPREHENSIVE MUSIC EDUCATION PROGRAMME FOR SCHOOLS	S1: An appropriately structured Music education programme is defined and delivered to students at the Primary and Secondary levels on a structured and sustained basis	A1: Appoint an Advisory Council to consult on, study, plan for, and report on the requirements for, and the development, delivery and monitoring of an appropriate music programme in the school system A2: Submit proposals to government for discussion and approval A3: Establish the programme, on a pilot basis, in 5-10 schools starting with the entry grade level or form, and use the lessons learnt to expand progressively into other schools starting by 2018-19
OBJ-2 TO DELIVER A GOOD QUALITY MUSIC PROGRAMME FOR ALL STUDENTS DURING THEIR BASIC EDUCATION YEARS	S1: All students have access to a balanced comprehensive and sequential age-appropriate programme of music as an integral part of their education, focusing on: 1. Rudiments of music 2. Responding to music ¹²⁰ 3. Performing music 4. Creating music	A1: Develop appropriate curriculum with defined standards for each grade/form level of basic education A2: Train teachers for the delivery of the programme A3: Integrate ICT and cross-curricular themes into the music programme A4: Provide appropriate facilities/equipment/materials for programme delivery A5: Establish over time, a music room in each school A6: Develop music ensembles in each school (voice, steel pan, band, orchestra, percussion, etc.) A7: Establish district and island ensembles A8: Put in place appropriate student, school, and system-wide assessment procedures and arrangements
OBJ-3 TO FACILITATE EQUITABLE ACCESS TO MUSIC EDUCATION	S1: All children, regardless of gender, SES, geographical location are provided equitable access to a good quality music programme	A1: Develop adequate databases to monitor student access to music training and take action where necessary A2: Ensure that schools protect music instructional time A3: Schools demonstrate to students that music is a serious and important area of overall human development
OBJ-4 TO SET UP APPROPRIATE MANAGEMENT STRUCTURES AND ARRANGEMENTS FOR MUSIC EDUCATION ACROSS THE STATE	S1: Appropriate monitoring, coordination and supervision of the music programme provided	A1: Appoint Curriculum Officer responsible for music education A2: Appoint District Music Coordinators to work with Curriculum Officer A3: Appoint a Director of music in the medium to long term A4: Make arrangements for the systematic training of music teachers in the school system (locally and/or abroad)

¹²⁰ The programme seeks to expand students knowledge of musical styles, works, composers and performers in relation to historical, cultural, social and religious contexts

<p>OBJ-5 TO INVOLVE PARENTS AND KEY STAKEHOLDERS IN THE PROGRAMME OF MUSIC EDUCATION</p>	<p>S1: Effective, regular communication about music education, children’s progress, and possible areas of mutual support established with stakeholders (parents; public; supporters, local, sub-regional, regional, international agencies and partners)</p>	<p>A1: Provide regular, meaningful and effective two-way communication between school and stakeholders and partners A2: Stage end of term musical performances in schools to showcase student development and proficiency in music. A3: Hold annual musical festivals and island-wide school ensemble and other competitions</p>
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SUB-SECTOR: MUSIC EDUCATION MONITORING ARRANGEMENTS - OBJECTIVES AND STRATEGIES

OBJECTIVES	OVI	MOV	ASSUMPTIONS	STRATEGIES	OVI	MOV	ASSUMPTIONS
OBJ-1 TO DEFINE DEVELOP AND DELIVER A COMPREHENSIVE MUSIC EDUCATION PROGRAMME FOR SCHOOLS	By 2014-2015: Terms of Reference for Advisory Council defined Council appointed Consultations held Council's Report submitted and approved Implementation of proposals on a Pilot basis by 2016-17	Approved Council's document made public MOE Reports	Appropriate resources are made available Stakeholders participate meaningfully in the deliberations of the Council	An appropriately structured Music education programme is defined and delivered to students at the Primary and Secondary levels on a structured and sustained basis	Programme delivery begins in 2016-17 on a Pilot basis with 5-10 schools	Approved Council's document MOE report(s)	-Resources available -Buy in by stakeholders
OBJ-2 TO DELIVER A GOOD QUALITY MUSIC PROGRAMME FOR ALL STUDENTS DURING THEIR BASIC EDUCATION YEARS	Accepted curriculum offered in 5-10 pilot schools starting in 2016-17 and expanding progressively to all schools starting in 2018-19	MOE Reports Survey of schools	Facilities and resources made available	S1: All students have access to a balanced comprehensive and sequential age-appropriate programme of music as an integral part of their education, focusing on: 1. Rudiments of music 2. Responding to music 3. Performing music 4. Creating music	By 2016-17 , 5-10 schools will have trained music Teachers and appropriate resources to deliver the music programme Starting in 2018-19 these resources and facilities will be extended to all primary and secondary schools	School surveys MOE reports Student surveys	Resources made available Students make use of the Music Ed Opportunities
OBJ-3 TO FACILITATE EQUITABLE ACCESS TO MUSIC EDUCATION	All students regardless of gender SES or geographical location will be required to participate in the music programme when available	School Data Moe Reports	Facilities made available	S1: All children, regardless of gender, SES, geographical location are provided equitable access to a good quality music programme	In situations of proven inequity, priority attention will be given to schools where there is such inequity	MOE Reports	Resources are available Facilities available
OBJ-4 TO SET UP APPROPRIATE MGT STRUCTURES AND ARRANGEMENTS FOR MUSIC EDUCATION ACROSS THE STATE	By 2018-19 Schools and Districts will have: Clearly defined goals and objectives re Music Ed and Well defined plans for achieving these aims	Annual schools and Districts Reports Moe Reports	Resources available	S1: Appropriate monitoring, coordination and supervision of the music programme provided	By 2018-19 appropriate MOE arrangements for monitoring Music Ed in schools will be in place	MOE reports School reports	Resources are available
OBJ-5 TO INVOLVE PARENTS AND KEY STAKEHOLDERS IN THE PROGRAMME OF MUSIC EDUCATION	By 2018-19 stakeholders will be actively involved in the Music Ed programme	Record of stakeholder activities Feedback from Stakeholders	Stakeholders willing to participate	S1: Effective, regular communication on music education, children's progress, and possible areas of mutual support established with stakeholders: parents; public; supporters, local, sub-regional, regional, inter-national agencies and partners)	Stakeholders present at student performances Stakeholders (practicing musicians, Police Band officers) regularly assist wherever possible in the training of students Schools keep parents and other stakeholders abreast of programme activities and successes	School and District reports MOE reports Feedback from Stakeholder.	Stakeholders willing to participate in Music ED activities

MUSIC EDUCATION

ACTION PLAN COSTING (EC\$)

OBJ	STR	ACTIVITIES	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	RECURRENT	CAPITAL	PERSON RESPONSIBLE
OB-1	S1	A1: Appoint an Advisory Council to consult on, study, plan for, and report on the requirements for, and the development, delivery and monitoring of an appropriate music programme in the school system	10,000	15,000	5,000	25,000	5,000	60,000		
		A2: Submit proposals to government for discussion and approval	■							
		A3: Establish the programme	■							
OB-2	S1	A1: Develop appropriate curriculum with defined standards for each grade/form level of basic education ¹²¹		20,000		10,000			30,000	
		A2: Train teachers for the delivery of the programme		100,000	100,000	100,000	100,000		400,000	
		A3: Integrate ICT and cross-curricular themes into the music programme								
		A4: Provide appropriate facilities, equipment, materials for the delivery of the programme		50,000	50,000	80,000	100,000		280,000	
		A5: Establish over time, a music room in each school								
		A6: Develop music ensembles in each school (voice, steel pan, band, orchestra, percussion, etc.)				-----	-----			
		A7: Establish district and island ensembles					_____			
		A8: Put in place appropriate student, school, and system-wide assessment procedures								
OB-3	S1	A1: Develop adequate databases to monitor student access to music training and take action where necessary								
		A2: Ensure that schools protect music instructional time		-----	-----	-----	-----			

¹²¹ Assistance might be sought from neighbouring states that have already developed successful music programmes in schools

