CONTENTS

Abbreviations ................................................................................................................................. 3

Foreword ............................................................................................................................................... 4

Context and Purpose .......................................................................................................................... 5

Education Policy ................................................................................................................................. 6

Vision, Mission and Philosophy of Education ....................................................................................... 6
The Principles and Values Underpinning the Implementation of the Plan .............................................. 6
Outcomes of the Plan ........................................................................................................................... 6

The Strategic Outlook ........................................................................................................................ 9

Quality Education and Training For All ................................................................................................. 9
Institutional and Organisational Capacity Building ............................................................................. 9
Economic and Social Development, Discipline, Spirituality, Health and Wellness ........................................ 9
Arts, Culture and Heritage .................................................................................................................. 9
Science, Communication Information Technologies Research and Development ................................... 9

Policy Objectives .................................................................................................................................. 13

Policy Direction ................................................................................................................................... 13

Early Childhood Education .................................................................................................................. 13
Primary Education ................................................................................................................................. 13
Secondary Education ............................................................................................................................. 13
Tertiary Education ................................................................................................................................. 13
Technical Vocational Education and Training and Accreditation ....................................................... 13
Culture ................................................................................................................................................... 13
National Enrichment and Learning and National Skills Development ................................................... 13

Strengthening Education Services: Strategies and Action Plans of Education Units And Departments .... 25

Policy, Administration and Human Resource Management .................................................................. 25
Accounts ............................................................................................................................................... 25
Communications ................................................................................................................................. 25
Corporate Planning ............................................................................................................................... 25
Information Technology ........................................................................................................................ 25
Library Service .................................................................................................................................... 25
Plant and Equipment ............................................................................................................................. 25
Registry and Correspondence ............................................................................................................... 25
Stores, Supplies and Transport ............................................................................................................. 25
Early Childhood Education .................................................................................................................. 25
School Supervision ............................................................................................................................... 25
Curriculum and Materials Development ............................................................................................... 25
Educational Evaluation and Assessment ............................................................................................. 25
National Enrichment and Learning ...................................................................................................... 25
Student Support Services: Student Welfare, Special Education And Student Counselling ................... 25
TVET and Accreditation ......................................................................................................................... 25
Tertiary Education - Sir Arthur Lewis Community College ................................................................... 25
National Commission for UNESCO .................................................................................................... 25
National Skills Development ............................................................................................................... 25

Framework for Implementation & Monitoring .................................................................................. 83

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

List of Abbreviations/Acronyms

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

This new plan is written in the context of having achieved a significant milestone of providing universal access to secondary education in 2007/2008. This plan is also written in the context of the alarming rate of global change that is driving the social and economic landscape. Global change is underpinned by innovations in ICT which inevitably have implications for our national strategic priorities and education initiatives.

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

Faced with the challenges of the changing environment, the Government of St. Lucia has proposed a national development strategy which addresses the State’s development needs. The national development strategy is premised on the notion of the adequacy and availability of a highly skilled and efficient labour force.

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

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

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

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

Foreword

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

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

OECS Education Reform Unit’s Pillars for Partnership and Progress

Caribbean Examinations Council

Economic Partnership Agreements with the European Union

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

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

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

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

We accomplish our mission by:

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

Our philosophy:

At the national level, education is critical for human resource development and global competitiveness, nation building, and good governance. We continue to view the need for education of each individual in the following ways:

a. Education is a basic human right;

b. Education provides a positive image of self, family and society;

c. Education initiates, facilitates, accelerates and sustains multiple intelligences, respect for others, literacy/numeracy, independent and critical thinking, application of science and technology to problem solving, and social and economic development;

d. Education is a pillar for self-reliance, self-sufficiency, economic advancement, social mobility and accepting of personal responsibility;

e. Education is a lifelong process that prepares students for life in a technologically-advanced and knowledge-based society by ensuring that learners in the twenty-first century have good knowledge of, adequate skill in, and favourable attitudes towards science and the use of technology;

f. Education must be innovative and responsive to the needs of the learner and the wider society;

g. Education is a major force in the transmission of a common culture and common standards of citizenship; and promotion of peace and that the educated understand the necessity of being able to live and work harmoniously with other persons in their environment;

h. External agencies, Ministries, parents, the community, churches, and the private sector are partners in the education process.

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

Quality – Promoting quality education for all.

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

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

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

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

Balanced learner – The learner’s total development including the spiritual, intellectual, physical and emotional development must be catered for.

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

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

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

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

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

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

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

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

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

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

Our Values

- Equity and Excellence
- Duty, Professionalism and Services
- Unity
- Caring and appreciation of diversity
- Accountability
- Tolerance and respect
- Integrity
- Openness
- National and Regional Pride
**Outcomes of the Plan:**
A quality education system is fundamental to a nation’s economic, social and sustainable development. This plan will be evaluated on the extent to which the stated mission is accomplished: creating a whole and functional individual who is accepting of civic responsibility and empowered to compete in a global environment. This will be accomplished through the achievement of the specific goals and objectives for the education system in St. Lucia, as stated in the Education Act of 1999 and highlighted below.

To encourage the development of [basic] knowledge and skills in all persons including:

(i) The skills of literacy, numeracy, speaking, reading, writing, problem solving, information processing,

(ii) Critical and creative thinking skills for today’s world and into the future.

(iii) Appreciation and understanding of creative arts.

(iv) Physical development and personal health and fitness.

(v) The creative use of leisure time.

(vi) The development of self worth through a positive educational environment.

(vii) The importance of the family and community.

(viii) The promotion of opportunities to reach maximum potential.

(ix) The recognition, understanding and respect for the Constitution, laws and national symbols of the State.

(x) An understanding of the principle of gender equality.

(xi) An understanding of the history, language, culture, rights and values of St. Lucia and their changing role in contemporary society.

(xii) Participation in the community and global society.

(xiii) The promotion of the spiritual, moral, cultural, intellectual, physical development of students and of the society.

(xiv) The preparation of students for the opportunities, responsibilities and experiences of adult life.

It is envisaged that the ideal Caribbean person would be nurtured.

**The Ideal Caribbean Person**

The ideal Caribbean Person should be someone who among other values:

- Has a strong appreciation for family, kinship and community values;
- Values, cohesion and moral issues including responsibility for and accountability to self and community;
- Has an informed respect for the cultural heritage;
- Exhibits an independent and critical thinking;
- Expresses multiple literacies, creative imagination in its various manifestations and nurtures its development in the economic and entrepreneurial spheres in all other areas of life;
- Has developed the capacity to create and take advantage of opportunities to control, improve, maintain and promote physical, mental, social and spiritual well being and to contribute to the health and welfare of the community and country; and
- Nourishes in him/herself and in others, the fullest development of each person’s potential without gender stereotyping and embraces differences (CARICOM Heads of Government at their 18th Summit)

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

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

b. Diversified and Balanced Curriculum
c. Literacy and Numeracy
d. Student Support Services
e. Equitable Access, Inclusive Education, Learners with Special Needs
f. Access, Equity, Equality, Quality and Relevance of Education

2. Institutional and Organizational Capacity Building

The provision of quality education is dependent on a qualified, robust and efficient teaching force supported by effective management and leadership. In addition, the necessary support mechanisms, structures and services must be in place to ensure the sustainability of quality achievements of the system. Capacity building at the school and organizational levels is therefore required and can be achieved by the following sub-priorities:

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

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

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

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

4. Arts, Culture and Heritage

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

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

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

The development of the technological competencies of learners and educators is a key objective of this priority and will be
achieved via the following modalities:

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

Policy Objectives

Key objectives of the plan are aligned to goals for education as stated in the Revised Laws of St. Lucia EC01 Cap. 18.02

Provision of quality education for all through

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

Enhance the quality of education:

2. Build a strong foundation by expanding access to Early Childhood Education and the effective delivery of early childhood education services.

3. Re-conceptualize, and change the nature, form and content of primary and secondary education to enhance the quality of education so that students can master the essential foundations for lifelong learning and requirements for effective participation in life.

4. Introduce new modalities of teaching/learning including ICT (assessment, certification, student recognition programmes);

5. Provide support services and programmes for special needs (challenged/gifted students, HIV/AIDS);

6. Monitor and evaluate school performance monthly and provide necessary support;


8. Strengthen and expand welfare and support services for children with special needs (gifted children, the poor, differently abled, physically challenged/handicapped, HIV/Aids, students at risk, orphans and others)


10. Offer quality Technical and Vocational Education and Training (TVET), competency-based and skills training within a highly coordinated and flexible framework in response to the changing needs of the labour market.

11. Accredit courses/programmes, institutions, and certification of skills.

12. Upgrade the SALCC to a full fledged university college.

13. Expand the use of information and communication technologies (ICT) in teaching/learning to ensure that all learners are computer literate.

