GOVERNMENT OF ST. KITTS AND NEVIS

MINISTRY OF EDUCATION

WHITE PAPER

ON

EDUCATION DEVELOPMENT AND POLICY

2009-2019

RAISING THE STANDARD, MAXIMISING RESOURCES, ALIGNING WITH BEST PRACTICES - PROMOTING SUCCESS FOR ALL

MARCH 2009

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FOREWORD

Being cognizant of the fact that an effective Education System is one that is proactive in anticipating and adapting to the fast evolving realities of modern civilization and, believing that in the world's current state of globalization, Education is still the **first** and the **key** solution, the Ministry of Education has over the past three years been spearheading an analysis of the performance and an assessment of Policy gaps relative to the System. This has resulted in this ***White Paper on Education Development and Policy.***

This document is reflective of significant public consensus, that our Nation provides an Education System built around opportunity, personal responsibility, individual motivation and broad accessibility.

Our institutions of learning, we believe, are still the main institutions for communicating and disseminating knowledge. As such they have a direct impact on the Nation's Economic and Social Development. Education, therefore, must continue to play a decisive and fundamental role in terms of the teaching content, values and skills it incorporates.

The Ministry is grateful to the many individuals, groups and organizations, who have generously contributed time, energy and ideas to this project, and whose deep and abiding concern, commitment and passion for the future of Education did infuse this project.

Because of this level of support, we have been able to take this giant step in the laying of this document in the National Assembly. May it serve as intended, mindful always of the dynamic nature of our times and may God richly and eternally bless our Nation.

Honourable Sam Condor
Minister of Education

PREFACE

The education developments and policies outlined in this document are intended to chart the way forward and provide guidance for the activities of the Ministry of Education for the next ten years (2009-2019). In effect, this document represents the "20/20" vision for the Ministry of Education. The recommendations, targets, proposals, related policies, strategies and "agendas for action" outlined in this **White Paper** emerged after due consultation and feedback from local stakeholders, and regional and international agencies, in response to the **Green Paper** that was published in November 2007.

Some of the recommendations and proposals draw on activities that have already been initiated at the Ministry of Education and its various Program Areas over the last three years and which are now being expanded and projected over the medium - to - long term period covered by this document. Many new programmes, initiatives, targets, related policies and actions have been proposed. Additionally, the Ministry of Education is committed to being part of a harmonized education system in the sub-region and, hence, reference is made occasionally to extracts from documents emanating from selected regional and international research and best practices.

The process of development of the **White Paper** has been highly consultative. Submissions on the **Green Paper** were closed in July 2008 after eight months. Comments were received from education officials, principals and teachers' organizations, groups and schools in St. Kitts and Nevis, individual members of stakeholder groups, civic society and other members of the community from both islands, Parent-Teacher Associations, professional groups, advisory groups and youth organizations, as well as representatives of regional and international organizations such as the OERU, UNICEF and the World Bank. Feedback and recommendations were also received during radio call-in programmes on ZIZ and WINN FM radio stations.

Led by the Education Planner, a committee was established to review the submissions and prepare a draft for inclusion in the White Paper. The Review Committee included representation from the Ministry of Education, selected institutions and Program Areas from both islands in the Federation, parents and private sector resource management personnel. The draft sections were submitted to the Office of the Permanent Secretary for consideration and inclusion in the **White Paper**. A working group was assembled to review the final draft of the **White Paper** before submission to Cabinet.

This **White Paper** provides a very comprehensive look at developments and policies to be pursued in ALL the sub-sectors of the Education System. It is intended to be a document for implementation on both islands of the Federation of St. Kitts and Nevis. Except in cases where developments in particular institutions, such as the Advanced Vocational Education Centre and the Clarence

Fitzroy Bryant College, are discussed, the proposed strategies and agendas for action are generic in nature and should guide education policy and action on both islands.

In presenting the strategies and agendas for action, in most cases, broad time frames for implementation are proposed. The proposed implementation mechanism recommended in the *White Paper* allows for flexibility in the implementation process by using the *White Paper* policies and action points as the basis for guiding the Ministry's annual budget processes, as well as, for elaborating developmental projects to attract grant financing for the *White Paper* initiatives.

The **White Paper** offers much direction, excitement and hope for the delivery and evaluation of formal and non-formal education in St. Kitts and Nevis over the next ten years. It is the Ministry's fervent hope that the proposals in the document will be embraced by all stakeholders working together and collaboratively to address the challenges now faced by the Education System but which, with hard work, can be successfully addressed.

Osmond Petty
Permanent Secretary
Education and Youth et al

Acknowledgements

Mr. Quinton Morton, Education Planner (Ag.), and members of the **Green Paper** Review Committee:
Mrs. Carlene Henry- Morton, General Secretary, Teachers' Union
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Staff of Special Education Units in both St. Kitts and Nevis
Guidance Counsellors in both St. Kitts and Nevis
Resource Teachers, Early Childhood Development Unit
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Ms. Melissa Bryant (SKNYPA)

Executive and Members of Parent Teachers Associations
Primary and secondary school teachers
Student groups in secondary schools, CFBC and AVEC
Civic groups in Nevis
Liamuiga National Council for the Advancement of Rastafari
Dr. Joseph Halliday, Dr. Hermia Morton- Anthony and other Members of the CFB College Transition Management Team
Dr. Frank Mills, Professor, University of the Virgin Islands
Dr. Robertine Chaderton, Chair, Accreditation Board
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Ms. Cynthia Hobbs, World Bank Team Leader (OEDP) and her colleagues
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UNICEF Consultant(s) for Early Childhood Policy Development
Executive Director and Senior Officers, HEART Trust/ NTA, Jamaica
Mr. Vernon Richardson, Principal Officer, TVET Quality Assurance
Staff of National Skills Training Project
Mr. Malcolm Knight, former Director, AVEC
Mr. Calvin James, Director and Staff at AVEC
Mr. Clyde Christopher, President and members of the St. Kitts Teachers' Union

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Chairman and Members of the TVET Council
Mr. Glen Edwards, TVET Coordinator
Ms. Ruth Thomas, Director, Curriculum Development Unit, and other Coordinators, CDU
Mrs. Eleanor Phillip, Learning Support Coordinator, CDU
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Photographs provided by Mr. Quinton Morton.

LIST OF FREQUENTLY-USED ACRONYMS

AVEC   Advanced Vocational Education Centre
CBET   Competency-Based Education and Training
CCSLC   Caribbean Certificate of Secondary Level Competence
CDU   Curriculum Development Unit
CEO   Chief Education Officer
CFBC   Clarence Fitzroy Bryant College
CSEC   Certificate of Secondary Education
CSME   Caribbean Single Market and Economy
CXC   Caribbean Examinations Council
CVQ   Caribbean Vocational Qualification
ECD   Early Childhood Development
EMIS   Education management Information System
HFLE   Health and Family Life Education
ICT   Information and Communication Technology
MOE   Ministry of Education
NGO   Non-Governmental Organization
NIA   Nevis Island Administration
NSTP   National Skills Training Programme
NVQ   National Vocational Qualification
OECS   Organization of Eastern Caribbean States
OERU   OECS Education Reform Unit
PTA   Parent-Teacher Association
SELF   Student Education Learning Fund
SEU   Special Education Unit
TVET   Technical Vocational Education and Training
UNESCO   United Nations Educational, Scientific and Cultural Organization
UNICEF   United Nations Children's Fund
UVI   University of the Virgin Islands
UWI   University of the West Indies

SECTION ONE

INTRODUCTION

The ***Education Act (2005)*** provides the legal framework for developments and policies in education. The ***Education (Amendment) Act No. 17 of 2007*** addresses certain important issues that were omitted from the ***Education Act (2005),*** including, "***Disqualification from teaching of convicted sex offenders***" and provision for officially appointing ***"Guidance Counselors"*** in schools.