OBJ	STR	ACTIVITIES	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	RECURRENT	CAPITAL	PERSON RESPONSIBLE
OB-3		A3: Schools demonstrate to students that music is a serious and important area of overall human development								
OB-4	S1	A1: Appoint Curriculum Officer responsible for music education				65,000	65,000	130,000		
		A2: Appoint District Music Coordinators to work with Curriculum Officer ¹²²				-----	-----			
		A3: Appoint a Director of music in the medium to long term								
		A4: Make arrangements for the regular, systematic training of music teachers in the school system (locally and/or abroad) ¹²³	-----							
OB-5	S1	A1: Provide regular, meaningful and effective two-way communication between school and stakeholders and partners								
		A2: Stage end of term musical performances in schools to showcase student development and proficiency in music.			-----	-----	-----			
		A3: Hold annual musical festivals and island-wide school ensemble and other competitions ¹²⁴					-----			
		TOTAL RECURRENT & CAPITAL COSTS¹²⁵	10,000	165,000	155,000	280,000	270,000	190,000	710,000	
		CONTINGENCIES (15%)						28,500	106,500	
		GRAND TOTAL (EC\$)						218,500	816,500	

¹²² The coordinators are expected to be practicing teachers. An appropriate stipend might be required. This will only be necessary when the number of schools in a district goes beyond a reasonable level

¹²³ A system is in place in St Lucia for the training of music teachers. This might be looked into.

¹²⁴ An allocation will be necessary but probably at a later stage in the development of the programme

¹²⁵ Figures in red in the yearly columns indicate recurrent costs; capital costs are in black. In the summation columns both recurrent and capital costs are in black

2.11 (c) LIFETIME FITNESS AND WELLNESS (LFW)

According to a recent World Bank report “*The growing Burden of Non-Communicable Diseases in the Eastern Caribbean*”,

Countries comprising the Organization of Eastern Caribbean States (OECS) face a growing challenge of non-communicable diseases (NCDs). NCDs are responsible for six of the top ten leading causes of death in the region, represent a growing portion of health spending, and impose a large economic burden at the societal, community, and household level. The common underlying risk factors fueling the crisis are poor diet, physical inactivity, tobacco use, and alcohol abuse. Current policies and programs do not sufficiently focus on prevention and could be improved with a multi-sectoral and coordinated approach.

Among other things the report pointed to: the heavy treatment costs for individuals, with diabetic patients spending on average, between US\$322.00 and US\$769 per year; NCD patients in St Lucia¹²⁶ having to commit 36% of their total household expenditure to out-of-pocket healthcare costs for NCD care; poorer households having the heavier economic burden having to commit as much as 48% of their per capita expenditure on healthcare, while the richest spend less than 20 percent.

Other reports show that:

- Heart disease, stroke, cancer and diabetes are the main causes of death in the Caribbean
- The diabetes prevalence rates in the Caribbean are increasing and have been reported to be as high as 10 per cent
- Obesity is an ever increasing concern and challenge in the region
- Treatment of hypertension and diabetes in selected Caribbean countries (Bahamas, Jamaica, Barbados, and Trinidad and Tobago) is estimated to consume a range of 1.4 to 8.0 per cent of The Gross Domestic Product of these countries
- Risk factors of major concern for the Caribbean contributing to the dramatic increase in NCDs are: obesity, exposure to tobacco smoke, unhealthy diets, physical inactivity and alcohol abuse.

Whereas significant attention is being paid to NCDs, the Caribbean also suffers considerably from the scourge of preventable communicable diseases (e.g. HIV- AIDS and other Sexually Transmitted Diseases) and risky lifestyles and behaviours that affect especially the youth. The overall impact of NCDs, preventable communicable diseases, and risky behaviours on the economic welfare of individuals and Caribbean society is substantial, presents a major challenge to social and economic development, and moreover, the current financial burden is deemed to be unsustainable. A critical issue, however, is that these problems are largely preventable by reducing the main behavioural risk factors referred to above. The Caribbean countries must therefore find ways and means of fighting against these growing menaces. One reasonable approach appears to be a more significant, committed, and sustained effort towards: public understanding of the human body and the nature of these NCDs and preventable communicable

¹²⁶ In the absence of data for other countries, St Lucia data were used to estimate the burden for other countries in the OECS

diseases; and reducing the main behavioural risk factors through an appropriate focus on Lifetime Fitness and Wellness beginning at the school level.

Lifetime fitness and wellness require a constant and deliberate effort to keep abreast of the best available LFW information and practices, along with the disposition and perseverance to modify or abandon unhealthy behaviours, and pursue and reinforce healthy behaviours. A good LFW programme therefore, is a participative/action package that provides students with appropriate information, tools, guidelines and opportunities to help them to design, implement, and adhere to a regime of lifetime fitness and wellness commensurate with their own personal circumstances, needs, and abilities.

An appropriate LFW programme is expected to produce students who because of their knowledge, skills and disposition live healthier and happier lives, are more alert, experience fewer sick days, work more effectively and responsibly, do not overburden the medical services of the country, and therefore are likely to make a greater contribution to the nation's economic wealth and competitiveness. In addition, LFW knowledge and skills applied by individuals within the context of families and communities ensure a better quality of life for all, and presumably would result in a new generation of youngsters who themselves would likely be more LFW conscious and hopefully the cycle would be sustained through subsequent generations.

GOAL: The ultimate aim of a Lifetime Fitness and Wellness (LFW) programme is to produce “Health Literate” students – that is: students who have a sound knowledge of LFW matters; students who are capable of thinking critically on LFW matters; students who are problem solvers and self-directed learners; and students who understand that it is their responsibility to take control of their personal lifestyles and accordingly make appropriate personalized plans, and changes to their behaviors to promote overall health and wellness throughout life. More specifically, the Lifetime Fitness and Wellness (LFW)¹²⁷ programme is expected to help students to combine an appropriate understanding of basic human physiology and anatomy, and mental and emotional well-being with the skills to take responsibility for and make systematic personal decisions and choices with respect to nutrition, physical activity, and social and sexual behaviour aimed at supporting, enhancing and maintaining optimal mental, emotional and physical fitness and wellness throughout life.

THE ESDP OBJECTIVES OF THE LIFETIME FITNESS AND WELLNESS PROGRAMME ARE:

- 1. TO DEFINE DEVELOP AND DELIVER A COMPREHENSIVE LIFETIME FITNESS AND WELLNESS PROGRAMME FOR SCHOOLS**
- 2. TO PROVIDE A GOOD QUALITY AGE-APPROPRIATE LIFETIME FITNESS AND WELLNESS PROGRAMME FOR ALL STUDENTS DURING THEIR BASIC EDUCATION YEARS**

¹²⁷ A LFW programme varies somewhat from the traditional Health Education programme in that, in addition to the education component, significant emphasis is placed on practical aspects such as developing the capacity to design, implement, monitor, and evaluate personal (age and body-type specific) LFW programmes at each stage of life

- 3. TO FACILITATE EQUITABLE ACCESS TO LIFETIME FITNESS AND WELLNESS EDUCATION AND TRAINING**
- 4. TO SET UP APPROPRIATE MANAGEMENT STRUCTURES AND ARRANGEMENTS FOR THE DELIVERY AND COORDINATION OF LFW PROGRAMMES ACROSS SCHOOLS**
- 5. TO INVOLVE PARENTS AND COMMUNITY IN THE LIFETIME FITNESS AND WELLNESS PROGRAMME**