Economy

Sustainable Development

Global
Policy Direction

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

1. Undertake a holistic evaluation of the education system.
2. Review, revise and establish appropriate legislation/standards; Education Act, Teaching Service Rules & Regulations, Collective Agreements, Reclassification Plans, Sabbatical Leave Policy, Instruction (ICT, Literacy, numeracy, HFLE, Physical Education & Sports) and Assessment Policy.
3. Formulate new policies (Student Support Policy, Higher Education Policy, Numeracy and Literacy, Curriculum and Assessment Policy, Universal Secondary Education Policy, Cell Phone Policy) and establish guidelines and policy/ operation manuals.
4. Revise organizational structure, HR policies and operating procedures (recruitment/mobility/retirement/succession planning).
5. Improve capacity and efficiency of the Ministry.
6. Provide conducive learning and working environments for all.
7. Facilitate the enunciation and promulgation of policies and regulations in education.
9. Approve and guide the implementation of strategic and operational plans.
10. Review roles and staffing requirements for various Departments/Units and review and revise/develop organizational structure and job descriptions.
11. Review existing physical space for possible expansion and re-organization of units/departments.
12. Develop/Review and implement new teacher appraisal system.
13. Conduct performance review and establish incentive schemes (including insurance plans, sabbatical leave) for professional staff, teachers, principals and students.
14. Re-conceptualize, and change the nature, form and content of primary and secondary education to enhance the quality of education so that students can master the essential foundations for lifelong learning and requirements for effective, responsible participation in life.
15. Establish Information Management Systems for effective selection, recruitment and placement of staff; storage, processing and retrieval of information on Ministry’s personnel, quality data on students and proper inventory of stores and supplies to facilitate speedy response to data needs for decision-making.
16. Establish and implement an overall staff development/learning plan to enhance administrative functions and overall staff development/learning to ensure excellent delivery of the schools’ and Ministry’s work programme.
17. Develop and implement an overall Teacher Development/Learning Plan (including training) to ensure effective school management, delivery of quality instruction; and to facilitate the implementation of school improvement plans, and Ministry’s programme.
18. Seek funding for reconstruction of deteriorating school buildings; for the expansion of ICT/IT in schools, and for the development of a sound literacy programme towards improved performance of all students as the nation seeks to improve its economic base and employment opportunities.
19. Strengthen and expand welfare and support services for children with special needs (gifted children, the poor, disabled, HIV/AIDS, students at risk, orphans, etc.); and make provisions for ‘second chance’ education.
20. Expand the use of information and communication technologies (ICT) in the teaching, learning and research processes; and ensure that all students leaving school are computer literate and can apply ICT to their daily lives and to enhance employment opportunities.
21. Modernize and uphold integrity of school plants – to include the development of a preventative maintenance plan, massive reconstruction, rehabilitation and refurbishment of old school buildings, learning resource centres, and upgrade/expansion of science ICT/IT laboratories, etc.
22. Modernize library services on par with international standards and new developments in technology to provide quality library/information services; and promote research and development programmes and Communication Skills.
23. Survey level of illiteracy at the national level, and implement programmes to eradicate illiteracy and to sustain functional levels of literacy.
24. Promote collaboration, functional cooperation, and partnerships among international/regional/external agencies, the private sector, non-governmental organizations and organizations in civil society to improve the quality of life of students.
25. Establish mechanisms/programmes (Schools inservice, literacy, extra-curricula activities, ADP for enhanced quality assurance; and collaborate with CARE, CAPS, NSDC, SALCC, TVET and others) for the improvement of the quality of life of students.
26. Promote a rich and vibrant Arts and Culture to include promotion of cultural expressions.
27. Maintain confidentiality and security of all information systems.

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

Seven areas have been identified. These are:

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

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

**Priorities**

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

**Priorities**

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

**Early Childhood Education**

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

**Priorities**

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

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

3. Develop and implement a curriculum, instructional and assessment plan and guides in an endeavour to meet individual aspirations and build workforce capacity for market needs and national priorities;

4. Implement a programme for co-curricular activities including critical thinking, problem solving and other life skills;

5. Diversify certification offerings (National Examinations, CCSLC, NVQ, CVO, CSEC);

6. Establish a bridging process from primary to secondary and to post-secondary;

7. Increase enrolment in science and technology subjects at secondary schools;

8. Improve standards of student achievement in all subjects and in particular Mathematics and English Language;

9. Develop a framework for inclusive education;

10. Implement a strategy for TVET in secondary schools, expand and upgrade TVET, and provide training and professional development in TVET education to TVET teachers;

11. Expand ICT in teaching and learning in Secondary Education;

12. Strengthen instructional leadership, clinical supervision, and management of schools;

13. Promote participatory and student-centered learning;

14. Establish uniformed groups and timetable co-curricular activities;

15. Provide support services and programmes for special needs, HIV/AIDS and gifted students;

16. Utilize instructional ICT programmes and resource materials and expand information technology;

17. Monitor and evaluate school performance regularly and provide necessary support;

18. Increase class supervision and monitoring of instruction in secondary schools;

19. Standardize school rules and regulate fees within a legal framework;

20. Develop the capacity for management of educational institutions by establishing school boards and (re)training in clinical supervision, management, instructional and school leadership and other critical areas;

21. Increase stakeholder involvement in secondary education;

22. Make provisions for alternative pathways and ‘second chance’ education at secondary schools;

23. Implement a programme to promote, conserve, interpret and celebrate our culture and heritage and to promote the quality and range of cultural activity and achievement.

Priorities

1. Develop and implement a relevant, broad-based, balanced and differentiated curriculum and guides, continuous and school-based assessment, and varied certification programmes – CCSLC, CVO;

2. Foster social development and positive behaviours (civic responsibility/citizenship; the inculcation of social skills, values, attitudes, conflict resolution; and diversity; self-esteem, spirituality, and ethics. In addition, the policy that all secondary school leavers must write at least five CSEC subjects including English Language and Mathematics must be enforced.

S

E

E

D

F

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

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

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

Priorities

1. Develop and publish policies and regulations for tertiary education providers and institutions;

2. Offer accredited courses/programmes, institutions, and certify skills;

3. Expand access to post-secondary, tertiary and continuing education by increasing the number of opportunities, options available and diversity of educational programmes and subject offerings;

4. Build a qualified teaching/academic pool to meet demands of tertiary and post-secondary education;

5. Review current policies and practices and access to A level and CAPE programmes with a view to increasing access to post-secondary education by establishing at least 4 sixth form centers at existing secondary schools;

6. Use ICT infrastructure to provide cost-effective access to tertiary education programmes;

7. Ensure that all programmes offered at post-secondary and tertiary institutions are accredited, regionally and internationally;

8. Build capacity to effectively manage SALCC by expanding professional development opportunities;

9. Rename and Upgrade SALCC to a full-fledged competitive and self-sustaining university college (Review and improve student services, staff professional development, improve and expand physical plant and facilities);

10. Develop mechanisms for monitoring the provision and quality of post-secondary and tertiary education;

11. Make provisions for alternative pathways and ‘second chance’ education;

12. Promote and conduct academic research to inform national policies, social and economic plans and decision making;

13. Modernize library services and resource centres at post-secondary and tertiary institutions on par with international standards and new developments in technology to support learning and promote research and development programmes and communication; and

14. Offer quality and relevant tertiary and post-secondary education and training within a highly coordinated and flexible framework in response to the changing needs of the labour market and the region;

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

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

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

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

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

**Priorities**

1. Promote technical and vocational training and offer post-secondary education;
2. Establish a national coordinating mechanism for TVET and for accreditation of programmes (TVET Council and also an Accreditation Council);
3. Make provisions for alternative pathways and ‘second chance’ education;
4. Offer quality Technical and Vocational Education and Training (TVET), skills and competency-based training within a highly coordinated and flexible framework in response to the changing needs of the labour market;
5. Accredite courses/programmes, institutions and certify skills;
6. Review and standardize regulations, fees and matriculation requirements of institutions;
7. Build a qualified teaching pool to meet demands of TVET institutions;
8. Diversify certification offerings (CCSLC, NVQ, CVQ);
9. Develop a national policy and plan for TVET, enrichment and skills development;
10. Review and revise TVET programmes in response to labour market demands and industry trends;
11. Establish a national system of accreditation and certification for TVET;
12. Conduct research and development activities in collaboration with other agencies to establish a Labour Market Information System that would inform subject offerings and their relevance to national and regional priorities;
13. Monitor and evaluate progress and supervise implementation of TVET priorities;
14. Disseminate and share information on policies and regulations of TVET and accreditation for integrated decision-making and participation;
15. Foster national, regional and international cooperation with partners to create an enabling environment for TVET.
Culture embraces the aims of national priorities in social and economic development, education and community learning and development.

**Priorities**

1. Raise the quality and range of cultural activity and achievement;
2. Promote culture in schools;
3. Identify a role for culture in emerging fields such as Digital Inclusion, e-government and in the public realm;
4. Support people and organisations whose work includes cultural activity;
5. Increase access and participation in cultural activity;
6. Support all schools and other educational institutions in the area of culture;
7. Construct a National Arts Theatre;
8. Promote St. Lucia’s cultural identity locally, regionally and internationally and establish linkages with regional and international cultural bodies;
9. Support the local economy and the development of cultural industries;
10. Embed culture in the planning and work of all agencies and school curriculum;
11. Conserve, interpret, and celebrate our cultural heritage;
12. Increase funding and investment in culture;
13. Develop proposals/new initiatives for cultural exchanges, technical support, funding, etc;
14. Recognize and promote the role of culture to cross-cutting agendas including economic development, social inclusion, lifelong learning, health and well being;
15. Coordinate national festival activities including music, drama and cultural/traditional activities for special holidays and events.
The National Enrichment and Learning and National Skills Development Programmes are geared towards ‘second chance’ education, alternative pathways, lifelong and continuous learning. This plan ensures equitable access to various opportunities. Thus, learners are registered in various continuing education courses (technical/vocational, academic). Policy formulation and practice in this sub-sector are guided by research and labour market surveys.