Education Regulations following up on the provisions of the ***Education Act (2005)*** have been drafted and are in force in the Federation. These include:

Education (Immunization) Regulations No. 39 of 2007;
Education (Student Discipline) Regulations No. 26 of 2008;
Education (Premises of Education Institutions) Regulations No. 14 of 2008;
Education (Appeal Tribunal) Regulations No. 13 of 2008;
Education (Home-Based Education) Regulations.

Action

By January 2010: In collaboration with the Legal Department, ***Education Regulations*** in the following areas will be completed and in force.

Education (Education Institutions) Regulations
Education (Teacher) Regulations
Education (Home-Based) Regulations

Other ***Education Regulations*** and Amendments will be drafted as necessary to support the implementation of the ***Education Act (2005)*** and to remove any anomalies and address any omissions that may from time to time be highlighted.

This ***White Paper*** is intended to support the implementation of the ***Act***, its Amendments and related Education Regulations. The contents of the ***White Paper*** should not at any time be considered as being in contravention of the provisions of the **Act**. Similarly, the recommendations and proposals included in this document relating to the Clarence Fitzroy Bryant College (CFBC) are to be considered as supplemental to the provisions of the **CFBC Bill (2007).**

Goals and Objectives of the Education System

The specific goals and objectives outlined in the **_Act_** provide broad guidelines on the kinds of citizens that are envisaged to emerge from the institutions of learning in St. Kitts and Nevis. These goals and objectives are reiterated and reinforced below:

1.   The establishment and strengthening of a varied and comprehensive educational system that is based on societal needs.

2.   The provision of access to quality education for all the nationals of St. Kitts and Nevis in institutions that foster the spiritual, cultural, moral, intellectual, physical, social and economic development of the individual and of the community.

Specifically, the objectives of the Education System are to:

(a) encourage and promote the development of the basic knowledge and skills in all persons, including:

(i) the skills of literacy, listening, speaking, reading, writing, numeracy, mathematics, analysis, problem solving, information processing, computing;

(ii) critical and creative thinking skills for today's world;

(iii) an understanding of the role of science and technology in society together with scientific and technological skills;

(iv) appreciation and understanding of creative arts;

 (v) physical development and personal health and fitness; and

(vi) the creative use of time;

(b) develop self-worth through positive educational development;

(c) promote the importance of the family and community;

(d) provide opportunities to reach maximum potential;

(e) promote the recognition, understanding and respect for the constitution, laws and national symbols of the state;

(f) develop an understanding of the principle of gender equality and other forms of equality as defined in the Constitution;

(g) promote an understanding of the history, language, culture, rights, and values of Saint Kitts and Nevis and their role in contemporary society;

(h) increase awareness and appreciation of the natural environment;

(i) promote a national and Caribbean identity through regional co-operation and integration**;**

(j) develop an understanding of the historical and contemporary role of labour and business in society;

(k) prepare for participation in the affairs of St. Kitts and Nevis and the global society.

The goals and objectives of the Education System must be considered in terms of the emerging implications of the establishment of the Caribbean Single Market and Economy (CSME). Not only must we consider the development of our people for living in St. Kitts and Nevis but we must also empower our citizens to compete, co-operate and collaborate with other people in the region and, generally, function in a global environment.

Additionally, the Education System must ensure that there is hope for young people and must provide the means for young people to exercise a national mandate to assist with the issue of crime and violence. So, young people should be assisted in channeling all their energies into productive activities that lead to positive outcomes. The Ministry of Education must work with, and seek a commitment from, other Government Departments, youth organizations, NGOs and private sector entities to support endeavours to enable the achievement of the goals and objectives identified above.

Efforts have to be intensified to identify areas of interest among youth in the Federation, as well as determining positive activities that potentially can channel their energy into becoming productive citizens, instead of engaging in violence, crime and substance abuse.

<u>Theme</u>

The theme selected for the presentation of this ***White Paper*** is:

RAISING THE STANDARD, MAXIMISING RESOURCES, ALIGNING WITH BEST PRACTICES - PROMOTING LEARNING SUCCESS FOR ALL

This theme has been adapted from a ***Consultancy Report on Learning Support*** undertaken by an International Consultant as part of the Secondary OECS Education Development Project. The theme reminds us that, as we seek to improve the delivery of education and improve standards, we must remember that St. Kitts and Nevis is part of a regional and international community.

Thus, although national standards and priorities must always be central, ***"best practices"*** that are emerging regionally and internationally also have to be considered, as we seek to promote success for all learners in the Federation.

Throughout the document, reference will therefore be made to regional and international papers and research that guide and inform the recommendations, indicators and targets that are being proposed. Many of the initiatives that are emerging have their genesis in proposals and plans outlined in the document ***<u>Learning and Growing - The Long Term Education Plan 1998-2013</u>***, which was developed under the Basic Education Project. Although all of the proposals in the document have not been implemented, over the last ten years, that document informed the annual Ministry of Education Strategic Outlook (and Business Plan) which emerged as a requirement for the preparation of the annual Budget Estimates. Additionally, the proposals in the Long Term Plan featured significantly in the preparation of the OECS Education Development Project. This ***White Paper*** will therefore incorporate those elements of the ***Long Term Education Plan*** that are still relevant.

The Ministry's ***Vision*** is described at length to reflect the large number of programme areas that are associated with the Ministry of Education, all of which contribute a critical component to the work and out-reach of the Ministry.

Central to the Ministry's vision is the improvement of school administration and working conditions for teachers and school administrators, as well as all professionals that support the education system and contribute to programme development, implementation, monitoring and systematic evaluation.

The Ministry's *Mission Statement* emphasizes "lifelong learning", reinforcing the point that learning is a continuous process and that an individual really does not ever stop learning. The role of the MOE is to facilitate the lifelong learning process by providing the institutions, programmes and resources necessary for citizens to engage in lifelong learning.

The expression "*providing resources*" does not imply that the Ministry of Education will (or can) by itself provide all the necessary resources; but, by encouraging partnerships with stakeholders, the Ministry will create the right environment to facilitate the provision of resources for required programmes.

Embedded in the proposed education reforms is a vision of where education development in St. Kitts and Nevis should progress over the next ten years, taking into account the circumstances and trends that currently exist in St. Kitts and Nevis, initiatives that are already in progress, and projections for the future.