LIFETIME FITNESS AND WELLNESS (LFW)
GENERAL OVERVIEW

OBJECTIVES	STRATEGIES/OUTCOMES	ACTIVITIES
OBJ-1 TO DEFINE DEVELOP AND DELIVER A COMPREHENSIVE LIFETIME FITNESS AND WELLNESS PROGRAMME FOR SCHOOLS	S1: Lifetime Fitness and Wellness (LFW) education is provided to all students at the Primary and Secondary levels on a sustained basis	A1: Appoint an Advisory Council to consult on, study, plan for, and report on the requirements for and the development and monitoring of an appropriate LFW programme in schools A2: Submit proposals to Government for discussion and approval. A3: Establish the LFW programme
OBJ-2 TO PROVIDE A GOOD QUALITY AGE-APPROPRIATE LIFETIME FITNESS AND WELLNESS PROGRAMME FOR ALL STUDENTS DURING THEIR BASIC EDUCATION YEARS	S1: All students provided with an age-appropriate, quality programme of Lifetime Fitness and Wellness as an integral part of their education, focusing on: <ol style="list-style-type: none"> 1. Science-based exploration of body, mind and self, including basic physiology and anatomy 2. Physical fitness 3. Appropriate nutrition 4. Mental and emotional fitness 5. Self-management and self-care 6. Developing a personal plan for one's LFW 	A1: Develop an appropriate LFW education programme for each targeted age level A2: Train teachers for the delivery of the programme A3: Integrate ICT and cross-curricular themes into the LFW programme A4: Provide appropriate facilities, equipment, materials for the delivery of the programme A5: Put in place appropriate student, school, and system-wide assessment procedures A6: Maintain an appropriate LFW database across the school system that can be used for programme assessment and longitudinal studies A7: All Students develop personal LFW plans
OBJ-3 TO FACILITATE EQUITABLE ACCESS TO LIFETIME FITNESS AND WELLNESS EDUCATION AND TRAINING	S1: All children, regardless of gender, SES, geographical location are provided equitable access to a good quality LFW programme	A1: Utilize the LFW database to monitor student access and participation in LFW and take action where necessary A2: Ensure that LFW instructional time is protected A3: Schools demonstrate to students that LFW is a serious and important area of overall human development
OBJ-4 TO SET UP APPROPRIATE MANAGEMENT STRUCTURES AND ARRANGEMENTS FOR THE DELIVERY AND COORDINATION OF LFW PROGRAMMES ACROSS SCHOOLS	S1: Appropriate monitoring, coordination and supervision of the LFW programme provided	A1: Develop and implement appropriate, coordinating and monitoring of LFW strategies and arrangements A2: Put in place arrangements/policies for ensuring that foods high in fat, sodium, sugar are not sold in and around school compounds
OBJ-5 TO INVOLVE PARENTS AND COMMUNITY IN THE LIFETIME FITNESS AND WELLNESS PROGRAMME	S1: Effective, regular communication on the LFW programme established. S1: Areas of mutual support and involvement established with stakeholders	A1: Provide regular, meaningful and effective two-way communication between school, stakeholders and partners A1: Use the media to extend LFW concepts to the community A2: Offer LFW sessions to the community where needed

SUB-SECTOR: LIFETIME WELLNESS AND FITNESS MONITORING ARRANGEMENTS - OBJECTIVES AND STRATEGIES

OBJECTIVES	OVI	MOV	ASSUMPTIONS	STRATEGIES	OVI	MOV	ASSUMPTIONS
OBJ-1 TO DEFINE DEVELOP AND DELIVER A COMPREHENSIVE LIFETIME FITNESS AND WELLNESS PROGRAMME FOR SCHOOLS	By 2014-2015: Terms of Reference for Advisory Council defined Council appointed Consultations held Council's Report submitted and approved Implementation of proposals by 2016-17	Approved Council's document made public MOE Reports	Appropriate resources are made available Stakeholders participate meaningfully in the deliberations of the Council	S1: Lifetime Fitness and Wellness (LFW) education is provided to all students at the Primary and Secondary levels on a sustained basis	Programme delivery begins in 2016-17	Approved Council's document MOE report(s)	-Resources available -Buy in by stakeholders
OBJ-2 TO PROVIDE A GOOD QUALITY AGE-APPROPRIATE LIFETIME FITNESS AND WELLNESS PROGRAMME FOR ALL STUDENTS DURING THEIR BASIC EDUCATION YEARS	Accepted curriculum offered in at least 10% of schools by 2016-17 and 20% of schools by 2018-19 Target of 100% after six years of operation	MOE Reports Survey of schools	Facilities and resources made available	S1: All students provided with an age-appropriate, quality programme of Lifetime Fitness and Wellness as an integral part of their education, focusing on: 1. Science-based exploration of body, mind and self, including basic physiology and anatomy 2. Physical fitness 3. Appropriate nutrition 4. Mental and emotional fitness 5. Self-management and self-care 6. Developing a personal plan for one's LFW	By 2016-17 at least 10% of schools have trained LFW teachers and appropriate resources; 20% by 2018-19; and 100% by 2022-23 Students express interest and satisfaction with the LFW programme	School surveys MOE reports Student surveys	Resources made available Students make use of the LFW Education Opportunities
OBJ-3 TO FACILITATE EQUITABLE ACCESS TO LIFETIME FITNESS AND WELLNESS EDUCATION AND TRAINING	All students regardless of gender SES or geographical location will be required to participate in the LFW programme whenever available	School Data Moe Reports	Facilities made available	S1: All children, regardless of gender, SES, geographical location are provided equitable access to a good quality LFW programme	In situations of proven inequity priority attention will be given to schools where there is such inequity	MOE Reports	Resources are available Facilities available

OBJECTIVES	OVI	MOV	ASSUMPTIONS	STRATEGIES	OVI	MOV	ASSUMPTIONS
OBJ-4 TO SET UP APPROPRIATE MANAGEMENT STRUCTURES AND ARRANGEMENTS FOR THE DELIVERY AND COORDINATION OF LFW PROGRAMMES ACROSS SCHOOLS	By 2016-17 Schools and Districts involved in the LFW programme will have: Clearly defined goals and objectives re LFW Ed, and Well defined plans for achieving these aims	Annual schools and Districts Reports Moe Reports		S1: Appropriate monitoring, coordination and supervision of the LFW programme provided	By 2016-17 appropriate arrangements for monitoring LFW Ed will be in place	MOE reports School reports	Resources are available
OBJ-5 TO INVOLVE PARENTS AND COMMUNITY IN THE LIFETIME FITNESS AND WELLNESS PROGRAMME	By 2016-17 stakeholders will be actively involved in the LFW Ed programme	Record of stakeholder activities Feedback from Stakeholders		S1: Effective, regular communication on the LFWprogramme established. S1: Areas of mutual support and involvement established with stakeholders	Stakeholders regularly assist wherever possible in the training of students Schools keep parents and other stakeholders abreast of LFW programme activities and successes	School and District reports MOE reports Feedback from Stakeholder.	Stakeholders willing to participate in LFW ED activities

LIFETIME FITNESS AND WELLNESS

OBJ	STR	ACTIVITIES	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	RECURRENT	CAPITAL	PERSON RESPONSIBLE
OB-1	S1	A1: Appoint an Advisory Council to consult on, study, plan for, and report on the requirements for and the development and monitoring of an appropriate LFW programme in schools	10,000	15,000	5,000	5,000	15,000	50,000		
		A2: Submit proposals to Government for discussion and approval	■							
		A3: Establish the LFW programme	■							
OB-2	S1	A1: Develop an appropriate LFW education programme for each targeted age level		20,000		10,000			30,000	
		A2: Train teachers for the delivery of the programme		40,000	40,000	50,000	60,000	80,000		
		A3: Integrate ICT and cross-curricular themes into the LFW programme								
		A4: Provide appropriate facilities, equipment, materials for the delivery of the programme		20,000	20,000	10,000	20,000		70,000	
		A5: Put in place appropriate student, school, and system-wide assessment procedures								
		A6: Maintain an appropriate LFW database across the school system that can be used for programme assessment and longitudinal studies		5,000	5,000	5,000	5,000	20,000		
		A7: All Students develop personal LFW plans and monitor and assess their own progress								
OB-3	S1	A1: Utilize the LFW database to monitor student access to and participation in LFW activities and take action where necessary								
		A2: Ensure that LFW instructional time is protected		-----	-----	-----	-----	-----		
		A3: Schools demonstrate to students that LFW is a serious and important area of overall human development								

OB-4	S1	A1: Develop and implement appropriate, coordinating and monitoring LFW strategies and arrangements								
		A2: Put in place arrangements/policies for ensuring that foods high in fat, sodium, sugar are not sold in and around the schools' compounds								
OB-5	S1	A1: Provide regular, meaningful and effective two-way communication between school and stakeholders								
	S2	A1: Use the media to extend LFW concepts to the community								
		A2: Offer LFW sessions to the community where needed								
		TOTAL RECURRENT & CAPITAL COSTS¹²⁸						150,000	100,000	
		CONTINGENCIES (15%)						22,500	15,000	
		GRAND TOTAL (EC\$)						172,500	115,000	