Priorities
1. Provide training in key areas in education to sustain lifelong learning;
2. Provide and increase access to adult education, enrichment and continuing education programmes and services that enhance the economic, social and cultural development of St. Lucia;
3. Offer competencies and skills training to youth within a highly coordinated and flexible framework in response to the changing needs of the labour market;
4. Provide continuing education in the core, technical/vocational and enrichment areas;
5. Offer programmes and examinations of national, regional, and international accreditation standing;
6. Build workforce capacity to meet individual, market and national needs;
7. Assess the status of literacy in St. Lucia and develop a national literacy policy and plan for enrichment and skills development; and to eradicate illiteracy and sustain functional levels of literacy;
8. Review and revise the national literacy policy in light of the literacy survey results;
9. Establish linkages and networks with local, regional and international agencies to increase collaboration and resource/information sharing;
10. Make enrichment learning programmes and training and skills development institutions competitive and self-sustaining (review and improve student services, staff professional development, improve and expand physical plant and facilities);
11. Establish workable mechanisms of collaboration with the private and public sectors;
12. Assess the social and financial impact of enrichment, and training and skills development programmes and make recommendations;
13. Develop and revise a soft skills curriculum;
14. Establish framework of articulation for programmes in collaboration with the post secondary and private sector;
15. Develop proposals for grant funding for education and training in St. Lucia;
16. Diversify certification offerings (CCSLC, NVQ, CVQ);
17. Conduct research and development activities (including collaboration with other agencies to establish a Labour Market Information System to inform subject offerings and their relevance to national and regional priorities);
18. Provide support for adult education programmes (finance, institutional support structures, human resources);
19. Implement projects which have been financed by internal and external agencies;
20. Provide second chance opportunities.

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

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

Strategies

1. Review and revise HR policies and regulations;

2. Enhance capacity and efficiency of the Ministry;

3. Develop and enforce operations and policy;

4. Review, revise and disseminate HR Handbook and Policy Manual (Employee and Customer Guide);

5. Establish systems for the efficient selection, recruitment, placement, retirement and career mobility of staff;

6. Establish and implement an Education Training Plan for staff and teacher development;

7. Review and revise/develop organizational structure and job descriptions;

8. Review existing physical space for the possible expansion and re-organization of units/departments;

9. Develop/review and implement new teacher appraisal system, classification plan, sabbatical programme, and professional development plan;

10. Conduct performance review and establish incentive schemes for professional staff, teachers, principals and students;

11. Ensure the provision of excellent service to principals, teachers, other Ministry personnel, the general public and other external agencies;

12. Use technology to enhance management functions, instruction and more effective collaboration among units, departments, schools and external agencies;

13. Promote cooperative labour management and relations with trade unions;

14. Implement Management Information System for HR and policy (EMIS);

15. Promote Health and Safety in the workplace;

16. Ensure technical and human resource capacity to successfully pursue and attain goals and mandate in a sustainable manner;

17. Re-examine the role of District Education Officers for increased supervision of instruction and for improved efficiency and quality of service delivery and performance;

18. Establish and enforce guidelines for staff management, development and training for increased productivity;

19. Manage the fiscal envelope established by central agencies;

20. Promote excellence within all education sectors, departments and units;

21. Facilitate the documentation of the history of the education system;

22. Revise the management structure of MOE and role of district offices in decentralizing the work of MOE revised in keeping with new strategic focus of MOE; re-examined recommendations proposals for funding development.