Vision

Education is recognised by all citizens as being **central to national development**. All learners will have access to **quality education** in the context of **"Education for All",** enabling all school leavers to be functionally literate, demonstrate mastery of basic language and numeracy skills, capable of being productive citizens, adapting to global changes, functioning as **well-rounded independent individuals** having the values and attributes acceptable to society, and working in a consultative or team environment to achieve common goals and their maximum potential. Through on-going programmes of **youth development**, many social problems will be reduced, including the incidence of HIV/AIDS, drug use and abuse, teenage pregnancy and violence among the youth. **Academic and social learning for children with special needs** will be strengthened. The "community as a whole" is expected to come together to promote **adequate learning of skills by all special needs students** as they move through their pre-primary to high school experiences. The community is defined by and accepted to be family units, village/town facilities, and the businesses that these encompass.

There will be **increased access to tertiary education** and **smoother transitions** from one level to the other (that is, from **early childhood** to tertiary) with **well-defined progression stages with properly articulated curricula.** The development of **National Public Library Facilities** island-wide will support the different stages/levels of educational development. In collaboration and partnership with parents and community workers, the private sector and other local, regional and international partners, increased prominence will be given to **Technical and Vocational Education and Training,** including development of **entrepreneurship skills**, and the integration of **Information and Communication Technology (ICT)** into the delivery of curricula at all levels. The development of **National Public Library Facilities** throughout the Federation will support the different stages/levels of education.

Through **greater decentralisation of educational administration**, the Ministry of Education will become more of an **enabling organization**, promoting **better counselling for students, on-going professional development** and **improved conditions of service** for teachers at all levels, ensuring that educational institutions are **properly maintained**, and providing a **safe and secure teaching and learning environment** for both students and teachers.

Mission Statement

To provide for all citizens and residents, in collaboration with other stakeholders, a comprehensive course of quality life-long education which will enable individuals to develop and achieve their full potential, allowing them to make meaningful contributions to National Development.

GUIDELINES AND PRINCIPLES FOR POSITIVE AND EFFECTIVE LEADERSHIP IN EDUCATION

In the pursuit of the Ministry's vision and goals, the Hon. Minister of Education and his team of Ministry officials have held extensive discussions with the administrations and staffs in all institutions and specialized programme areas associated with the Ministry of Education. During such meetings, the Minister expounded on guidelines and principles which he considers to be essential for sound leadership within the Ministry. It is recommended that these guidelines and principles be considered during interactions, decision making and actions at all levels and at all times.

Ten Guidelines and Principles for Positive and Effective Leadership in Education

1. **Prayer** – The end of all learning is to know and acknowledge a superior being and to love and to imitate Him.

2. **Vision** - Where there is no vision, the people perish and action without vision is a nightmare, so take time and explain the vision; include everyone and let all ideas contend.

3. **Listen** – Learning to listen attentively and constructively is as important as learning to speak, if your communication is to be effective.

4. **Understanding** - Show due care about the needs of everyone.

5. **Honesty** – Deal with everyone fairly; no double standards.

6. **Trust** – One should not be suspicious or insecure; don't second guess.

7. **Transparency** - Always operate in an open manner, not covertly.

8. **Accountability** – All of us are accountable to each other, so we must all hold ourselves accountable for our actions and decisions.

9. **Accessibility**- Be available, approachable and responsible.

10. **Gracious** - Judge people by their best moments and qualities, and their capacity and potential to be the best human beings they can be.

The principle of being **"Gracious",** for example**,** will be extremely critical for the successful implementation of many of the programmes and initiatives that are outlined

in this **White Paper**, catering for at-risk boys and girls. School principals and teachers are being admonished to look at the positive aspects of each child's behaviour and potential for achieving and not to allow past undesirable activities or actions to cloud their judgment. There are many cases of persons who have been given opportunities, specifically second, third and even fourth, chances to achieve and who have finally emerged as productive citizens. Similar sentiments may apply occasionally to our dealings with teachers and parents.

General Agenda For Action

1. **Implementation of the *White Paper* "Agendas for Action"**.

(a) By **January 2010**, a mechanism will be established and functioning to coordinate the implementation of the action points elaborated in this **White Paper** for the various sub-sectors and programme areas within the Ministry of Education. The mechanism will provide the framework for an Implementation Monitoring Committee of no more than four (4) members, working under the aegis of the Office of the Permanent Secretary in the Ministry of Education, to identify the executing agents an stakeholders associated with implementation of the various agenda action points, or proposed strategies, in each section. After due consultation, the Implementation Monitoring Committee will facilitate the convening of sub-committees to elaborate on each proposed action or strategy in the respective sections of this document. The sub-committees will prepare implementation plans, where necessary, and take all actions that are required to ensure successful implementation. The Implementation Monitoring Committee will ensure that sub-committees keep on task, and will maintain a record of completed actions in each section.

(b) The "Agendas for Action" and strategies elaborated in this **White Paper** will provide the basis for determining the Ministry's strategic direction and will inform the **objectives** and **performance indicators** identified for the **Ministry's Annual Budget Estimates** over the next ten years. Hence, the Ministry's Annual Budget will also serve as an implementation mechanism for the **White Paper** action points.

(c) Additionally, as part of the overall implementation strategy, wherever possible, **selected action points** will be further developed into small-scale project concepts and submitted to local NGOs and private sector entities, regional and international agencies such as CARICOM Secretariat, the O.A.S., UNESCO, UNICEF, European Union, the Commonwealth of Learning (COL) and C.I.D.A. for consideration for *grant financing*.

(d) The following terms will be used throughout the document to define broad time frames for achieving selected objectives and implementing related actions: **Short Term** – 1 to 3 years; **Medium Term – 3** to 5 years; **Long Term** - 5 to 10 years. Expressions such as, **short to medium term** and **medium to long term** will therefore be used to suggest a completion time frame largely in the first period, but which may 'spill over' into the second period.

(e) A Six-Year Education Project Cycle has been identified as the optimum time frame to ensure project implementation. See Appendix 2. This **White Paper** includes many 'education projects'. Periodic evaluation and 'general stock-taking' will therefore be undertaken **every three years** to determine the status of implementation of proposed actions and strategies outlined under the different sections of the document, and the implementation mechanism reviewed, as required. In keeping with the six-year project cycle, **after six years** (**that is, during the year 2015**), a major review and evaluation will be done.

(f) *__Private Schools__*. Private schools in St. Kitts and Nevis will be encouraged to be represented on each subcommittee involved in the implementation of curriculum development, teacher training and other related initiatives for primary and secondary schools. The Ministry of Education will continue to encourage and support the involvement of private schools as resources allow.

2. Mention has been made of creating an education system that is based on __relevance__. To ensure achievement of this goal, it is proposed that continual cross-sector evaluation and assessment of the education product should be undertaken. Continual review will be undertaken of both the content being taught and the persons graduating. Non-traditional methods will be employed.

3. Outside of test grades, teachers or independent evaluators should also assess **personal development of our children** and give them assessments on that level as well. There seems to be evidence that students only retain information on which they are tested but do not retain much information just for social and personal development. Every effort must be made to change this in order to avoid producing academics with little or no social skills.