¹²⁸ Figures in red in the yearly columns indicate recurrent costs; capital costs are in black. In the summation columns both recurrent and capital costs are in black

Table 2.27: SUMMARY OF INDICATIVE RECURRENT AND CAPITAL COSTS BY SUB-SECTOR (EC\$)

SUB-SECTOR	RECURRENT	CAPITAL	TOTAL	%
EARLY CHILDHOOD EDUCATION	1,622,420	4,045,567	5,667,987	7.29
PRIMARY	1,243,150	5,266,425	6,509,575	8.37
SECONDARY	319,700	5,464,000	5,783,700	7.44
TERTIARY	3,905,400	26,619,050	30,524,450	39.26
TVET	203,550	1,472,000	1,675,550	2.16
ADULT AND CONTINUING ED	442,175	159,275	601,450	0.77
SPECIAL EDUCATION	595,700	2,369,000	2,964,700	3.81
THE TEACHING PROFESSION	1,357,000	1,196,000	2,553,000	3.28
LIBRARIES, DOC/ARCHIVES	661,250	1,983,750	2,645,000	3.40
MANAGEMENT (ADMIN)	833,750	14,429,050	15,262,800	19.63
MANAGEMENT (PROF)	166,750	2,070,000	2,236,750	2.88
MUSIC EDUCATION	218,500	816,500	1,035,000	1.33
LIFETIME FITNESS & WELLNESS	172,500	115,000	287,500	0.37
TOTAL	11,741,845	66,005,617	77,747,462	100%

Table 2.28: OVERVIEW OF TIMING OF MAIN ELEMENTS (ESDP, St Vincent and the Grenadines)

	2014	2015	2016	2017	2018											
DEVELOP NATIONAL SYSTEM OF EDUCATION AND TRAINING																
Implement national system of education and training																
Work on developing programme of Industrial Technology																
IMPLEMENT PROGRAMME OF INDUSTRIAL TECHNOLOGY																
Work on developing the system of Education Districts																
Implement system of Education Districts																
Review curriculum in defined areas																
Implement Curriculum ideas, proposals																
PROVIDE TRAINING IN:																
1.0 Curriculum delivery																
2.0 ICT																
3.0 Cross-curricular themes																
4.0 Testing/student assessment																
5.0 Leadership/Mgt of schools																
Provide space, equipment, materials for activities listed above																
Train Music and Lifetime Fitness & Wellness personnel																
Implement Music Programmes																
Implement LFW programme																
Enhance data collection, analysis, use																
Construct MOE Headquarters																

■ Preliminary work/training; ■ Intermittent, or trial efforts; Sustained or entrenched activity; ■ One-Time Activity

CHAPTER 3

MONITORING AND EVALUATION FRAMEWORK AND PROCEDURES

The essential purposes of Measurement and Evaluation (M & E) systems and arrangements in educational sector plans are to enhance: efficiency¹²⁹; relevance; learning and feedback; utilization of lessons learnt; and accountability.

3.1 DEFINITIONS

Monitoring is an on-going, systematic, in-house process and set of arrangements designed to gather and analyse data relative to the stated goals, objectives, and strategic activities and inputs of a plan or project with the intention of helping managers and key stakeholders to:

1. Determine the consistency or discrepancy between planned and actual activities.
2. Determine the consistency or discrepancy between actual activities, and project objectives and outcomes.
3. Determine the consistency or discrepancy between project objectives and outcomes, and overall project goals.
4. Determine the possible causes of discrepancies where they exist.
5. Determine whether the available resources and capacity are sufficient and appropriate and used efficiently.
6. Make appropriate modifications to planned activities and arrangements and/or project objectives, strategies, and inputs whenever and wherever necessary.

In simple terms, good monitoring arrangements help to determine whether a plan or project is on track relative to the project objectives, strategies, activities and inputs; and provide the critical data to adapt the project design accordingly and without undue cost and delay, whenever necessary. If done properly, monitoring is an invaluable tool for good management, and it provides a critically important base for evaluation.

Evaluation is an activity conducted at the end of a programme or project, or at the end of a defined segment of a programme or project to provide judgment on, or an assessment of the worth of the programme or project in terms of criteria defined by, and/or agreed upon by the authority commissioning the evaluation exercise. More generally, evaluation tends to be an assessment of the relevance, appropriateness, effectiveness, efficiency, impact, and sustainability of a programme or project based upon agreed criteria as defined by the commissioning authority.

Both monitoring and evaluation, as defined above, are critical elements in the implementation of a project. Failure to devise an adequate monitoring programme is short-sighted, for monitoring information collected, reported, analysed, and appropriately disseminated early in the life of a project can help implementers and stakeholders to better utilize or even re-direct time, money,

¹²⁹ Efficiency is used here to mean achieving effectiveness at least possible cost (time, money, staff, equipment etc.)

and human and material resources into more productive pursuits. Unfortunately, there has been a tendency in education to conduct only evaluation exercises in the assessment of educational plans and projects. Evaluation conducted only at the end of a project is simply too late to be of much help.

3.2 THE MONITORING AND EVALUATION ARRANGEMENTS/PROCEDURES

The development of Monitoring and Evaluation arrangements should be a crucial part of the very earliest stages of the planning process. The first thoughts on M & E arrangements in this exercise began from the education sector diagnosis stage with: the consideration and acknowledgement of system successes to date; determination of the possible issues and challenges to be addressed; and definition of appropriate policy objectives, strategies and activities for the new plan.

With the help of the Logical Framework Analysis (LFA) approach (which was used in this exercise) participants were able to link objectives to strategies and specific activities and inputs; and to connect these to appropriate and affordable SMART indicators which were further connected to baseline data, and specific targets wherever possible. It is these verifiable measures that will generate the kinds of information (quantitative and qualitative) that will be required to systematically monitor and evaluate the plan. These measures will be at the core of the M & E system and arrangements in this project, and must be developed systematically. For example, if access, quality and equity matters are deemed to be important in a given sub-sector then it is critical that the regular school statistics should be collected not only on enrolment and quality issues such as school attendance and examination performance but also on gender, socio-economic status, urban-rural divide, geographical divide to facilitate the eventual disaggregation of the data accordingly. The Ministry must, therefore, ensure that it develops the capacity to collect, store, analyze, and disseminate such information in the most efficient manner possible and in ways that will be most useful to key stakeholders involved in the M & E process.

3.3 M & E FRAMEWORK FOR STV/G ESDP (2012 to 2017)

The M & E framework consisted of the following activities, procedures, arrangements for monitoring the plan, evaluating the plan, and for overall monitoring of the proposed M & E arrangements:

1. Identify and agree on programme objectives.¹³⁰
2. Develop appropriate indicators that serve to interpret and operationalise the objectives.
3. Establish baselines, benchmarks and targets from which progress can be measured.
4. Identify monitoring data sources and/or systems and activities that will generate appropriate data.¹³¹

¹³⁰Activities (1-4) listed in the framework were developed in the very earliest stages of the construction of the ESDP using the Logical Framework approach.

¹³¹It may be more effective in the long-run to support the development and use of local, sub-regional or regional systems. The main point is to build on existing systems and sources (where possible and appropriate) before establishing new ones.