23. Enhance and strengthen units through capacity building programmes;

24. Ensure that HRM database is implemented and fully utilized.

Action Plan

<table>
<thead>
<tr>
<th>Output</th>
<th>Performance Measure</th>
<th>Target</th>
<th>Time Frame</th>
<th>Collaborating Agency</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR regulations and Policies for MOE reviewed /developed and ratified</td>
<td>Policies in use by MOE</td>
<td>All employees</td>
<td>2009 - 2013</td>
<td>All agencies</td>
<td></td>
</tr>
<tr>
<td>HR Handbook approved and HR MIS implemented</td>
<td>Efficient selection, recruitment and placement of staff MOE retrieving relevant up-to-date data/information</td>
<td>All new MOE staff selected, recruited and placed in positions</td>
<td>2009 - 2011</td>
<td>All agencies</td>
<td>GOSL</td>
</tr>
<tr>
<td>Training Plan for MOE developed to include ongoing professional development</td>
<td>Development of a training plan informed by needs assessment Training programmes approved for staff development and proposals for funding developed</td>
<td>Approval of training plan by September 2010 At least 50% staff to be trained</td>
<td>2010 - 2011</td>
<td>All agencies</td>
<td></td>
</tr>
<tr>
<td>New and revised job descriptions developed and approved</td>
<td>Relevant officers using new and/or revised job descriptions</td>
<td>100% staff with new or revised job descriptions</td>
<td>2011</td>
<td>All agencies</td>
<td></td>
</tr>
<tr>
<td>Research carried out on the role of district offices in decentralizing the work of the MOE and necessary changes made</td>
<td>Research findings and recommendations discussed and recommendations implemented</td>
<td>All eight education offices re-examined</td>
<td>2009-2010</td>
<td>All agencies</td>
<td>GOSL</td>
</tr>
<tr>
<td>Organizational structure of MOE revised in keeping with new strategic focus of MOE</td>
<td>New organizational structure discussed and disseminated</td>
<td>All units/depts. of MOE</td>
<td>2010 - 2012</td>
<td>All agencies</td>
<td></td>
</tr>
<tr>
<td>Organizational structure of MOE alongside physical space re-examined</td>
<td>Approved plan available</td>
<td>Entire MOE space reviewed</td>
<td>2009-2012</td>
<td>All agencies, Unions, Labour Dept.</td>
<td></td>
</tr>
<tr>
<td>Mechanisms/structures to address labour management issues with workers representatives developed and instituted</td>
<td>Increased collaboration between management and workers representatives</td>
<td>Amicable and timely resolutions to labour management issues</td>
<td>Ongoing</td>
<td>Unions Labour Dept. All agencies</td>
<td></td>
</tr>
<tr>
<td>Operations and Policy Manual/ Users’ Guide developed and approved</td>
<td>100% participation of Staff in the formulation and use of the Manual/ User’s Guide</td>
<td>Improved performance of all Ministry’s staff over the previous year</td>
<td>2009-2012</td>
<td>All agencies</td>
<td>GOSL</td>
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<tr>
<td>Excellent service provided by staff and</td>
<td>Reduction in complaints from principals</td>
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Measure | Frame | Agency | Source
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<tr>
<td>delivered to customers</td>
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<tr>
<td>Health and safety regulations for MOE and schools approved</td>
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<tr>
<td>A policy proposal to insure schools developed</td>
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<tr>
<td>Emergency evacuation plans developed, approved and drills conducted</td>
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<tr>
<td>CCTV policy and plan developed and ratified</td>
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<tr>
<td>New teacher appraisal system developed and approved</td>
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<tr>
<td>Incentive scheme in line with new appraisal system developed and approved</td>
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<tr>
<td>Ensure teacher performance reviews are done using new appraisal system</td>
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<tr>
<td>Schools' inspectorate in place and working</td>
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<tr>
<td>Finalised and approved strategic and operational plans (ESDP, Annual Work Plans)</td>
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<tr>
<td>The development of monitoring and evaluation mechanisms</td>
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<tr>
<th>Performance Measure</th>
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<tbody>
<tr>
<td>teachers, ancillary staff and other stakeholders and customers</td>
</tr>
<tr>
<td>Awareness of existing regulations created and sustained</td>
</tr>
<tr>
<td>Draft proposal disseminated for discussion and feedback</td>
</tr>
<tr>
<td>Emergency drills and plans instituted and practiced in the workplace and in schools</td>
</tr>
<tr>
<td>Policy and plan available</td>
</tr>
<tr>
<td>New/revised appraisal form available</td>
</tr>
<tr>
<td>Incentive scheme implemented</td>
</tr>
<tr>
<td>Appraisal documents reflect performance reviews carried out</td>
</tr>
<tr>
<td>Reports from school visits available</td>
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<tr>
<td>Plans in use</td>
</tr>
<tr>
<td>Regular monitoring and evaluation of the plan's projects and activities</td>
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<tr>
<th>Target</th>
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<tbody>
<tr>
<td>All internal and external staff</td>
</tr>
<tr>
<td>All MOE staff and students benefit from healthy, safe and secure working and school environment</td>
</tr>
<tr>
<td>Coverage for all schools</td>
</tr>
<tr>
<td>All students and other MOE staff trained in emergency drills and other evacuation plans</td>
</tr>
<tr>
<td>All secondary schools</td>
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<tr>
<td>Implemented in all primary and secondary schools</td>
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<tr>
<td>Implemented in all primary and secondary schools</td>
</tr>
<tr>
<td>Reviews done once a term</td>
</tr>
<tr>
<td>Schools visited on a needs basis</td>
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<tr>
<td>All departments /units</td>
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<tr>
<th>Time Frame</th>
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<tr>
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<tbody>
<tr>
<td>All agencies</td>
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<td>All agencies</td>
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<td>All agencies, relevant insurance co.</td>
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<td>All agencies</td>
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<thead>
<tr>
<th>Output</th>
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<tbody>
<tr>
<td>for the ESDP facilitated and approved</td>
</tr>
<tr>
<td>Mechanisms and measures defined, developed, approved, articulated and disseminated for the management of the education system</td>
</tr>
<tr>
<td>Policy and programme developed and ratified for co-curricular activities in schools, inclusive education, deviant behaviour and intervention programmes</td>
</tr>
<tr>
<td>Staff, including administrative staff, have access to and are trained in the use of relevant available technology</td>
</tr>
<tr>
<td>Revised and finalised lower secondary school curricula to include Science and Technology</td>
</tr>
<tr>
<td>Include a science and/or technology subject in the core subjects at Forms 4 and 5</td>
</tr>
<tr>
<td>Resources (material, human) made available to support Science and Technology</td>
</tr>
<tr>
<td>New and revised standards available for quality teaching, learning and assessment</td>
</tr>
<tr>
<td>Policy on student promotion and continuation of school regarding pregnant students developed and implemented</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Performance Measure</th>
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</thead>
<tbody>
<tr>
<td>Mechanisms and measures are being used for monitoring and accountability</td>
</tr>
<tr>
<td>Full stakeholder participation</td>
</tr>
<tr>
<td>Technology being used according to training received</td>
</tr>
<tr>
<td>Science and Technology is offered at the lower secondary level</td>
</tr>
<tr>
<td>All secondary students enrol in a science and technology subject</td>
</tr>
<tr>
<td>All schools are able to access equitably the requisite resources to support the subject</td>
</tr>
<tr>
<td>100% participation in the formulation and revision of new standards</td>
</tr>
<tr>
<td>Standard guidelines for repetition, continuation and promotion</td>
</tr>
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<table>
<thead>
<tr>
<th>Target</th>
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</thead>
<tbody>
<tr>
<td>100% authentic monitoring and accountability in the education system</td>
</tr>
<tr>
<td>All schools, primary, secondary, special education</td>
</tr>
<tr>
<td>At least 80% of relevant staff</td>
</tr>
<tr>
<td>At least 10% increase in student participation in Science and Technology</td>
</tr>
<tr>
<td>All secondary schools have Science and/or Technology as a core subject</td>
</tr>
<tr>
<td>Increased student participation in Science and Technology</td>
</tr>
<tr>
<td>Increased commitment to quality teaching and learning</td>
</tr>
<tr>
<td>All schools</td>
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<thead>
<tr>
<th>Time Frame</th>
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<tbody>
<tr>
<td>2009 and ongoing</td>
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<td>2010-2012</td>
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<td>2009-2011</td>
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<td>2010</td>
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<td>2009 - 2014</td>
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<tr>
<td>GOSL</td>
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<tr>
<td>Donors</td>
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<tr>
<td>Excellent teachers recognized</td>
<td>Achievements of outstanding teachers recognized through awards, opportunities to share their experiences etc</td>
<td>Schools and education district levels</td>
<td>2009 and Ongoing</td>
<td>All agencies</td>
<td>GOSL, Public and Private Partners</td>
</tr>
<tr>
<td>Research conducted to establish level of equity in access, resource distribution, school standards and school support</td>
<td>Policy/decision(s) informed by research findings</td>
<td>Information on levels of equity in access, resource distribution and standards in all schools available for decision making</td>
<td>2010-2014</td>
<td>All agencies</td>
<td>GOSL</td>
</tr>
<tr>
<td>Standardized School Code/Regulations approved</td>
<td>Standard School Code/Regulations adopted by schools</td>
<td>All schools are guided by same</td>
<td>2009 - 2011</td>
<td>All agencies</td>
<td></td>
</tr>
<tr>
<td>Provisions made for the expansion of school feeding; textbook and transportation programmes</td>
<td>An increased number of students benefiting from these programmes</td>
<td>At least 30% increased participation in textbook and school feeding and transportation programmes</td>
<td>2010-2012</td>
<td>All agencies</td>
<td>GOSL Donors</td>
</tr>
<tr>
<td>Financial support for training of teachers and other education personnel in student support services</td>
<td>Skills learnt practiced</td>
<td>ECE, primary and secondary levels</td>
<td>2010 and Ongoing</td>
<td>All agencies</td>
<td>GOSL Donors</td>
</tr>
<tr>
<td>Policy and strategy document for TVET developed and ratified</td>
<td>Policy in use</td>
<td>Policy available for entire country</td>
<td>2009 - 2010</td>
<td>All agencies</td>
<td></td>
</tr>
<tr>
<td>Quality assurance system for awarding of certification developed</td>
<td>List of accredited programmes, institutions and instructors available</td>
<td>100% of providers meeting criteria</td>
<td>2010 - 2014</td>
<td>All agencies</td>
<td></td>
</tr>
<tr>
<td>A national TVET framework in line with regional standards developed and approved</td>
<td>TVET framework ready for use</td>
<td>At least 80% participation from stakeholders</td>
<td>2009-2011</td>
<td>All agencies, CARICOM, SALCC</td>
<td>GOSL</td>
</tr>
<tr>
<td>Protocol/MOU established with media, line ministries and others</td>
<td>Guide for stakeholders’ participation in the Education Sector</td>
<td>100% collaboration</td>
<td>2010</td>
<td>All agencies</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Output</th>
<th>Performance Measure</th>
<th>Target</th>
<th>Time Frame</th>
<th>Collaborating Agency</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monetary assistance sourced from public and private sectors and received for a range of activities</td>
<td>Public and private sector provide support for College and Career Fairs, Awards of Excellence, Educational Conferences etc</td>
<td>Increased participation by public and private sectors in education</td>
<td>2009 and Ongoing</td>
<td>All agencies</td>
<td>GOSL, Public and Private Partners</td>
</tr>
<tr>
<td>Policy for merger of Pre - Schools and Day-care services approved</td>
<td>Policy for merger approved and ready for implementation</td>
<td>Merger completed by 2nd Quarter 2009</td>
<td>2011</td>
<td>All agencies</td>
<td></td>
</tr>
<tr>
<td>ECED, Curriculum and assessment and literacy and numeracy policies ratified and programmes in line with policy</td>
<td>Programme developed for Primary and Secondary schools</td>
<td>Programme disseminated and programmes available</td>
<td>All agencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial support given for the implementation of the literacy programme</td>
<td>Literacy programme in use at schools</td>
<td>All primary and secondary schools</td>
<td>2009 and Ongoing</td>
<td>All agencies</td>
<td>GOSL</td>
</tr>
<tr>
<td>Continued support (financial and human resource) for the conduct of national literacy survey</td>
<td>Literacy survey conducted with involvement from relevant staff</td>
<td>Survey reflects literacy levels for entire country</td>
<td>2009-2011</td>
<td>All agencies</td>
<td>GOSL</td>
</tr>
<tr>
<td>List of research priorities approved</td>
<td>Priorities for research identified, delineated and disseminated</td>
<td>Two major research projects undertaken annually</td>
<td>Annually</td>
<td>All agencies</td>
<td></td>
</tr>
<tr>
<td>Facilitate the conduct of research on a comprehensive history of the local education system</td>
<td>Information on the education sector available to history students and the public</td>
<td>Support to staff by way of time and resources</td>
<td>2010</td>
<td>All agencies</td>
<td>GOSL</td>
</tr>
<tr>
<td>Yearly Agency Milestone documents produced</td>
<td>Document developed and circulated to all heads of department</td>
<td>Documents circulated by the end of 1st quarter 2010</td>
<td>Ongoing</td>
<td>All agencies</td>
<td>GOSL</td>
</tr>
<tr>
<td>Quarterly meetings held with HODs and analysis of units/depts. financial/ progress reports produced</td>
<td>Submission of progress reports and analysis of departments progress/ performance</td>
<td>Submissions meetings at least once every quarter</td>
<td>Ongoing</td>
<td>All agencies</td>
<td></td>
</tr>
<tr>
<td>Budgeting is done within the fiscal envelope</td>
<td>Reduced unrealistic demands and complaints</td>
<td>Improved performance/ realistic budgeting</td>
<td>Ongoing</td>
<td>All agencies</td>
<td></td>
</tr>
</tbody>
</table>
## Output | Performance Measure | Target | Time Frame | Collaborating Agency | Funding Source
--- | --- | --- | --- | --- | ---
Financial and progress reporting formats produced, approved and implemented | Increased vigilance in the pursuit for timely reporting on practice for decision making | 100% responses | 2010 and ongoing | All agencies | 
Formula to set level of resource allocation developed | Management is keeping track of resources and responding to demands on merit | 100% performance in resource management | 2009 - 2010 | All agencies | 
Efficient use of resources (human and materials) in the education system practiced | Eliminate wastage, reducing the budget for overheads, central resource allocations and increase allocations for students | All departments and units practice prudence | Ongoing | All agencies | 
Financial regulations available and put into practice | Reports reflect established financial procedures | 100% conformity to financial regulations | Ongoing | All agencies | 
Collaboration of Heads and senior staff | Regular meetings | monthly/quarterly meetings | Ongoing | All agencies | 

### Action Plan

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

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

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Prepare budget submission to ensure that it adequately represents the requirements of all the Ministry's programmes and subsector priorities</td>
<td>Annual budget prepared and submitted</td>
<td>Timeliness in budget submission</td>
<td>Annual</td>
<td>All agencies</td>
<td></td>
</tr>
<tr>
<td>Prepare financial and other reports relating to budget and finance for educational institutions</td>
<td>A system for timely collection of revenues from schools and departments developed and implemented</td>
<td>Revenues for financial year collected in that year</td>
<td>Quarterly</td>
<td>All agencies</td>
<td></td>
</tr>
<tr>
<td>Monitor and evaluate financial performance of schools and departments</td>
<td>A system to inform programme managers of their resource allocation and quarterly financial status in comparison to the budget developed</td>
<td>End of every quarter</td>
<td>2009 and Ongoing</td>
<td>All agencies</td>
<td>GOSL</td>
</tr>
<tr>
<td>Develop monitoring mechanisms and accountability measures for management of the fiscal envelope</td>
<td>Bank reconciliation submitted</td>
<td>Monthly reconciliation for all agency bank accounts</td>
<td>Ongoing</td>
<td>All agencies</td>
<td></td>
</tr>
<tr>
<td>Effective system of purchase orders and payments for all departments established</td>
<td>Timely processing of all orders and payments</td>
<td>Immediate processing of purchase orders, all payment invoices prepared and approved within 48 hours of all transactions budgeted for</td>
<td>2009 and Ongoing</td>
<td>All agencies</td>
<td>GOSL</td>
</tr>
</tbody>
</table>