Short Term

4. In relation to the goal that speaks to spiritual and moral development, the Moral and Religious Education Curriculum that was developed a few years ago by the Curriculum Development Unit in the Ministry of Education, in collaboration with the Christian Council, should be revised and renamed a ***Moral and Social Development Curriculum**. The Curriculum Development Unit will collaborate

with interfaith and interdenominational groups to design a curriculum that can be taught at every grade level.

5. In light of the fact that the majority of our children are from Christian families, and the widely accepted proposition that we live in a Christian society, it is recommended that each school have a **School Chaplain** to assist with devotions and the administering of the moral and spiritual curriculum.

6. To achieve the goals of: (i) promoting an understanding of the history, language, culture, rights, and values of Saint Kitts and Nevis and their changing role in contemporary society and (ii) promoting a national and Caribbean identity, it is recommended that a **National Curriculum on our Local History** be created which is factual, relevant, and which traces back to our African History and is easy to understand for the different age groups. This curriculum should cover the entire life span of the school experience with creative rewards and evaluation tools. Implementation of this curriculum should involve varied modes, depending on the topics, including infusion in Social Studies, organized seminars and presentations, dramatic presentations and quizzes. The Heritage Society, other NGOs and interest groups will be requested to collaborate with the Ministry of Education/ Curriculum Development Unit to develop and implement the curriculum.

   By September 2010: A **National Curriculum on our Local History** will be ready for piloting in our schools.

7. By **September 2010**, a **National School Renaming Policy** will be developed that looks at honouring those scholars of education through renaming of educational institutions. This will not only pay homage to our stalwarts but it will also create a new image for our schools and reinstate the elements of pride and respect.

Medium Term

8. If we are seeking for best practices and promoting success for all, then the issue of **Parenting Education** must be seriously taken on board. Discussions will be undertaken with the Legal Department and other stakeholders with a view to making it mandatory for parents to attend parental education seminars and training programmes when required. In the final analysis, it is responsible parenting and parental involvement that will ultimately reduce the rate at which juvenile crime is growing. Since a responsible parent is an imperative, then we need to hold parents accountable.

   Parenting Education will be vigourously and systematically pursued in collaboration with stakeholder Government Departments and NGOs to help those parents who may not have the requisite skills to properly guide and direct their children, especially in our post-modern, high tech 21st century world.

9. To improve school administration, the private sector must be vigourously engaged in discussion to either adopt a particular school or make donations to a Trust Fund established for schools. Businesses contributing to the Trust Fund will be represented on the Trust Board to oversee the administration of the Fund.

10. **School Security**. Despite the employment of night security personnel, break-ins at educational institutions have increased. Training of school security guards will intensify. However, **electronic surveillance systems utilizing Security Cameras** will be installed at strategic points on school and college compounds. The Ministry will also explore the use of **trained dogs** to support night security around school compounds. This will only be considered for schools where there is adequate fencing and where the school gates are properly secured at nights.

11. A ***Custodial and Maintenance Manual*** will be developed and implemented as the Ministry of Education moves to take more responsibility for maintenance of educational institutions. (This will be further discussed in Section Fifteen of this document).

12. A critical look has to be taken at how the Ministry is spending its money, particularly in relation to paying carte blanche examination fees. An evaluation will be conducted to validate the spending practice that takes a look at how many students do sit the exams that are paid for and have this information communicated to the schools and teachers. If this practice is seen to be a considerable waste of financing, then we must examine how children select the subjects to be sat and paid for. Additionally, from this survey, a collection mechanism will be considered for those students who want to sit the examination but for some reason waste time, are maliciously absent, etc.

13. Over the next five years, each primary, secondary, post-secondary and tertiary-level educational institution in St. Kitts and Nevis will establish an alumni/past student association to expand the resources that each institution has at its disposal and to positively affect the learning environment.

Medium to Long Term

14. Extensive discussions will be undertaken with stakeholders to determine the usefulness of introducing an Education Levy that is collected from each resident and national in a progressive manner, not payable into the Government's Consolidated Fund but instead into a special Trust Fund. If substantial support is obtained, a legal framework will be established to operationalize the administration of the Trust.

15. Each school will have an inter-disciplinary team to address those social issues and ailments that the school faces. The interdisciplinary team could include the school chaplain, guidance counsellor, student representative, pastor, school attendance counsellor, district medical doctor, lawyer, community development officer and social worker/ psychologist. They will have round-table discussions on the issues that are referred for their attention and bring in other professionals, as the specific issues require.

16. The structure of school administration at all levels (early childhood to post secondary) will be reviewed. Generally, school administration will emphasize self-sufficiency and community ownership with transparency and accountability. Every effort will be made to have a more holistic approach to addressing the issues affecting our young people in the school system. Assessments of students, particularly in relation to behavior and other social issues, will no longer be undertaken solely by the Ministry of Education but will include professionals in the respective fields operating under the supervision of the Ministry of Education but not directed by the Ministry of Education.

17. ***Strengthening the Curriculum Development Unit (CDU)***. Curriculum development is a major "thread" throughout the ***White Paper.*** The proposed strategies and agendas for action under every major section of the document highlight curriculum development activities to be coordinated by the Curriculum Development Unit. The professional staff of the CDU currently makes provision for Director, Coordinators of Mathematics, Language Arts, Social Studies, Science, Learning Support, Measurement and Evaluation and the Teacher Resource Centre. In order for the CDU to undertake and coordinate the curriculum development initiatives envisaged in the document, it will be necessary to upgrade the staff with **at least five (5) other Coordinator positions** in the following subjects or cognate areas: **Physical Education and Sport, Information and Communication Technology (ICT) focusing on integrating ICT in the delivery of the curriculum, Modern Languages, Personality Development, and Theatre and Expressive Arts.** Personnel involved in the coordination of TVET and TVET Quality Assurance will collaborate closely with the CDU.

18. **Pre-service and in-service teacher education and the recruitment of teachers will be reviewed**. The system will move to institutionalize pre-service teacher training.

   (a) A **Teacher Education Advisory Committee** will be established and commissioned to advise the Clarence Fitzroy Bryant College on national teacher education/ training needs and to make recommendations for teacher professional development courses or programmes.

(b) In keeping with standards, and pursuing the goal of recruiting individuals who have demonstrated high levels of academic and professional competence, teacher recruitment should be done from a pool of candidates who have already successfully completed an initial teacher training programme from an accredited institution.

- By **September 2012**, the minimum qualification for entry into the teaching service will be a certificate/Diploma/Associate Degree in Teacher Education.

- By **2014**, all practicing teachers should have at least a Certificate in Teacher Education.

19. As **skills development and a competency- based approach to vocational training** become more entrenched, the cost of technical and vocational education and training continues to increase. The importance of National Skills Training Programme will become more and more critical. The cost of maintaining a strong national skills training programme cannot be met solely from the budget of the Ministry of Education. The National Skills Training Programme (NSTP) will be restructured to move away from totally a government entity to become a broad-based/ semi-autonomous statutory entity that addresses all of the training needs of the country. Consideration will be given to a change of name: **"National Human Development Foundation (NHDF)".**

20. **Higher Education.** The development of our human resources is essential to the development of our social and economic sectors. Sustained growth in these areas will require the delivery to our citizens, education and training at the highest levels. In this regard, the Ministry of Education will continue to adopt a policy which will ensure that at the national level, there is ready access to tertiary and higher education through national and regional institutions including the CFBC, the UWI, the UVI and other reputable institutions of learning. In particular, the government will ensure smooth transitions between the various levels of education and, as such, will continue to collaborate with the UWI to deliver the Level 1 and other programmes through the CFBC.