5. Determine the frequency with which such data will be collected
6. Resolve implementation issues:
 - Who will conduct the various monitoring activities?
 - How will the determination of what data to collect be made?
 - How will Monitoring data be collected and by whom?
 - What data/information should be disseminated?
 - How will Monitoring data/information be reported, disseminated, and to whom?
 - How will Monitoring data/information be used?
 - Ensure that the ESDP is available to all stakeholders (online and or otherwise).
 - All MOE professional staff members (including Principals) should be expected to have a hard copy of the entire document.
 - All teachers should have a hard copy of at least their sub-sector.
 - Job interview candidates should demonstrate a reasonable understanding of the issues challenges and recommendations, at least in the sub-sector of interest, as articulated in the ESDP and should be able to discuss how they might contribute to the success of the plan.
7. Develop appropriate low cost communication, distribution, and network arrangements using, for example email groups and Skype conferencing facilities to facilitate the monitoring of the plan.
8. Develop and use a stakeholder Information Dissemination Plan Matrix.¹³²
9. Determine what specific **evaluation** activities might be necessary.
10. Develop a Monitoring/Evaluation Plan matrix¹³³ with appropriate timelines and specifying the officer(s) and/or department(s) with primary responsible for the activity or initiative. These plans should be developed broadly for the five year period of the plan, and with more specifics on an annual basis. Appropriate annual monitoring plans should also be developed at the Sub-sector, District and the School level.
11. Determine arrangements for monitoring and oversight of the M&E process¹³⁴

¹³² See Table 3.2

¹³³ See Table 3.3

¹³⁴ See Figure 3.1

3.4 CRITICAL PILLARS

The three critical pillars on which the M & E arrangements are constructed are:

1. The Education Monitoring Committee (EMC);¹³⁵
2. The Internal Joint Monitoring Committee (IJMC); and
3. The Annual One Day Review meeting with the Parliament and the Public.

The Education Monitoring Committee (EMC)

The EMC is conceptualized as the main policy-making body, consisting of the Minister of Education, top level MOE staff; representatives of: the Ministry of Planning/Finance; other selected Ministries; relevant agencies; major relevant stakeholder groups as deemed to be important to the implementation of the plan.

The Internal Joint Monitoring Committee (IJMC)

The IJMC is conceptualized as consisting of: senior MOE staff; members of the Technical Committee; representatives from the Technical Working Groups; and technical core representatives.

The role of the IJMC will be: to oversee the implementation of the plan in a comprehensive way; to ensure that activities specified under the monitoring system are appropriately executed; to ensure information exchange and coordination among the different departments implementing the plan; to make adjustments in the plan as might be required from time to time and in keeping with policy specified by the IMC; to bring to the attention of the Education Monitoring Committee all relevant matters related to plan implementation; to delegate and/or assign specific responsibilities to appropriate sub-committees or members of the Technical Committee related to plan implementation; and to mobilize support from, provide updates to, and share appropriate information with the public on matters related to the implementation of the plan.

The Annual One Day Review meeting with the Parliament and the Public

The Annual One Day Review meeting with the Parliament and the Public is conceptualized as an open meeting carried by the media, at which the Ministry of Education provides a comprehensive written report to the Parliament and to the nation on the state of health of education in the nation. The Ministry is expected to speak to: the major successes of the year under review; the major issues, challenges and possible opportunities confronting the Ministry; and the steps that will be taken in the year ahead and beyond to ensure that the best possible education and training (in terms of access, quality and efficiency) will be provided to the people of the nation. Ministry officials would be expected to respond to any questions or queries that are raised by parliamentarians or other persons in attendance.

¹³⁵ The IMC and IJMC will be expected to define their specific rules and arrangements for their proper functioning

Table 3.1

Draft Integrated Monitoring and Evaluation plan, Year1 to Year 5

Activities	Year 1	Year 2	Year 3	Year 4	Year 5	COST	Responsibility
Capacity building initiatives M & E Matters Data Collection matters	x	x	x	x	x		15,000
PRODUCTION/DISSEMINATION OF MOE REPORT AND STATISTICAL DIGEST	X	X	X	X	X		
Public Reaction and public Perspectives Surveys	XX	XX	XX	XX	XX		50,000
Annual Internal Review Meeting (IJMC)	X	X	X	X	X		
Annual review Meeting of Education Monitoring Committee (EMC)	X	X	X	X	X		5,000
Annual Public Review/Report to Parliament and nation	X	X	X	X	X		
Follow up MOE Meetings to discuss/incorporate input from Annual Public Review Meeting (within days of the Annual Public Review Meeting)	X	X	X	X	X		
Mid-Term Evaluation			X				80,000
Final Evaluation					X		80,000
						TOTAL (EC\$)	230,000

Table 3.2

Information Dissemination Plan Matrix

STAKEHOLDERS	PERSONAL MEETINGS	PRESEN- TATIONS	SMALL GROUPS	WEBSITE	SUMMARY REPORTS	FULL REPORTS	EMAIL LIST
MINISTER	X	X		X	X	X	X
PARLIAMENT		X		X		X	
PERMANENT SECRETARY	X	X	X	X	X	X	X
CHIEF EDUCATION OFFICER	X	X	X	X	X	X	X
PRINCIPALS		X		X			X
TEACHERS		X		X	X		X
RELEVANT MOE STAFF	X	X	X	X	X	X	X
PARENTS		X	X	X			X
STUDENTS		X		X			

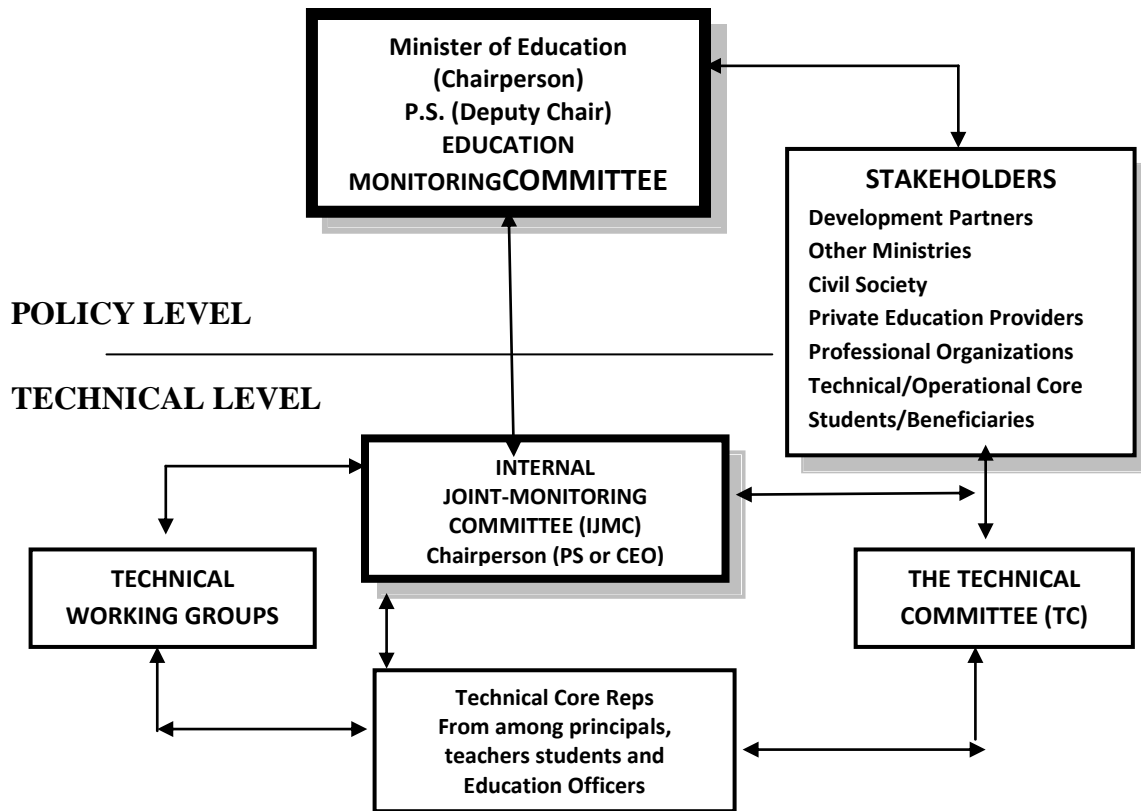
Table 3.3
Integrated Monitoring and Evaluation plan (Annual)

Activities	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Responsibility	COST
PREPARE ANNUAL WORK PLAN														
Specific Capacity building initiatives <ul style="list-style-type: none"> • M & E Matters • Data Collection matters • Training of Rapporteurs 														
PUBLIC REACTION/PERSPECTIVES SURVEYS														
Meetings of Technical Working Groups (TWGs)														
District level Meetings														
REGULAR MEETINGS OF IJMC ¹³⁶														
ANNUAL INTERNAL REVIEW MEETING (IJMC)														
Regular meetings of Education Monitoring Committee(EMC)														
ANNUAL REVIEW MEETING OF (EMC) ¹³⁷														
ANNUAL PUBLIC REVIEW/REPORT TO PARLIAMENT AND NATION														
Follow up MOE Meetings to discuss, incorporate input from Annual Public Review Meeting (within days of the Annual Public Review Meeting)														
PRODUCTION/DISSEMINATION OF MOE STATISTICAL DIGEST														
RECOGNISING/CELEBRATING PROGRESS														
PROPOSALS FOR EVALUATION ACTIVITIES														