**Communications Unit**

**Strategies**

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

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

### Corporate Planning Unit

**Strategies**

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

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

## Output

<table>
<thead>
<tr>
<th>Output</th>
<th>Performance Measure</th>
<th>Target</th>
<th>Time Frame</th>
<th>Collaborating Agency</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research done to establish benchmarks for education system</td>
<td>International benchmarks established</td>
<td>Benchmarks established for key subject areas</td>
<td>2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programme detailing standards and activities for the promotion of excellence completed</td>
<td>Programme circulated and feedback received</td>
<td>All schools provided feedback</td>
<td>2010</td>
<td>GOSL</td>
<td></td>
</tr>
<tr>
<td>EMIS installed and in operation at secondary schools, education offices and MOE</td>
<td>MOE retrieving relevant up-to-date information from secondary schools via system</td>
<td>MOE retrieving real-time information from secondary schools via system</td>
<td>2010-2011</td>
<td>Policy and Admin, CAMDU IT UNESCO EEU</td>
<td>GOSL Donors</td>
</tr>
<tr>
<td>National Literacy Survey conducted</td>
<td>Survey Report produced and disseminated to relevant persons</td>
<td>Reports from Central level used to produce annual plan, other MOE reports and projects</td>
<td>2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Responses received from funding agencies</td>
<td>Report circulated and findings discussed with all relevant persons; 90% responses to the proposal</td>
<td>2010</td>
<td>All agencies, Government Statistics Dept.</td>
<td>GOSL</td>
</tr>
<tr>
<td>Output</td>
<td>Performance Measure</td>
<td>Target</td>
<td>Time Frame</td>
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<td>Funding Source</td>
</tr>
<tr>
<td>--------</td>
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<td>-----------------</td>
</tr>
<tr>
<td>Project and research proposals developed to source support for qualitative improvements in the delivery of instruction and to source funding.</td>
<td>Funding agencies received proposals and responded favourably</td>
<td>Projects to support instructional leadership training for principals; ICT training for teachers and training for TVET teachers</td>
<td>2010</td>
<td>All agencies, Schools</td>
<td>GOSL Donors</td>
</tr>
<tr>
<td>Projects/research studies conducted within time and budget</td>
<td>Research Agenda updated</td>
<td>Research proposals to study impact of the ICT driven curriculum at Ciceron Secondary and impact of CETT on literacy levels</td>
<td>2010</td>
<td>All agencies, Schools</td>
<td>GOSL Donors</td>
</tr>
</tbody>
</table>

**Information Technology Unit**

**Strategies**

1. Provide support for teaching/learning and management by ensuring that the necessary ICT software, hardware and network are of the required standard, in place and maintained regularly;

2. Expand the use of information and communication technologies (ICT) in the teaching learning and research processes; and ensure that all students leaving school are computer literate, can apply ICT to their daily lives and have enhanced employment opportunities;

3. Promote the use of ICT in the education system to enhance student learning;

4. Promote the use of technology to enhance management functions, instruction and more effective collaboration among units, departments, schools and external agencies;

5. Revise and implement the ICT Policy, Security Policy and ICT Maintenance Plan;

6. Maintain security of data bases, computer systems, information and the Ministry’s MIS.
## Action Plan

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

## Output | Performance Measure | Target | Time Frame | Collaborating Agency | Funding Source |
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide ICT training</td>
<td>Destination Maths software installed and training given to select teachers from 19 pilot schools</td>
<td>Increased % of students with access to Mathematics software</td>
<td>2010</td>
<td>All agencies</td>
<td>GOSL</td>
</tr>
<tr>
<td></td>
<td>Support for training in Curriculum-based Software</td>
<td>All teachers selected for the centres trained</td>
<td>2010</td>
<td>GOSL</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Customization of software completed on time</td>
<td>2010</td>
<td>GOSL, EU</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increase in the % of industry certified staff</td>
<td>2010</td>
<td>GOSL, EU</td>
<td></td>
</tr>
<tr>
<td>Provide ICT support for management</td>
<td>EMIS timetabling module received and training provided</td>
<td>All EMIS Coordinators and Principals trained</td>
<td>2010</td>
<td>All agencies, Maplewood</td>
<td>GOSL</td>
</tr>
<tr>
<td></td>
<td>Network infrastructure installed for EMIS</td>
<td>Installation of hardware and software at District offices by 2nd Quarter 2010</td>
<td>2010</td>
<td>GOSL</td>
<td></td>
</tr>
<tr>
<td>Expansion and use of ICT in education</td>
<td>Incorporation of ICT in the Curriculum</td>
<td>All primary and secondary schools</td>
<td>2009 and Ongoing</td>
<td>All agencies</td>
<td>GOSL, EU</td>
</tr>
</tbody>
</table>
## Library Services

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

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### Action Plan

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Improved library and information service through the use of ICT and audio-visual equipment</td>
<td>Automated technical and circulation service</td>
<td>Improved quality of service</td>
<td>2010- 2012</td>
<td>Plant and Equipment</td>
<td>GOSL Donors</td>
</tr>
<tr>
<td></td>
<td>Central and Branch Libraries networked and internet services provided</td>
<td>Establish one (1) AV Centre by March 2010</td>
<td>Ongoing</td>
<td>Policy and Admin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Audio-visual centres/ collections established</td>
<td>Internet service at all libraries by 2012</td>
<td>Ongoing</td>
<td>Policy and Admin</td>
<td></td>
</tr>
<tr>
<td>Special services provided to prisons and visually challenged</td>
<td>Prisons have access to library services</td>
<td>At least one service offered to the Bordelais Correctional Facility</td>
<td>Ongoing</td>
<td>Prison Officers</td>
<td>GOSL Donors</td>
</tr>
<tr>
<td></td>
<td>Resource centre for visually challenged established</td>
<td>50% and above utilization of Resource Centre by the visually challenged</td>
<td>Ongoing</td>
<td>Special Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Student Support Services</td>
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<td></td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>School Supervision</td>
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<td></td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td></td>
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</tr>
<tr>
<td>Bookmobile service in the south of the island</td>
<td>Number of communities served by bookmobile</td>
<td>Secure funding for bookmobile vehicle</td>
<td>2011</td>
<td></td>
<td>GOSL Donors</td>
</tr>
<tr>
<td></td>
<td>Improved service</td>
<td>Secure funding for one (1) scholarship</td>
<td>Ongoing</td>
<td></td>
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<tr>
<td></td>
<td>Annual “Customer Service” workshops/ training</td>
<td>Annual</td>
<td>Ongoing</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>“Friends of the Library” Committee established</td>
<td>“Friends of the Library” Committee</td>
<td>Ongoing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create attractive libraries for greater utilization by the public</td>
<td>Increase in number of persons using the libraries</td>
<td>10% increase in new user registration</td>
<td>Ongoing</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Displays and Presentations by Literary Artistes</td>
<td>Increase in adult registration by 15%</td>
<td>Ongoing</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>“Friends of the Library” Committee established</td>
<td>“Friends of the Library” Committee</td>
<td>Annual</td>
<td></td>
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<tr>
<td></td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Annual</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td></td>
<td>Policy and Admin</td>
<td></td>
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<td></td>
<td>Community Development</td>
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<td>UNESCO</td>
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</tbody>
</table>
### Strategies

1. Modernize and uphold integrity of school plants by the development of a preventative maintenance plan, the facilitation of massive reconstruction of old school buildings, learning resource centres, and upgrade/ expansion of science and ICT/IT laboratories and school environment;

2. Implement civil works projects;

3. Ensure school safety and security of school plants (school insurance for students and staff);

4. Adhere to established financial procedures and practices;

5. Rehabilitate, refurbish and construct educational buildings;

6. Establish a Building and Maintenance Policy with references to existing Condition Surveys, Master Plans, Design concepts etc;

7. Establish a Five-Year Preventative Maintenance Programme for all newly built schools from fifteen years ago;

8. Procure maintenance software.

9. Procure and supply furniture, fittings and equipment for schools.
## Action Plan

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

### Strategies

1. Establish Management Information System (MIS) for quality data (on effective, storage, processing distribution of correspondence and retrieval of information on education system) to facilitate timely decision-making;

2. Develop and implement an effective system for timely dissemination of correspondence;

3. Develop monitoring mechanisms;

4. Implement and use database.
### Action Plan

<table>
<thead>
<tr>
<th>Output</th>
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<th>Target</th>
<th>Time Frame</th>
<th>Collaborating Agency</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Revised schedule of distribution of all correspondence</td>
<td>Accurate and timely distribution of correspondence</td>
<td>Correspondence distributed as per revised schedule</td>
<td>Ongoing</td>
<td>Policy and Admin, Courier Service, School Supervision</td>
<td>GOSL</td>
</tr>
<tr>
<td>Greater accuracy in disseminating, filing and retrieving information achieved</td>
<td>No complaints of misfiles</td>
<td>Delivering and filing of internal correspondence within 24 hours of receiving it</td>
<td>Ongoing</td>
<td>Policy and Admin</td>
<td>GOSL</td>
</tr>
<tr>
<td>Database for electronic recording of all correspondence implemented</td>
<td>Train all staff of unit in the use of the database</td>
<td>Database developed locally and running</td>
<td>2010</td>
<td>Policy and Admin, HRM</td>
<td>GOSL Donors</td>
</tr>
<tr>
<td>Monitoring mechanisms developed for the implementation of operational plans</td>
<td>Timeliness, accuracy, safety of information and correspondence</td>
<td>Submission of quarterly financial and progress reports</td>
<td>Ongoing</td>
<td>Accounts, Policy and Admin</td>
<td></td>
</tr>
<tr>
<td>Efficient management and utilization of resources</td>
<td>Resources used for intended purposes</td>
<td>All resources are used as intended</td>
<td>Ongoing</td>
<td>Accounts, Policy and Admin</td>
<td></td>
</tr>
</tbody>
</table>