The MOE will continue to align with the UVI to provide relevant education and training in key areas of growth. Importantly, the MOE will deepen its relationship with, and reliance on, the UWI Open Campus to dramatically increase access in the Federation for students who will be able to pursue sound, quality, higher education. This policy will help to safeguard the upward mobility of our citizens through both education and social systems at the same time that it adequately addresses the human resource needs of the Federation. The MOE will seek to ensure that there is adequate financial support available to enable achievement of its policy objectives in this regard.

SECTION TWO

ENFORCING PARENTAL EDUCATION PROGRAMMES

This *White Paper* is intended to project a vision of idealism and optimism for the education development in St. Kitts and Nevis over the next decade. Lofty and laudable goals and objectives will be outlined which, if achieved, will provide broad guidelines for delivery of education that can produce the kind of citizens who are envisaged to emerge from the institutions of learning in St. Kitts and Nevis.

However, throughout the document, the important role of parents will be repeatedly emphasized. There is, therefore, need to induce the **Attention** and Will of **Policy-makers** to enact policies that will legally address "parental accountability" within the education framework. To ignore parental accountability is a prelude for sabotage of the Ministry's well-articulated vision that has been elaborated in the subsequent sections this **White Paper**. If parental accountability is not addressed, the lofty goals and objectives that have been set out and sought after cannot be achieved.

The Ministry of Education and, by extension, Government will therefore seriously take on board the issue of Parenting Education which will be an integral part of a plan where Parenting Skills are made available to ALL parents, both those who are interested and those who are not. ***It may become necessary for the Ministry of Education to join forces with the Ministry of Social and Community Development to make annual attendance at Parenting Workshops mandatory for parents whose children display undesirable behaviours at school.***

At risk are the impressive strides made by St. Kitts and Nevis in economic and social development which have placed this nation at the top of the Caribbean, as has been stated and restated year after year by the United Nations Index on Human Development.

Alarmingly, juvenile offenders are becoming the fastest-growing crime problem in our Federation. If this situation remains unchecked, the nation will, in short order, face a major crisis. At risk are our quality of life, our growing tourism industry, our economy, and our social stability. While this phenomenon is not unique to St. Kitts and Nevis, the threat/menace which it poses to our development is greater than elsewhere, because St. Kitts and Nevis is a very small country.

This generation of school children has much better access than their predecessors to education, healthcare and other social services. Despite the closure of the sugar industry, the growth in tourism and the economy in general has provided increasing numbers of jobs in the construction industry and in tourism-related businesses. Even with these impressive developments, a generation of misguided and violent young men and women is emerging, ***with the potential to reverse all the gains made.***

St. Kitts and Nevis is at the cross roads. A strong counter thrust is required!

The perceived reasons for the unfortunate trend arguably include any or all of the following contributors: the proliferation of guns, the negative influences of cable television, the reduced impact of the Church, vastly improved communications, more leisure time, perceived inadequacies in the school curriculum offerings leading to school dropout, too much leisure time, peer pressure, increased consumerism, political tribalism, and an overwhelmed police force.

However, perhaps ***the greatest factor is: Lack of proper parenting and positive influences on our children at an early age.*** Parents themselves often show no respect for teachers, the police and others in authority, and thereby provide a negative example to their children.

Since children are not born criminal, it should be no surprise that – ***family life bears a strong relation to juvenile delinquency.*** In other words, some children are being

conditioned to be criminals by the lack of parental responsibilities, parental supervision and/or good parental modeling.

Challenges facing the Education System

The challenges presented include the following:

- The perception of violence and crime makes it difficult to attract and retain good teachers.

- School discipline suffers as teachers hesitate to confront misbehaving students because they fear for their own safety. In addition, students are sophisticated enough to recognize a teacher's limitations with respect to using discipline or force to gain compliance and retain order in his/her classroom.

- Children are surrounded by, and using computers, video games, digital music players, video cams and other toys and tools of the digital world. For example, the cell phone technology is now a key phenomenon in their existence, to the point where it seems to be an extension of their brain. The cell phone is their personal piece of technology. The use of the technology is like a double-edged sword. ***Yet we know that it is the business of Education to help our students to understand how to take advantage of these new tools and systems to educate themselves.***

This **White Paper** includes recommendations and proposals to adopt new norms that would enable students to "connect the dots" as well as engage evolution with the technological realities. There is need for intervention which must be two-pronged, viz: **curative** and **preventative.** Curative must be swift, robust and temporary. Preventative must be long term, ongoing, and included in the delivery of the Education Product.

Agenda for Action

1. The **Education (School Discipline) Regulations (No. 26 of 2008)** and its related ***Schedule on National School Policy*** will be vigourously enforced.

2. It is fairly safe to say that parents are responsible for the nurturing, role modeling, safety and supervision of their children. Parents are role models from which their children perceive their actions as acceptable. However, what happens to those parents when they fail and a child becomes delinquent?. It is recommended that legislation be enforced that: ***Make parents legally accountable for their children's delinquency.*** Parents held accountable for their children's delinquent behaviour are more likely to reinforce appropriate behaviour in them.

3. Parents of juvenile delinquent children should be held accountable in many different ways.

   (a) If good parenting does not come naturally, parents of juvenile delinquents should be judiciously mandated to attend parenting classes – especially if they have younger children at home.

   (b) The parents should be mandated to participate in the prosecution and rehabilitation of their delinquent children because then, parents will become active participants in their child's life.

   (c) ***In extreme cases***, parents who have allowed their children to go astray should be prosecuted.

4. A sustained system of psychological analyses of children will be implemented. These will be done at the start of primary school and will be repeated periodically throughout primary and secondary school. More counsellors will be made available to the schools, not just for guidance, but also to perform assessments of students.

SECTION THREE

TEACHERS

Teachers play a vital role in helping people to develop their talents and fulfill their potential for personal growth and well-being, and in helping their students to acquire the complex range of knowledge and skills that they will need as citizens and as workers. It is school teachers who mediate between a rapidly evolving world and the students who are about to enter it. Teachers are the driving force behind education reform and will influence the success of the reform. The quality of our teachers will determine, in part, the quality of student learning. Therefore, we must continually seek to raise the standard of teaching in order to promote success for all.

There are three main reasons why it is imperative that the welfare of teachers be given priority; these are supported by research (ERIC Digest 120 -- March 1998).

1. **<u>Student Learning</u>:** Teacher morale can have a positive effect on pupil attitudes and learning. Raising teacher morale level is not only making <u>teaching</u> more pleasant for teachers, but also making <u>learning</u> more pleasant for the students. This creates an environment that is more conducive to learning.

2. **<u>Student Achievement</u>:** Morale and achievement are also related. Research has shown that where morale was high, schools showed an increase in student achievement. Teacher morale has been found to have positive effect on pupils' attitudes and learning.