Figure 3.1:SVG, Organizational Arrangements for Monitoring Plan Implementation

¹³⁶ IJMC Internal Joint Monitoring Committee

¹³⁷ EMC Education Monitoring Committee



EDUCATION MONITORING COMMITTEE (EMC): Main policy-making body consisting of The Minister, top level MOE staff; Reps of Ministry of Planning/Finance and other selected Ministries; Reps of Agencies; Reps of any other relevant stakeholder groups as deemed to be important to the implementation of the plan

INTERNAL JOINT MONITORING COMMITTEE (IJMC): Consisting of senior MOE staff; members of the Technical Committee; representatives from the Technical Working Groups; and technical core representatives. The IJMC role will be to oversee the implementation of the plan in a comprehensive way; to ensure that activities specified under the monitoring system are appropriately executed; to ensure information exchange and coordination among the different departments implementing the plan; to make adjustments in the plan as might be required from time to time; to bring to the attention of the EDUCATION MONITORING COMMITTEE all relevant matters related to plan implementation; to delegate and/or assign specific responsibilities to appropriate sub-committees or members of the TECHNICAL COMMITTEE related to plan implementation; and to mobilize support from, provide updates to, and share appropriate information with the public on matters related to the implementation of the plan.

RECOGNIZING AND CELEBRATING PROGRESS: This step is frequently skipped and it should not be. When educators put it all together (at the school/institutional level, at the system level) to improve educational achievement they should celebrate such progress as a high profile activity that should be broadly shared by students, parents, community, administrative and support staff. The psychic satisfaction of making a difference in the lives of people is what keeps educators going in a profession that is one of the most difficult, demanding, and poorly rewarded yet so vital to development of all people in every area of the world.

Table 3.4. Sample Annual Management/Planning Cycle

ACTIVITY	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	RESPONSIBILITY
MINISTER'S ADDRESS TO NATION (Start of School Year)													
MINISTER'S MEETINGS WITH PROFESSIONAL STAFF													
INITIAL DATA COLLECTION													
1. Field work													
2. Tabulation													
3. Dissemination													
ANNUAL DATA COLLECTION													
1. Guidelines to schools and MOE units													
2. Return deadline date													
3. Dissemination													
BUDGET PREPARATION													
1. Preparation for briefing with Ministry of Finance													
2. Preliminary Submissions from relevant officers													
3. Internal finance/budget meetings													
4. Final meeting with Ministry of Finance													
ANNUAL WORK PLAN													
1. Memos to officers													
2. Departmental meetings													
3. Preparation of plan													
4. Deadline for plan submission													
PROFESSIONAL STAFF MEETINGS													
POLICY MEETINGS													
PROFESSIONAL DEVELOPMENT ACTIVITIES													
1. Principals													
2. Teachers													
3. MOE staff													
ANNUAL REPORT TO PARLIAMENT													
1. Report on activities, accomplishments, challenges													
2. Statistical digest													
PUBLIC RELATIONS ACTIVITY (Radio/Television)													

**APPENDIX 1
VOICES, VIEWS, AND VISIONS**

AREAS OF FOCUS	SPECIFIC ISSUES/CHALLENGES/ PROBLEMS	NOTES/COMMENTS
<p>1.0 Access and participation</p>	<ol style="list-style-type: none"> 1. School/training plant must be appropriately designed to meet the demands of modern educational/training pursuits and the needs of the local community that can reasonably be accommodated. 2. Location of plant and facilities must be done on the basis of appropriate school-mapping exercises. 3. Problems with school attendance of children of school age 	<ul style="list-style-type: none"> • Huge burden for students e.g. from Bequia who (have to) travel by ferry every day to/from St Vincent (financial, physical, etc.) • Despite school attendance laws (Education Act 2006: Sections 40-49) many children of school-age do not attend school
<p>Equity in Access</p>	<p>Adequate access to education should be provided regardless of Geographical, socio-economic status, ethnicity, or gender considerations</p>	<p>Access to both Primary and secondary schools manipulated unfairly against lower SES children with negative ripple effects across the system.</p>
<p>2.0 Quality of Education</p>	<ol style="list-style-type: none"> 1. Appropriate Curriculum needed to meet the demands of the 21st century 2. Curriculum overload issues exists especially at the ECE, PRI levels 3. Serious Reading and communication issues exist in the system 4. Quality of teaching is low 5. School management/leadership issues need urgent attention 6. Teaching and learning resources are generally inadequate 7. Math and Science issues; ICT issues; Lifetime, fitness & wellness; Fine Arts, especially Music; TVET must be addressed 8. Personal development must be a major objective of the school system 9. The lack of focus on Music and the Creative and Performing Arts is unwise! 10. More emphasis needs to be placed on Adult and continuing Education (also on non-formal education). The society needs to become a learning society at all ages. 	<ul style="list-style-type: none"> • Problems with mathematics/ numeracy, Science and Critical thinking • The focus on academic subjects at the ECE level will stifle the creativity of children and defeat the critical purpose of ECE. • No concerted policy to deal with the problem of reading at the Primary level (this problem requires a national effort). Need a Sesame St type media programme; Need consistency in approach within and across schools, grades; and parents must, as much as possible, be mobilized in a system-wide effort to eradicate this problem. • The reading problem at the Secondary level also requires an urgent response • Teacher training not in sync with the real challenges, problems, issues in schools • Need to be more rigorous in selection of teachers; need an adequate, well defined, and monitored probationary period for new teachers, followed by a meaningful, transparent career path • Is there some merit in designing a well-packaged High School; Secondary school Diploma rather than pursuing a

AREAS OF FOCUS	SPECIFIC ISSUES/CHALLENGES/ PROBLEMS	NOTES/COMMENTS
<p>Equity in quality</p>		<p>disjointed or unbalanced set of CSEC subjects? The current arrangements force students into a diet of mainly Science or Business options. Students and others were highly critical of this approach. Students should be able to offer Sciences for the entire duration of their PRI and SEC schooling and not have to stop at the Form 3 level. This approach is Counterproductive in the 21st Century</p> <ul style="list-style-type: none"> • There is need to focus on developing appropriate entrepreneurial activities in the school system. Local Caribbean economies will not develop appropriately without the capacity for locals to come together in productive and profitable economic ventures. • By the end of Primary all students should have covered: the rudiments of music; developed the ability to read a simple score; be exposed to a wide range of music; and acquired some experience in making music, and be exposed to various aspects of the other creative and performing arts.
	<p>Geographical issues; socio-economic issues; ethnic issues; gender issues</p>	<p>No focused policy with respect to system-wide Gender Issues/problems No effective policy in place with respect to lower SES children</p>
<p>3.0 EFFICIENCY</p>	<p>In an environment of universal ECE, PRI, and SEC it is critical that children with various disabilities have their problems diagnosed and addressed at an early stage</p>	<p>Scarcity of data to do proper assessment of Internal efficiency.</p>
	<ol style="list-style-type: none"> 1. Alignment of system with needs of the economy necessary 2. Need to focus students' attention on areas of employment in the local economy 3. Government needs to align scholarships policy with needs of the economy. 4. People point to the need to establish TVET Centres across St Vincent and also the Grenadines. It appears, however, that there is still a substantial set of people who believe that these institutions should be 	