### Strategies

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

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

### Early Childhood Education Unit

#### Strategies

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

<table>
<thead>
<tr>
<th>Output</th>
<th>Performance Measure</th>
<th>Target</th>
<th>Time Frame</th>
<th>Collaborating Agency</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public and private centres</td>
<td>2010 - 2011</td>
<td>GOSL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An increased number of children accessing early childhood education in government centres including children with special needs</td>
<td>Increased enrolment. Government managed centres refurbished/renovated.</td>
<td>10% increase in enrolment in government centres.</td>
<td>Ongoing</td>
<td>Corporate Planning, School Supervision, Corporate Planning, HRM, School Supervision</td>
<td>Donors</td>
</tr>
<tr>
<td></td>
<td>Curriculum developed and implemented.</td>
<td>Curriculum will be pilot tested at randomly selected centres.</td>
<td>Ongoing</td>
<td>CAMDU, School Supervision, Corporate Planning, IT Unit</td>
<td>GOSL</td>
</tr>
<tr>
<td>National Early Childhood Curriculum Manual reviewed, revised and implemented ICT in teaching and learning</td>
<td>Increased enrolment. Government managed centres refurbished/renovated.</td>
<td>10% increase in enrolment in government centres.</td>
<td>Ongoing</td>
<td>Corporate Planning, Plant &amp; Equipment</td>
<td>GOSL</td>
</tr>
<tr>
<td></td>
<td>Curriculum developed and implemented.</td>
<td>Curriculum will be pilot tested at randomly selected centres.</td>
<td>Ongoing</td>
<td>CAMDU, School Supervision, Corporate Planning, IT Unit</td>
<td>GOSL</td>
</tr>
<tr>
<td>Trained and Certified Administrators and Care Givers</td>
<td>Strengthened managerial capacity and effective delivery of instructions. Professional development of partners. Increased parental and community involvement.</td>
<td>At least 50% of administrators will be certified in Business Management</td>
<td>Ongoing</td>
<td>HRM, School Supervision, Corporate Planning, IT Unit</td>
<td>GOSL</td>
</tr>
<tr>
<td>Marketing strategy and publicity campaign</td>
<td>Marketing plan. Parental and community involvement. Public awareness.</td>
<td>Communities and Media</td>
<td>Ongoing</td>
<td>Communications Unit, CAMDU, ECED</td>
<td>GOSL</td>
</tr>
</tbody>
</table>

### School Supervision: Primary and Secondary Education

**Strategies**

1. Provide quality education for all.
2. Strengthen the articulation of education among early childhood through to secondary and special education.
3. Review and establish structures for optimal use of resources.
4. Re-conceptualize, and change the nature, form and content of primary and secondary education to enhance the quality of education so that students can master the essential foundations for life long learning and the requirements for effective, responsible participation in life.
5. Develop and implement an instructional plan for primary and secondary education.
6. Develop and implement an overall staff development plan (including training) to ensure effective school management, delivery of quality instruction; and to facilitate the implementation of school improvement plans and Ministry’s programmes.
7. Establish Management Information Systems (MIS) for quality data.
8. Improve students’ literacy and numeracy skills.
9. Ensure closer match between vocational programmes at the secondary level and labour market demands.
10. Foster personal/social development.
11. Ensure broader match between vocational programmes at the secondary level and labour market demands.
### Action Plan

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

### Curriculum and Materials Development Unit

#### Strategies

1. Re-conceptualize, and change the nature, form and content of primary and secondary education to enhance the quality of education so that students can master the essential foundations for life long learning and requirements for effective and responsible participation in life;  
   - Enhance the quality of education;  
   - Develop and implement a broad, balanced, differentiated and relevant curriculum;  
2. Ensure cohesion between instruction and assessment;  
3. Review and revise the curriculum to expand the use of ICT in teaching learning so that all students leaving school are computer literate and can apply ICT to their daily lives and to enhance employment opportunities;  
   - Work with the Educational Evaluation and Assessment Unit on issues relating to assessment;  
   - Establishing structures to monitor the implementation of curricula;  
4. Promote a culture of lifelong learning through the provision of skills as per the national policies;  
5. Implement a redesigned National Sports Programme for all students so as to reflect the developments in scientific and technological advances;  
6. Increase the awareness of the value of arts education, physical education and sporting programmes in ensuring the holistic development of the individual thus improving health and wellness and by implication, the quality of life;  
7. Design and execute a range of activities/events and competitions in all subject areas.

<table>
<thead>
<tr>
<th>Output</th>
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## Action Plan

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

### Educational Evaluation and Assessment Unit

#### Strategies

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

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

### Output

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<tbody>
<tr>
<td>Candidates for overseas examining bodies registered</td>
<td>Instructional framework and joint work plan developed and made available</td>
<td></td>
<td></td>
<td>All CAMDU and Examinations Officers</td>
<td>2009-2010</td>
</tr>
<tr>
<td>Performance reports of local and regional examinations prepared, disseminated and discussed at follow-up workshops</td>
<td>Solicited stakeholder involvement through public meetings, sponsorships, research etc.</td>
<td></td>
<td></td>
<td>All stakeholders</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Technical assistance to schools based on their students and subject performances provided</td>
<td>Awards ceremony with private sector sponsorship for top CSEC performers held</td>
<td></td>
<td></td>
<td>All schools</td>
<td>Annual</td>
</tr>
<tr>
<td></td>
<td>Outstanding teachers/ schools of CEE and CSEC rewarded</td>
<td></td>
<td></td>
<td>All public and private secondary schools</td>
<td>Annual</td>
</tr>
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</tbody>
</table>
**National Enrichment & Learning Unit**

**Strategies**

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

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**Action Plan**

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

Strategies

1. Strengthen and expand welfare and support services for children with special needs (gifted children, the poor, disabled, HIV/AIDS, students at risk, orphans, etc.) and make provisions for ‘second chance’ education;
2. Improve the educational opportunities for all learners with special emphasis on learners at risk;
3. Introduce mandatory screening of vision, hearing and developmental for school entrants;
4. Provide special education, counselling services and student support services within the education system;
5. Establish structures for the early detection of students at risk;
6. Improve the physical plant of special schools;
7. Establish effective linkages with the SSS Unit and local, regional and international agencies that provide support services for learners;
8. Improve the quality of instruction for students with special needs;
9. Expand the School Feeding Programme;
10. Increase equity in access to education through the Book Bursary, Textbook Rental and Transportation Subsidy Programmes;
11. Expand the Transportation Subsidy Programme in secondary schools;
12. Create safety nets for students.

Action Plan

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<tr>
<td>Expand the school feeding programme</td>
<td>School kitchen gardens/ green houses to complement the feeding programme established Fresh provisions and vegetables available for the programme Visited Schools to monitor feeding programme</td>
<td>Schools in the urban areas Visits to 76 Primary and 9 Special Schools</td>
<td>2010 and Ongoing Ongoing</td>
<td>Policy and Admin, Accounts, Student Support Services, School Supervision</td>
<td>GOSL Schools Parents</td>
</tr>
<tr>
<td>Improve service delivery and standards of performance of cooks and other staff</td>
<td>Attendance of participants at workshops Summer workshops for cooks conducted Training in stock and Inventory Control, Purchase and Resource Management conducted Training in Hazard Analysis and Critical Control Points (HACCP Level 1) for store keepers provided</td>
<td>Improved standards and performance of cooks Improved methods of assessing kitchens and food preparation practices and ability to train cooks</td>
<td>Ongoing</td>
<td>Policy and Admin, Accounts, Student Support Services, School Supervision</td>
<td>GOSL</td>
</tr>
<tr>
<td>Improve quality of service by providing the necessary equipment for student support services</td>
<td>Safety items installed All open spaces in kitchens are covered with wire mesh Floor of school feeding rooms tiled Working gears for cooks and handymen provided: Chef jackets/ lab coats, coveralls, hair nets, aprons, kitchen towels and mittens</td>
<td>All schools Tiling of Vide Bouteille and River Doree Primary Schools Wire mesh installed at Mon Repos Combined School Kitchen 80 hair nets and aprons, 160 Kitchen towels and mittens Each handyman with two coveralls for work</td>
<td>2009 and Ongoing Ongoing</td>
<td>Policy and Admin, Accounts, Student Support Services, School Supervision, Plant and Equipment</td>
<td>GOSL Donors</td>
</tr>
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<td>Output</td>
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</tr>
<tr>
<td>Expand textbook rental programme</td>
<td>Records of books received and available</td>
<td>10% expansion 100% of textbooks returned</td>
<td>2010 and ongoing</td>
<td>Policy and Admin, Accounts, Student Support Services, School Supervision</td>
<td>GOSL Parents Donors</td>
</tr>
<tr>
<td></td>
<td>Records of recipients available</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Used textbooks collected and assessed</td>
<td>30% of school's cohort and waivers given in extreme cases</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Comprehensive evaluation of SEN programme conducted</td>
<td>Recommendations emanating from evaluation disseminated</td>
<td>2009- 2010</td>
<td>School Supervision, CAMDU</td>
<td>GOSL</td>
</tr>
<tr>
<td></td>
<td>Draft policy, plan and programme for Special Needs Education developed</td>
<td>Draft policy submitted for feedback</td>
<td>2010 - 2011</td>
<td>Policy and Admin, Accounts, Student Support Services, School Supervision, CAMDU</td>
<td>GOSL</td>
</tr>
<tr>
<td></td>
<td>Programme for students designed and developed</td>
<td>All special needs students</td>
<td></td>
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<td></td>
<td></td>
<td>Individualized Education Plans for students</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Screening of all school entrants in the following areas; Vision, Hearing, Developmental</td>
<td>Screening instruments in use</td>
<td>All kindergarten students screened</td>
<td>2009 and ongoing</td>
<td>Policy and Admin, Accounts, Student Support Services, School Supervision, CAMDU</td>
</tr>
<tr>
<td></td>
<td>Motivational programme ‘Why Try’ established in schools</td>
<td>Increased number of students motivated to stay in school</td>
<td>Increase student attendance to 90%</td>
<td>2011</td>
<td>Policy and Admin, Accounts, Student Support Services, School Supervision, CAMDU</td>
</tr>
<tr>
<td></td>
<td>National framework and policy for school counselling programme developed</td>
<td>Policy document circulated for feedback</td>
<td>All schools</td>
<td>2009-2011</td>
<td>Policy and Admin, Accounts, Student Support Services, School Supervision, CAMDU</td>
</tr>
<tr>
<td></td>
<td>Guidance and Counselling curriculum developed and approved (character education, life skills, career and behaviour management)</td>
<td>Involvement by all stakeholders</td>
<td>For all students at primary and secondary</td>
<td>2010-2011</td>
<td>Policy and Admin</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Output</th>
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<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessment tool for evaluating counsellors developed</td>
<td>Assessment tool in use</td>
<td>Improved counsellor accountability</td>
<td>2009 - 2010</td>
<td>GOSL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Training programmes conducted for Teachers, Counsellors, Principals, Education Officers and Parents</td>
<td>Workshops on conflict resolution, anger management and childhood developmental disorders for teachers and counsellors conducted</td>
<td></td>
<td>GOSL Donors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Proposal for in-service supervision training for Education Officers and Principals submitted</td>
<td>Ongoing</td>
<td>GOSL</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Training Parent workshops conducted</td>
<td>Ongoing</td>
<td>GOSL</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Training Programmes to involve community police, parents and other interested community and professional groups developed and implemented</td>
<td>Ongoing</td>
<td>GOSL</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Decreased violence among youth and increased sence of civic responsibility</td>
<td>Ongoing</td>
<td>GOSL</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Increased youth participation in community activities</td>
<td>Ongoing</td>
<td>GOSL</td>
</tr>
<tr>
<td></td>
<td>HIV policy and plan developed and ratified</td>
<td>Participation of all stakeholders in the development of policy and plan</td>
<td>Entire education sector</td>
<td>2009 - 2010</td>
<td>GOSL Donors</td>
</tr>
<tr>
<td></td>
<td>Transportation Subsidy Programme expanded</td>
<td>Increased number of schools on programme</td>
<td>Increase by 10%</td>
<td>Ongoing</td>
<td>Policy and Admin</td>
</tr>
</tbody>
</table>
| | | | | GOSL, Public and
### TVET and Accreditation Unit