3. **<u>Teacher Health</u>:** Conversely, low levels of satisfaction and morale can lead to decreased teacher productivity and burnout, which is associated with a loss of concern

for and detachment from the people with whom one works, decreased quality of teaching, depression, greater use of sick leave, efforts to leave the profession, and a cynical and dehumanized perception of students*.*

> *Objective 1*: **To implement strategic planning to recruit top quality teachers.**

The single most determining influence on the quality of education is the competence of the teacher. Teacher quality invariably impacts heavily on the quality and delivery of education**.**

Goals

1. To recruit into the teaching service persons who have demonstrated high levels of academic and professional competence and who manifest the core values for the profession of teaching.

2. To attract into the teaching profession persons with a genuine desire for classroom teaching and/or related teaching career activities and a manifested commitment to teaching as a career and as social service.

3. To raise the standard of education through the application of rigid selection criteria for entry into initial formation and into the teaching service.

4. To support the professional mission of education, which is:
   - Education of citizens to uphold and strive towards the nation's democratic ideals
   - Education of individuals to transcend narcissism and ignorance
   - Nurturing pedagogy
   - Stewardship of schools.

Strategy

This pre-service stage begins with the process of attracting desirable persons to careers in teaching, through deliberate career guidance activities in the secondary schools, community colleges and other tertiary level institutions.

This may be extended to include the identification of a core of subjects relevant to each of these institutions which would constitute a "teaching track." This proactive approach to teacher supply will help to change the popular perception of teaching as a "stepping stone" career. It will also help to de-mystify what teaching entails, thereby enabling

individuals' informed decision-making with respect to choosing a career. Mature persons wishing to enter the teaching service as a career change should also be accommodated within the programme of initial preparation. Career guidance programmes targeting secondary and tertiary-level students can serve to shape thinking regarding teaching as a lifelong career by providing accurate information about its various aspects.

A policy framework for recruitment and selection into the teaching service will form part of a wider comprehensive rationalized Teacher Education System. The competencies of the persons entering the teaching service and those entering the programmes of initial teacher preparation influence the quality of the outcomes of both these areas of activity. Similarly, the competencies of the persons who deliver teacher education programmes affect the quality of the outcomes of these programmes.

Individuals recruited for pre-service teacher training should possess a minimum of five (5) CSEC subject passes including Mathematics and English, or the equivalent. Prospective candidates should attend no less than three (3) weeks orientation before they begin working with students.

Objective 2: **To facilitate professional development so as to enhance school/classroom competence of teachers and/or administrators**

A clearly delineated pathway of career development provides a view of teaching as a lifelong career with different phases and places the In-Service phase of teacher development in the context of the continuum. Teachers will be able to locate themselves along the continuum of development and have a clear vision of an increasingly sophisticated career in which they can continue to grow and develop.

Goals

The ultimate aim of in-service professional development of teachers is the enhancement of student learning. The major goals are to:

- Increase the teaching effectiveness of teachers;

- Promote teachers' professional growth; and

- Retain a high quality teaching force.

The framework for In-service professional development of teachers is predicated on a view of teachers and teaching that incorporates the following:

1. The improvement of the learning of all students is the ultimate goal of teacher development. Teachers increase their effectiveness, not as an end in itself, but for the ultimate goal of improving student learning.

2. Teachers' work is valuable and indispensable.

3. Learning to teach is a developmental activity. It is always possible for teachers to continue to increase their proficiency.

4. Teaching is a lifelong career that offers opportunities for advancement and diversification.

5. Teachers view themselves as professionals with a commitment to the learning of students and to their own professional development.

6. Teachers need support for them to succeed at their work.

Strategy

This framework assumes that teachers operate in a fair and democratic environment where they have equal access to opportunities and can participate in making decisions for their own professional development. The minimum academic qualification for entry into professional teaching should be an associate degree, certificate or diploma in teaching. Consideration will be given to individuals with equivalent combination of academic and professional qualifications from an accredited programme/institution.

<u>Performance Appraisal of Teachers</u>

With consultancy assistance under the OECS (Secondary) Education Development Project (St. Kitts and Nevis), workshops were held with teachers to discuss clinical supervision and to develop a Performance Appraisal Manual and Guide. Orientation workshops were held with teachers in all schools and with principals of schools to

discuss the use of the instrument. The policy described below provides a framework for the use of the manual by school principals.

Performance Appraisal Policy

Purpose

The purpose of the performance appraisal system is to assess the capability and effectiveness of the teacher to deliver, and to provide a formal means of communicating information to the teacher concerning his or her work-related strengths and weaknesses, and to document teacher performance. Performance appraisals will be used as a factor influencing decisions re:

- promotions
- increments
- professional development
- improved efficiency
- improved productivity; and
- disciplinary action in accordance with the Civil Service Statutory Rules and Order.

Applicability

Written performance evaluations will be conducted at least once annually on a Sector-wide basis for all employees on regular and temporary appointments. Any temporary employee who has been employed for three (3) months or more should be evaluated.

It is expected that Performance Appraisers would be thoroughly familiar with the instrument, will be fair and impartial in the use of the instrument.

Appraisers may be Principals of Schools, Deputy Heads, Heads of Department or other trained Senior Teachers co-opted by the Principal, and Education Officers.

Instrument

Only the instrument provided by the Ministry of Education will be used to record the results of the performance appraisal of teachers. The performance appraisal may vary in its construct and mode of use, according to a teacher's status.

Frequency

A performance appraisal will be performed on temporary/part time/ substitute teachers after:

(1) three (3) months in a new position
(2) six (6) months following the probationary period
(3) the end of the calendar year.

For regular status / appointed teachers, trained or graduate, a performance appraisal will be performed at least once annually, preferably during the months of October or November, although the appraisal may be done in any other month, depending on the occurrence of other events that may interfere with the schedule.

Conference

Each time a performance appraisal is performed for a teacher, the appraising supervisor will hold a private conference with the employee to explain the comments and the related reasons. Supervisors are encouraged to use the opportunity of the performance appraisal to reinforce the teacher's strengths and to arrive at a common agreement concerning performance objectives for the upcoming year. A signed copy of the performance appraisal will be provided to the teacher at the time of the conference.

Performance Ratings

Three levels of performance may be utilized for the purposes of evaluating teacher performance, namely:

Unsatisfactory Performance: Performance is generally unacceptable and requires immediate improvement.

Good/Satisfactory Performance: Competent and dependable performance. Regularly meets the basic standards prescribed for the job. No major weaknesses.

Very Good / Excellent Performance: An unusually competent worker. Often exceeds prescribed standards. Frequently excels in one or more aspects of work.

Performance appraisals may be referred to when necessary, for example, when issues relating to increments or promotions arise. Performance appraisals may also be referred to when reports are required, for example, when a teacher is being recommended for movement out of a probationary appointment. Generally, however, performance appraisals will highlight areas for professional development, both at the school and system levels.

Unsatisfactory Ratings

Performance appraisals will in effect serve as written warnings to delinquent teachers that their performance is below standard. Teachers who fail to achieve a satisfactory rating on their performance will be required to enroll in professional development activities as an initial step. If, after such remedial action and subsequent appraisal, there is no improvement, then a recommendation may be made for dismissal (if behaviour is extreme) or transfer to another department. Department Heads are expected to convey their expectations to the teacher and to set measurable objectives. The Personnel/ Human Resource Management Department will contact the Department Heads of Schools for teachers who receive unsatisfactory evaluations to determine if counseling is appropriate.