AREAS OF FOCUS	SPECIFIC ISSUES/CHALLENGES/ PROBLEMS	NOTES/COMMENTS
	<p>for those who are not “academically inclined”. In essence the strategy is: Academics for the bright, TVET for the dunces. Students who cannot read and write should not be promoted to secondary schools. They should receive technical training.</p>	
<p>4.0 MGT AND ADMIN</p>	<ol style="list-style-type: none"> 1. National, District and school level coordination, monitoring, support required 2. Leadership needs to be upgraded 3. Educational Planning needs to redouble its efforts to catch up with a long period of neglect 4. Data collection, data processing, dissemination of data, and use of data continue to be a serious problems in the system 5. Absence of regular annual statistical digest must be rectified. 6. General system monitoring is critical to system effectiveness 7. HRD matters need urgent attention 8. Need to involve parents and key stakeholders in the education process 	<ul style="list-style-type: none"> • Critical decentralization arrangements must be enacted if the sector is to be effectively led, managed, monitored • It appears that the system has problems related to teacher punctuality and regularity, lesson preparation, marking of assignments, and general commitment to school work. • Schools critically require secretarial support • There are serious problems re data collection, data processing/analysis, and information dissemination on a regular and timely basis. Management must ensure that appropriate steps are taken to remedy the problems • No policies, penalties apparently with respect to schools that do not submit data requested by MOE • MOE must commit itself to the production and dissemination of an Annual Education Statistical Digest. • Heavy criticism in consultations re Policies or lack of clear policies re: (a) Staff transfers (b) Student assignment to Secondary schools; (b) Student enrolment at primary schools. • Current Policy formation arrangements not transparent; must be participatory, clear, and applied without favour.
<p>5.0 Other issues</p>	<ol style="list-style-type: none"> 1. Policy formation/implementation/monitoring processes need review. Policy tends to be ad hoc and unilateral; and in many instances unclear, unfair and even contradictory. 2. Safety in educational institutions needs urgent attention. There are growing incidents of fighting, bullying, student violence against teachers, sexual harassment, etc. 3. Appropriate arrangements must be made to facilitating the many persons who did not manage to acquire basic education during normal school age 4. Learning-to-learn issues must be critical in the 21st century 	<ul style="list-style-type: none"> • No overall policy in place with respect to ICT (vision; role in instructional process; maintenance of donated net books, sustainability of current arrangements) • Schools must develop clear policies on issues such as: sexual harassment; bullying; etc. • No clear policy to deal with the pressing problem of reading at the secondary level (This problem can significantly frustrate USE effort(s). • The problem of reading must be tackled seriously across the system and simultaneously at PRI, SEC, and post

AREAS OF FOCUS	SPECIFIC ISSUES/CHALLENGES/ PROBLEMS	NOTES/COMMENTS
	<ol style="list-style-type: none"> 5. Emotional intelligence development issues are critical to modern development 6. Dealing with the problem of reading at the secondary level must be a high priority matter 7. There is discomfort with the practice of teachers providing after-school instruction (for a fee) to members of the class that they are being paid to teach. 8. There is concern that the policy of “Inclusion” though commendable, has been introduced with little or no support to schools 9. MOE must ensure that when new schools are built that adequate provision is made to allow for physical access by persons with disabilities. 10. The matter of teenage pregnancy is a serious and growing problem and must be addressed urgently 11. Women disproportionately bear the burden of the education system and by extension the burden of development of the country. 12. People are concerned about what they see as lack of continuity in education policies. The perception is that big changes are made and then changed again and again in cycles 13. Partisan politics is a source of great division (divisiveness maybe) in several communities. 14. From the consultations it appears that there is a lack of inclination to celebrate successes. 	<p>compulsory school age.</p> <ul style="list-style-type: none"> • Need a plan for increased use of school infrastructure. Such capital equipment is too expensive to be used six hrs/day, five days/wk, and less than nine months per year. • Can school plant be designed to accommodate after-school pursuits? For example: table tennis, Bridge, Chess, Choral groups, Drama groups, in addition to ICT, and a range of relevant non-formal education pursuits. • Inclusion policy requires: adequate training for regular staff; support staff to deal with remediation and counseling; adequate facilities and equipment to enhance learning, otherwise the policy creates nightmares for school personnel. • USE without adequate support will result in the frightening reality that many will go through and leave the system without knowing how to read and write – a frightening and expensive prospect indeed. • The celebration of success is critical to the development of a culture of success and excellence.

Appendix 2

Effective Schools Correlates

Effective Schools Correlates provide a framework for school improvement based on seven guiding principles, or correlates, derived from empirical investigations and case studies of school success. They describe the culture and learning climate of schools in which all students are achieving. The correlates have continually led administrators, teachers, and all other stakeholders towards looking at ways to improve a school's culture and the achievement levels of all of its students.

1. A Clear and Focused Mission

In the Effective School, there is a clearly articulated school mission through that the staff shares an understanding of and commitment to the instructional goals, priorities, assessment procedures, and accountability. Staff accepts responsibility for students' learning of the school's essential curricular goals.

- The school staff knows and understands the primary mission of their school.
- Student learning is the most important criteria used in making decisions.
- State level standards are incorporated in and aligned with the local curriculum.
- The instructional program focuses on specific grade or course level student expectations. Performance indicators that have been identified and agreed upon by school staff.

2. Climate of High Expectations for Success

In the Effective School, there is a climate of expectation in which the staff believes and demonstrates that all students can attain mastery of essential school skills and they, the staff, have the capability to help all students do so.

- Teachers believe that all of their students can achieve and expect their students to achieve, and their behaviors communicate this to the students.
- Attention is distributed equally between low and high achieving students.
- Students know what is expected of them, and teachers provide opportunities for students to experience success.
- Teachers provide opportunities for student responsibility and leadership.

3. Instructional Leadership

In the Effective School, the principal is the instructional leader who shares leadership with the rest of the staff. He or she is a leader of leaders. As an instructional leader, he or she effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

- The principal, with the rest of the staff, emphasizes that the purpose of the school is learning.

- The principal and teachers are active and involved with all aspects of the school. They are resourceful, bold, and supportive and dedicated to the mission of the school.
- The principal and teachers convey high expectations for student, staff, and administrator performance.
- Both principal and teacher collaborate to strengthen the instructional programs and monitor progress of students.

4. Frequent Monitoring of Student Progress

In the Effective School, student academic progress is measured frequently. A variety of assessment procedures are used and the results of the assessments are used to improve individual students' performance and to improve the instructional program.

- Achievement data drives changes in instructional programs and school procedures.
- Test data, grade distribution and enrollment patterns are analyzed by race, gender, ethnicity and socio-economic status to detect any inequity and to ensure that all students are learning.
- Summaries of student performances are shared with all staff and reported to the community. Both district-wide and individual school scores are analyzed by all staff to make inferences about the programme's success and target new areas for school improvement.
- Norm-referenced tests and/or authentic assessments are designed and/or used by teachers to assess the degree of student mastery of grade level or course objectives.

5. Opportunity to Learn and Student Time on Task

In the Effective School, teachers allocate a significant amount of classroom time to instruction in the essential skills. For a high percentage of this time, students are engaged in whole class or large group learning activities that are planned and teacher directed.

- The time allocated for instruction in content areas is specified and protected. The amount of time allocated to instruction in a particular content area is positively associated with learning.
- Teachers reduce the number of digressions and focus instruction on the objective to be learned.
- Teachers clearly communicate the purpose or goal of each lesson.
- The student success rate, in achieving standards, is 80-85% to insure productive learning. This is accomplished by teachers monitoring the quality of their lessons, revising and re-teaching, and differentiating student assignments for the same objective.

6. Safe and Orderly Environment

In the Effective School, there is an orderly, purposeful business-like atmosphere that is free from threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

- The school staff believes, and their behavior demonstrates, that consistency across the staff is key to a positive climate.
- The school staff accepts the proposition that they are on duty at all times and everywhere while at school.
- There is a positive climate for students. Good behavior, achievement, efforts and attributes are rewarded.
- Well-kept interiors and administrative attention to the school's appearance are important.

7. Home/School Relations

In the Effective School, parents understand and support the school's basic mission and are made to feel that they have an important role to play in helping the school to achieve its mission.

- Parents have a clear understanding of school goals and curriculum standards through frequent communication
- Parents are given information on how to help their children at home
- Parents are given complete information on their child's progress, including results in statewide tests and whether or not the child is achieving at, below or above grade level
- Multiple means are used to communicate with parents including handbooks, newsletters, notes home, telephone calls, parent/teacher conferences, home visits, home learning packets and school and class meetings, etc.