**Strategies**

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

<table>
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<tbody>
<tr>
<td>Accounts, Student Support Services, Corporate Planning</td>
<td></td>
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<td>Private partners</td>
</tr>
</tbody>
</table>

**School Counselling**

**School Feeding Programme**
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Policy Framework &amp; strategy document for TVET developed and implemented in line with CARICOM</td>
<td>TVET framework approved</td>
<td>At least 80% participation from stakeholders</td>
<td>2009-2011</td>
<td>TVET NSDC NELU SALCC CARE OECs CARICOM UNESCO Training Agencies</td>
<td>GOSL</td>
</tr>
<tr>
<td>National TVET framework disseminated and implemented</td>
<td>National Plan developed and disseminated</td>
<td>Workshops conducted to inform and create awareness</td>
<td>Increased articulation between levels and programmes</td>
<td></td>
<td></td>
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<tr>
<td>National TVET framework approved</td>
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</tr>
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<td>TVET framework approved</td>
<td>Document ratified and Policy in Use</td>
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<td></td>
</tr>
<tr>
<td>National system for certification and assessment developed and established</td>
<td>Standards in use and certificates awarded</td>
<td>100% coverage (schools, tertiary institutions, training providers)</td>
<td>At least 50% of the programmes, institutions and instructors assessed</td>
<td>2010 - 2011</td>
<td>TVET NSDC NELU SALCC CARE OECs CARICOM CXC</td>
</tr>
<tr>
<td>Standards in use and certificates awarded</td>
<td>Programmes, Institutions and Instructors are assessed based on established criteria</td>
<td>Subject offerings (new, reviewed and customised) recognized nationally, regionally and internationally</td>
<td>2010 - 2011</td>
<td>TVET NSDC NELU SALCC CARE OECs CARICOM CXC</td>
<td>GOSL, Public and Private partners</td>
</tr>
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<td>100% coverage (schools, tertiary institutions, training providers)</td>
<td>At least 50% of the programmes, institutions and instructors assessed</td>
<td>2010 - 2011</td>
<td>TVET NSDC NELU SALCC CARE OECs CARICOM CXC</td>
</tr>
<tr>
<td>National system for certification and assessment developed and established</td>
<td>Standards in use and certificates awarded</td>
<td>100% coverage (schools, tertiary institutions, training providers)</td>
<td>At least 50% of the programmes, institutions and instructors assessed</td>
<td>2010 - 2011</td>
<td>TVET NSDC NELU SALCC CARE OECs CARICOM CXC</td>
</tr>
</tbody>
</table>
Tertiary Education –
Sir Arthur Lewis Community College

Strategies

1. Prepare and implement a re-development plan for the upgrade of SALCC to a full-fledged competitive and self-sustaining university college (review and revise legal authority, proposed organizational changes, management and administrative capacities including operational and procedures, planning and research, HRM, staff competencies and clerical support);

2. Revise the Act governing the college;

3. Increase access to post-secondary, tertiary and continuing education;

4. Review and reform academic and non-academic offerings and pedagogical delivery to incorporate ICT and establish monitoring/evaluation mechanism to include accredited courses/programmes and certification of skills within a highly coordinated and flexible framework in response to changing higher education needs and the labour market;

5. Modernize library services and resource centres on par with international standards and new developments in technology to support learning and promote research and development programmes and communication;

6. Manage the fiscal budget, demonstrate accountability through adherence to established financial regulations, prepare required timely report and foster public/private partnerships;

7. Collaborate with national and regional tertiary institutions and spearhead the diversification goals of the national government.

<table>
<thead>
<tr>
<th>Output</th>
<th>Performance Measure</th>
<th>Target</th>
<th>Time Frame</th>
<th>Collaborating Agency</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-development plan completed and implemented</td>
<td>Plan finalised with wide stakeholder participation</td>
<td>For management and operations of SALCC</td>
<td>2010-2011</td>
<td>MOE, UWI, TLIs, Public and Private Partners</td>
<td>SALCC</td>
</tr>
<tr>
<td>Expand access to tertiary education</td>
<td>Increased enrolment</td>
<td>Increase by 40% 8:00 am - 8:00 pm</td>
<td>2009-2010 2012-2013 2012-2014</td>
<td>UWI</td>
<td>GOSL, SALCC, Donor Agencies</td>
</tr>
<tr>
<td>Revised curricula and academic offerings expanded</td>
<td>Curricula for Bachelors degree programmes approved and introduced</td>
<td>Selected academic and professional areas Masters and Doctoral Levels</td>
<td>2009-2011</td>
<td>UWI, MOE, other Stakeholders</td>
<td>SALCC other</td>
</tr>
<tr>
<td>Student services expanded</td>
<td>Recruitment of new staff to support student services</td>
<td>Emotional, Learning and Personal Development needs</td>
<td>2009-2011 2011-2012</td>
<td>MOE</td>
<td>SALCC MOE, Other</td>
</tr>
<tr>
<td>Professional development provided to strengthen management</td>
<td>Management structure of College revised</td>
<td>Current and New staff</td>
<td>2010-2013 2009-2010</td>
<td>Training institution, TLIs</td>
<td>SALCC GOSL, other</td>
</tr>
</tbody>
</table>
## National Commission for UNESCO

### United Nations Educational, Scientific and Cultural Organization

### Strategies

1. Facilitate the widespread visibility of UNESCO and the Francophonie (OIF) in St. Lucia and promote awareness and understanding of UNESCO and the Agence Intergouvernementale de la Francophonie (OIF);

2. Increase St. Lucia’s participation in the programmes and activities of UNESCO and OIF at the regional and international levels;

3. Strengthen the network of local, regional and international partners;

4. Foster greater participation in the work of UNESCO and the OIF at the school, community and national level;

5. Mobilize resources from UNESCO and the OIF to assist in meeting the developmental goals of St. Lucia;

6. Contribute to the development of St. Lucia’s human resource;

7. Contribute to the development of multilingualism in St. Lucia;

8. Develop greater appreciation for the Arts, Culture and Heritage.

### Saint Lucia Education Sector Development Plan 2009 - 2014 and Beyond

<table>
<thead>
<tr>
<th>Output</th>
<th>Performance Measure</th>
<th>Target</th>
<th>Time Frame</th>
<th>Collaborating Agency</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanism established to ensure that SALCC is self-sustaining</td>
<td>Income generating mechanisms put in place</td>
<td>Full sustenance by 2014</td>
<td>2012-2014</td>
<td>GOSL, TLIs, Students, Public and Private Partners</td>
<td>SALCC, GOSL, Private and Public Partners, Other</td>
</tr>
<tr>
<td>Mechanism established to ensure that SALCC is self-sustaining</td>
<td>Student fees revised</td>
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</tr>
<tr>
<td>Mechanism established to ensure that SALCC is self-sustaining</td>
<td>Workplace programmes implemented</td>
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<tr>
<td>Mechanism established to ensure that SALCC is self-sustaining</td>
<td>Quality Assurance system that meet regional and international standards established</td>
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<tr>
<td>Quality Assurance system that meet regional and international standards established</td>
<td>Quality assurance office established</td>
<td>All programmes</td>
<td>2012-2014</td>
<td>MOE, UWI, TLIs</td>
<td>SALCC</td>
</tr>
<tr>
<td>Quality Assurance system that meet regional and international standards established</td>
<td>System of standards and accreditation established</td>
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</tbody>
</table>
### Action Plan

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

### Output

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

#### Strategies

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

### Action Plan

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

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

#### Figure 1: Schematic Diagram of the ESDP

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

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

Plan Monitoring

An ESDP Steering and Monitoring Team will be established to oversee the implementation of the plan. It will be chaired by the Permanent Secretary and will include the Chief Education Officer, the Deputy CEO Planning, the Financial Analyst and the Accountant. The Corporate Planning Unit will develop the activities of all groups concerned with the implementation of the ESDP.