Recommended remedial measures will be implemented after due consultations with the Human Resource Management Department, the Public Service Commission, or the Legal Department, where necessary, to ensure that any legal implications for the actions are addressed.

Signature

After the conference, the teacher will sign the appraisal instrument, indicating that the appraisal and rating have been explained. The signature does not indicate that the employee agrees with the appraisal or rating.

Teacher Comments

Teachers have the right to make written comments and observations concerning any performance appraisal with which they disagree in whole or in part. Such comments will be attached to the performance appraisal document and filed in the teacher's personnel record.

Personal Files

The original performance evaluation document will become part of the employee's personal file at the Education Department.

Performance Appraisal of Principals

By September 2010, a similar instrument will be developed to facilitate the annual evaluation of principals of schools and directors of other public learning institutions. The process will involve all stakeholders, students, staff, parents, NGOs, etc.

Grievance Procedure

In collaboration with education stakeholders including the Teachers' Union and the Legal Department, a grievance procedure will be developed to address conflict within the education system. The establishment of a Grievance Procedure to facilitate more effective resolution of conflicts within the teaching fraternity is imperative in promoting teacher empowerment.

Mediation will include the involvement of any or all of the following personnel to facilitate a quick and amicable resolution of conflicts:
- Immediate Supervisor
- Department Head/ School Principal(A Teacher should feel free to contact the Teachers' Union or Teachers' Union Representatives at school)
- Chief Education Officer
- Permanent Secretary / Education or Personnel Officer
- Chief Personnel Officer, HRMD

Establishment of Career Paths

Establishment of definitive career paths in teaching can address all at once the issues related to quality assurance, the system-wide maintenance of acceptable standards of teaching performance, the ethos of professionalism in schools and in the system as a whole, the lack of a support structure for the professional growth of classroom practitioner, as well as the negative perception of teaching as a career and profession.

In the document, *"A harmonized Policy Framework For Teacher Education in the Caribbean Sub-Region"* *(pp.17-19)*, four broad categories along which career paths have been identified to which teachers can aspire within the teaching service:

1. **Classroom Practitioner**

   The category of Classroom Practitioner allows the individual to remain in the classroom but at different levels and enjoy both the intrinsic and the tangible rewards of career advancement. Individuals at the proficient and expert levels can, with relevant training, function in-house as Peer Coaches, Seminar Leaders or Learning Team Leaders, as part of the school's support structure for professional growth. The school's professional ethos stands to be enhanced with the more dynamic and visible effects of collaboration and cooperation on the school's core business, among the teachers and administrators, which the **'teacher helping teacher'** approach encourages.

2. **Teacher Education**

   The Teacher Education career path is an option that is open to persons who have reached the proficient and expert levels, and who have interest in working with teachers but want to maintain contact with the school environment. With adequate and relevant training, teachers may aspire to specialist functions such as that of

Clinical Supervisor, Clinical Instructor, Lecturer in institutions that provide professional programmes for teachers, and Curriculum or Education Officers.

3. Administration and Leadership

The Administration and Leadership path may be pursued after attaining the competence level. Options include positions such as that of School Principal, Deputy Principal, Head of Department and Human Resource Officer (Education). Training in Leadership and/or Management should be a requirement for these positions.

4. Para-professional

Included in this category are the various specialists who provide professional support services to schools. These include: Testing/Assessment Officers, Education Researchers, School Psychologists, Guidance Counsellors and School Social Workers.

The diagram below shows these career path options for teachers.

Fig. 1:

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                    ┌──────────────────────────────────────┐
                    │      CLASSROOM PRACTITIONER          │
                    │                                      │
                    │  Beginning      Lead        Master   │
                    │  Teacher        Teacher     Teacher  │
                    └──────────────────────────────────────┘
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PARAPROFESSIONAL	ADMINISTRATOR	TEACHER EDUCATOR
e.g.	e.g.	e.g.
Guidance Counsellor	Principal	Clinical Supervisor
Testing/Measurement Officer	Vice Principal	Lecturer
School Social Worker	Head of Department	Education Officer
		Curriculum Officer
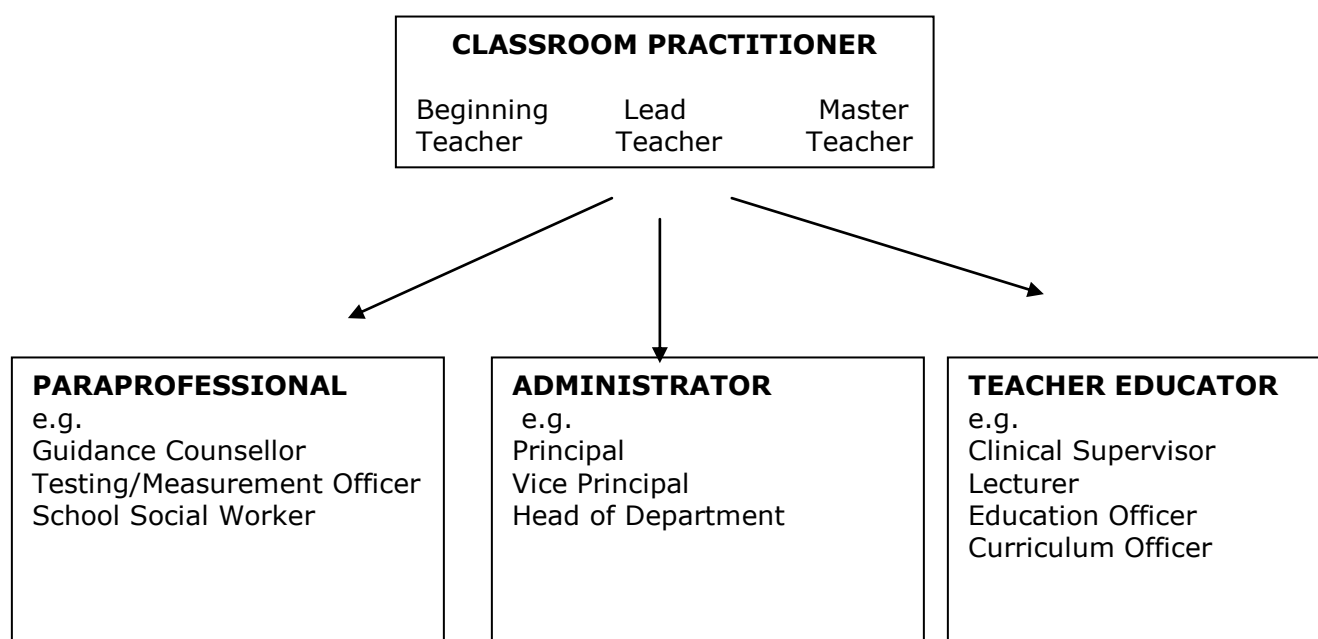
The Ministry of Education will further facilitate the support and empowerment of teachers/administrators by:

- Establishing mechanisms to annually demonstrate appreciation to teachers (teacher awards and other teacher appreciation activities).