Retrieved from

<http://www.cascade.k12.mt.us/Pages/administration/jsprout/Pages/EffectiveSchools/Effective%20Schools%20Correlates.htm>

APPENDIX 3

Epstein's Framework of Six Types of Parent Involvement

Joyce Epstein of Johns Hopkins University has developed a framework for defining six different types of parent involvement. This framework assists educators in developing school and family partnership programs. "There are many reasons for developing school, family, and community partnerships," she writes. "The main reason to create such partnerships is to help all youngsters succeed in school and in later life."

Epstein's framework defines the six types of involvement and lists sample practices or activities to describe the involvement more fully. Her work also describes the challenges inherent in fostering each type of parent involvement as well as the expected results of implementing them for students, parents, and teachers.

1.PARENTING: Help all families establish home environments to support children as students.

- Parent education and other courses or training for parents (e.g., GED, college credit, family literacy).
- Family support programs to assist families with health, nutrition, and other services.
- Home visits at transition points to pre-school, elementary, middle, and high school.

2.COMMUNICATING: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.

- Conferences with every parent at least once a year.
- Language translators to assist families as needed.
- Regular schedule of useful notices, memos, phone calls, newsletters, and other communications.

3. VOLUNTEERING: Recruit and organize parent help and support.

- School and classroom volunteer program to help teachers, administrators, students, and other parents.
- Parent room or family center for volunteer work, meetings, and resources for families.
- Annual postcard survey to identify all available talents, times, and locations of volunteers.

4.LEARNING AT HOME: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

- Information for families on skills required for students in all subjects at each grade.
- Information on homework policies and how to monitor and discuss schoolwork at home.
- Family participation in setting student goals each year and in planning for college or work

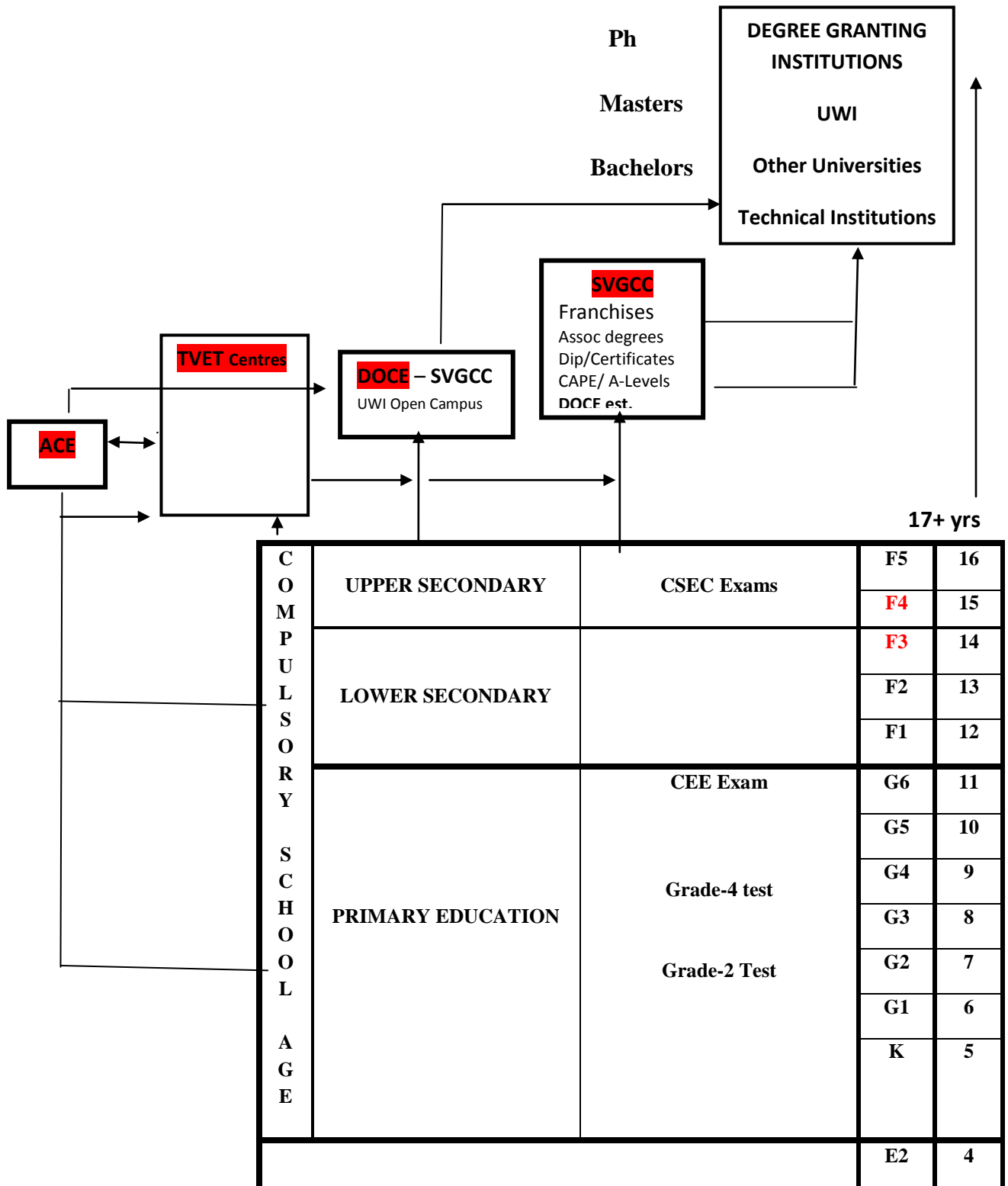
5.DECISION MAKING: Include parents in school decisions, developing parent leaders and representatives.

- Active PTA/PTO or other parent organizations, advisory councils, or committees for parent leadership and participation.
- Independent advocacy groups to lobby and work for school reform and improvements.
- Networks to link all families with parent representatives.

6. COLLABORATING WITH COMMUNITY: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

- Information for students and families on community health, cultural, recreational, social support, and other programs/services.
- Information on community activities that link to learning skills and talents, including summer programs for students.

APPENDIX 4
SAMPLE OUTLINE OF INTEGRATED SYSTEM OF EDUCATION, STV-G



Early Childhood Education	E1	3
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Appendix 5

International comparison of curriculum frameworks

Comparison of the school curriculum across five countries: based on information from www.inca.org.uk

	England		Canada—Ontario		France		Singapore		Sweden	
Structure	<i>Early years</i>	0 to 5	<i>Pre-compulsory</i>	4/5 to 6/7	<i>Pre-elementary</i>	2 to 6	<i>Pre-school</i>	0 to 6/7	<i>Pre-school</i>	1 to 5/6
	<i>Primary</i>	5 to 11	<i>Elementary</i>	6/7 to 11/13	<i>Elementary-basic learning</i>	5 to 8	<i>Primary-foundation</i>	6/7 to 10	<i>Primary and lower secondary</i>	6/7 to 16
	<i>Secondary</i>	11 to 14, 14 to 16	<i>Junior high school</i>	11/13 to 15/16	<i>Elementary-consolidation</i>	8 to 11	<i>Primary-orientation</i>	10 to 12	<i>Upper secondary</i>	16+ to 19+
	<i>Further education</i>	16 to 18	<i>Senior high school</i>	15/16 to 17/18	<i>Lower secondary</i>	11 to 15	<i>Lower secondary</i>	12 to 16/17		
					<i>Upper secondary</i>	15 to 18	<i>Upper secondary</i>	16/17 to 18-20		
Range—early years	Frameworks are typically structured around 'areas of learning' and cover a similar range—literacy, numeracy, personal development, physical development and creativity. Sweden is distinctive in making a strong link between welfare and education and emphasizing the relationship between the pre-school provider and parents.									
Range—primary and secondary	Each country's curriculum is structured around subjects. The subjects that they include are largely the same: mother tongue; mathematics; science; art/crafts; design and technology ; civics and moral education; geography; history; home economics; ICT; music; modern foreign languages; physical education. Religious education is often taught through other subjects (e.g. civics). These countries also offer health and sex education and careers education . The four comparison countries place a greater emphasis on civics and moral education and modern foreign languages than does England.									

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