A major component of the ESDP monitoring protocol is the convening of quarterly, biannual and annual meetings. Short written progress reports will be commissioned, so that each programme manager reports at least once every three months. Quarterly meetings of the ESDP Monitoring team and Programme Managers will review the status of plan implementation on a monthly basis. Biannual meetings will be convened by the ESDP Monitoring team to review progress and to agree on actions for the remainder of the financial year. Annual meetings will be convened by the Corporate Planning Unit to evaluate overall progress on the implementation, modify the plan if necessary and agree on activities for the next year. The annual meetings will draw participants from a wide cross-section of stakeholders and will include all Heads of Department of the Ministry of Education and representatives of governmental and non-governmental agencies.

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

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

### Box 1: Monitoring Indicators - Quantitative

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Base line</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-Teacher ratio (Primary)</td>
<td></td>
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<tr>
<td>Student-Teacher ratio (Secondary)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>% Qualified Teachers (Primary)</td>
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<tr>
<td>% Qualified Teachers (Secondary)</td>
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<tr>
<td>% Graduate Teachers (Secondary)</td>
<td></td>
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<tr>
<td>Enrolment rate – primary schools</td>
<td></td>
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<tr>
<td>Enrolment rate – secondary schools</td>
<td></td>
<td></td>
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<tr>
<td># of teachers trained in use of ICT for teaching/learning</td>
<td></td>
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<tr>
<td>% schools linked to EMIS</td>
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<tr>
<td>Computer/student ratio (primary)</td>
<td></td>
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<tr>
<td>Computer/student ratio (secondary)</td>
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<tr>
<td># of schools with access to online resources</td>
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<tr>
<td>Number of MOE support teams to schools</td>
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<tr>
<td>Average # of visits to schools by support teams</td>
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<td>Number of schools with CCTV</td>
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<td>% of schools with security personnel</td>
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<td># of schools with disaster management plans</td>
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<tr>
<td># of schools for which distribution of supplies completed before re-opening of school</td>
<td></td>
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<tr>
<td># of education television programmes produced</td>
<td></td>
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<tr>
<td>Public expenditure on education as % of GDP</td>
<td></td>
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<tr>
<td>Education expenditure as a % of total government exp.</td>
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<tr>
<td>% recurrent expenditure on salaries and wages</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>% recurrent expenditure on training &amp; workshops</td>
<td></td>
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<tr>
<td>% expenditure on physical works and equipment (maintenance, rehabilitation, extensions etc)</td>
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<td></td>
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<tr>
<td>% recurrent expenditure on research activities</td>
<td></td>
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<tr>
<td>Education revenue as a % of total recurrent expenditure</td>
<td></td>
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<tr>
<td>% of schools with functioning students’ councils</td>
<td></td>
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<tr>
<td>% of students in Student’s branch of the National Youth Council</td>
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</tr>
<tr>
<td># of teachers trained in use of ICT for teaching/learning</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td># of teachers qualified in SEN</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Ratio of Special needs students to SEN teachers</td>
<td></td>
<td></td>
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<tr>
<td>Number of trained counsellors</td>
<td></td>
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<tr>
<td>Dropout Rate (Primary, Secondary)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>% of teachers trained in areas to assist students at risk areas</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>% of teachers trained in special needs instruction</td>
<td></td>
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<td></td>
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<tr>
<td>Participation in book rental scheme</td>
<td></td>
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<tr>
<td>Participation in school feeding programme</td>
<td></td>
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<tr>
<td>Participation in school transportation subsidy programme</td>
<td></td>
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</tr>
<tr>
<td>Participation in school bursaries programme</td>
<td></td>
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</tr>
</tbody>
</table>
### Box 1: Monitoring Indicators - Quantitative

**Early Childhood Education**

<table>
<thead>
<tr>
<th>Base line indicator</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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</thead>
<tbody>
<tr>
<td>Gross Enrolment in ECE (total and by community if possible)</td>
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<tr>
<td>Net Enrolment in ECE</td>
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<tr>
<td>Number of Early Childhood centres/programmes by community</td>
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<tr>
<td>Increase in ECE enrolment by gender and community</td>
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<tr>
<td>% of qualified/trained practitioners</td>
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<tr>
<td>Child/Practitioner ratio</td>
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<tr>
<td>Number of schools meeting Minimum Standards</td>
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**Primary Education**

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</thead>
<tbody>
<tr>
<td>Gross and Net intake rate</td>
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<tr>
<td>% of students operating at or above the minimum standard in MST English Language</td>
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<tr>
<td>% of students operating at or above the minimum standard in MST Mathematics</td>
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<tr>
<td>Teacher attendance rate</td>
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<tr>
<td>Student attendance rate by gender</td>
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<tr>
<td>Transition rate primary to secondary</td>
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<tr>
<td>Number of schools with a special Education programme</td>
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<tr>
<td>Number of students with IEPs</td>
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<tr>
<td>Repetition rate by gender</td>
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<tr>
<td>% of students with basic reading, writing and numeracy skills.</td>
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</table>

**Secondary Education**

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Teacher attendance rate</td>
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<tr>
<td>Student attendance rate by gender</td>
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<tr>
<td>Repetition rate by gender</td>
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<tr>
<td>Number of students sitting at least 5 CSEC subjects, including English and Maths (general &amp; technical)</td>
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<tr>
<td>% of students passing 5 CSEC subjects, including English and Maths (general &amp; technical)</td>
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<tr>
<td>% of students achieving grades 1,2 or 3 in English</td>
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<tr>
<td>% of students achieving grades 1,2 or 3 in Mathematics</td>
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<tr>
<td>% of students enrolled in the Sciences</td>
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<tr>
<td>Number of students with IEPs</td>
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</tbody>
</table>

**School Sports & Co-Curricular Activities (Primary and Secondary)**

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<tr>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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</thead>
<tbody>
<tr>
<td>% of schools with Physical Education as part of core curriculum (primary and secondary)</td>
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<tr>
<td>Number of PE teachers by school level</td>
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<tr>
<td>% of trained personnel in Physical Education at schools</td>
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<tr>
<td>Number of trained PE personnel by area of specialization</td>
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</table>

**National Enrichment & Learning Programme**

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<th>2011</th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td>% of schools participating in Francophone/UNESCO activities</td>
<td></td>
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<tr>
<td>Number of Youth projects implemented</td>
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<tr>
<td>% of new alliances of international influence established</td>
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</table>

**Library Services**

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<th>2010</th>
<th>2011</th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td>Number of libraries with internet access</td>
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<tr>
<td>Number of computers in library premises</td>
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<tr>
<td>Number of communities serviced by bookmobile</td>
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<tr>
<td>Range of services offered to the public</td>
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**TVET and Accreditation**

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<th>2010</th>
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<th>2013</th>
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</thead>
<tbody>
<tr>
<td>Number of persons trained in NSDC programmes</td>
<td></td>
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<tr>
<td>Number of students/persons receiving National TVET Certification</td>
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<tr>
<td>Number of centers of Excellence developed</td>
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<tr>
<td>Number of schools trained in TVET</td>
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<tr>
<td>Enrolment in TVET programmes (old and new)</td>
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<tr>
<td>Performance of students in TVET subjects</td>
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<tr>
<td>Number of students receiving acceptance into recognized regional and international institutions or jobs with TVET certificate</td>
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<tr>
<td>Number of schools offering TVET</td>
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<tr>
<td>Availability of information on labour market needs</td>
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</table>
### Box 1: Monitoring Indicators - Quantitative

<table>
<thead>
<tr>
<th>Base line Indicator</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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</thead>
<tbody>
<tr>
<td><strong>Educational Evaluation &amp; Assessment</strong></td>
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<tr>
<td>- Number of schools with training manuals and assessment guidelines</td>
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<tr>
<td>- % of teachers receiving training in enhanced assessment practices</td>
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<tr>
<td>- % of teachers using training manuals and assessment guidelines</td>
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<tr>
<td>- % of schools using enhanced assessment practices</td>
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<tr>
<td>- Performance of students on revised national examinations</td>
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<tr>
<td>- Performance of students from exams based on revised curricula</td>
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<tr>
<td>- Number of schools which implemented curriculum and assessment policy</td>
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<tr>
<td><strong>Curriculum And Materials Development</strong></td>
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<tr>
<td>- % of teachers trained in the art of integrating the lower secondary school curriculum</td>
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<tr>
<td>- % of teachers teaching the integrated Lower Secondary school curriculum</td>
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<tr>
<td>- % of teachers with access to support manuals for teaching integrated curriculum</td>
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<tr>
<td>- % of teachers with curriculum guides for integrated curriculum</td>
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<tr>
<td>- Number of coordinators appointed for Revised Curricula</td>
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<tr>
<td>- % of coordinators trained in use and revision of curricula</td>
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<tr>
<td>- Access to revised curricula manuals at schools</td>
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<tr>
<td>- Number of subjects for which textbooks and other materials are produced</td>
<td></td>
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<tr>
<td>- Number of schools using textbooks and support materials developed</td>
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<tr>
<td>- Number of schools where Curriculum and assessment Policy has been implemented</td>
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<tr>
<td>- Number of teachers trained in Arts Education by level of training (both Primary and Secondary)</td>
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<tr>
<td>- Number of schools equipped with Learning Labs</td>
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In addition to the above quantitative indicators, the unit/department will prepare qualitative reports which will be used for monitoring.