- Establishing a succession planning procedure to identify and train teachers to be in a pool for prospective education officers, curriculum officers and resource teachers in keeping with a definitive career path.

- Providing greater autonomy for Heads of schools/departments/units to effect appropriate disciplinary actions on members of staff, in close collaboration with the Chief Education Officer and within the parameters allowed by the **Education Act (2005).**

Competency Profile of the Ideal Teacher

1.   KNOWLEDGE

The ideal teacher demonstrates:

- an understanding of educational research and how it informs practice
- understanding of how to apply educational research to the school situation
- an understanding of Information and Communication Technology
- application of psychological concepts and principles to educational practice
- understanding of the principles of planning, evaluation and assessment
- understanding of relevant school curricula
- knowledge of principles of effective pedagogy
- understanding of the role of education in development
- knowledge of the roles and responsibilities of the Teacher
- Mastery of the content of their discipline.

2. SKILLS

The ideal teacher demonstrates a high level of skill in the following areas:

- Literacy (Mathematical, Verbal, Written, Information,)
- Communication
- Questioning techniques
- Research/ inquiry
- Interpersonal Relations
- Critical Thinking / Creative Thinking
- Problem-solving
- Classroom Management

- Motivation techniques
- Crisis Management/Conflict Management
- Pedagogy
- Leadership
- Reflection on/in Practice

3. ATTITUDES

The ideal teacher demonstrates the following positive attitudes:

- Willingness to work collaboratively with others
- Willingness to adhere to school policies
- Respect for self and others
- Love of country and civic pride
- Appreciation of Aesthetics
- Enthusiasm for, and interest in, teaching
- Awareness of the importance of community partnerships
- Appreciation of Teaching as a Profession
- Keen sense of acceptable/appropriate values
- Commitment to lifelong learning
- Respect for diversity (religious, cultural, gender etc)
- High self confidence/self esteem
- Empathy for students and others
- Willingness to innovate/ try new approaches and strategies
- Genuine love of students

4. PROFESSIONAL CONDUCT

The ideal teacher:

- Has a good work ethic
- Is committed
- Is responsible
- Is respectful
- Is adaptable and flexible
- Is a team player.

Retired Educators

A wealth of collective experience exists among the retired teacher population which should not be allowed to lie fallow, or to be lost altogether from the profession. This rich source of hands-on experience and context-specific knowledge about teaching and learning should, and can, be harnessed to nurture and support the younger members of

the profession. Retired practitioners can be recruited as **field officers to provide clinical support for teachers** in general, but particularly for **beginning teachers**. Research has shown that the principal reason advanced by teachers who have left teaching within five years of service is the lack of clinical support. Assisting with the induction of beginning members is a professional service that should be encouraged among the more experienced members of the profession. ***The development of a policy framework to guide the involvement of retired educators in the education process will be established by 2011.***

SECTION FOUR

EARLY CHILDHOOD EDUCATION

The Mission Statement of the Early Childhood Development Unit states as follows:

> ***To provide high quality care and education for the maximum number of children in their early years of life and facilitate collaboration between the family, community and those who are providing early childhood care and education in order to prepare the children for primary school and life in general.***

Early childhood refers to that period in a child's life between birth and eight years of age. Recent advances in brain science has shown that it is one of the most important phases in a child's life, as it is the period of the most rapid brain development. During this stage, character is formed and the foundation is laid for many basic social, emotional, physical and cognitive skills that are used throughout life. A child's ability to adequately develop language skills and mathematical skills and the skills required for appropriate social and emotional interaction with peers are all influenced by the foundation that is laid in these early years. A failure to adequately develop these skills could lead to grade repetition in school and eventual poor academic performance, with a high possibility of anti-social behavior to follow.

An adequate early childhood experience for a child is dependent on the child being exposed to warm, caring environments with caregivers whom the child trusts and who provide opportunities for ongoing stimulation and holistic development. There is no preferred setting where such environments have to be created and they can be effectively developed in a variety of settings including the home, formal day care centres and preschools, as well as, community-based play groups. What is important is that the people in these settings have the necessary knowledge, skills and materials to engage the children in developmentally appropriate activities.

Research in many parts of the world has found that children that have been exposed to these settings demonstrate improved social skills, perform better in school and achieve more in life, than those who have not been exposed to these settings.

In St. Kitts and Nevis only 53% of the children between the ages of birth to five participate in formal early childhood programmes – 38% of the birth- to- two age group and 76% of the three- to- five age group. A 2007 Quality Survey revealed that there were a number of areas of programming in need of improvement, despite the existence of commendable levels of service provision in a number of the centres. These weaknesses included inadequate indoor space in over half of the centres; inadequate gross motor equipment in one third of the centres; inadequacies in critical activities like sand /water, nature/science, dramatic play and promoting acceptance of diversity; very little provision for children with disabilities; need for better display of children's work in one third of the centres; and need for better provisions for the personal and professional needs of staff.

In addition, only 24% of the managers, 40% of the supervisors and 28% of the caregivers and teachers had received formal early childhood training at SERVOL or equivalent, or higher. Most of the other personnel have participated in the locally organised in-service early childhood workshops.

The Early Childhood Education Unit is responsible for the management and delivery of early childhood services in St. Kitts and Nevis. It is managed by a national coordinator, an education officer, early childhood resource teachers on both islands and relevant support staff. These officers monitor and assist early childhood service providers in the field and teach in the training programmes and parenting workshops offered by the Unit. There are other agencies that provide services to children in this age group, for example, the Ministry of Health, but there is no institutional framework that requires that they work together in the interest of developing a coordinated approach to children's programming.

Goals

1. To provide equal opportunities for access and participation in high quality early childhood programming for all children between birth and eight years old.

2. To strengthen services and interventions in early childhood that will improve the opportunities for positive outcomes for children between birth and eight, including those with special needs.

3. To provide training and certification and improve terms and conditions of work in early childhood services.

4. To empower parents and other caregivers in children's lives as the 'active agents' of environmental influence during early childhood.

5. To determine and implement the most cost-effective strategies for achieving beneficial and comprehensive early childhood outcomes.

In order to meet these goals, the Early Childhood Development Unit will continue to focus and build on ways that promote the following types of activities:

Objectives and Related Strategies

Officer in Charge: **National Coordinator, Early Childhood Development**
Executing Body: **Early Childhood Development Unit, Education Department, Nevis**
Target Audience: **Children birth to 8 years, Parents, Caregivers, Preschool Teachers, Kindergarten Teachers, Families, Employers, Communities, Ministry of Education, General Public**

Objective 1: Increasing the number of day care and preschool places available to all children in St. Kitts and Nevis, with special emphasis being placed on the children from poor and disadvantaged families and communities.

Strategy

A major goal will be to increase access to high quality care, education and development and to ensure that early childhood centres are provided in all major communities. This will be done through a combination of government investment in new facilities – construction, equipping and staffing - and private sector investment in early childhood that will be supported by government through the provision of appropriate financial incentives and support.

The **Reaching the Unreached Program** will continue to be strengthened to give support to care providers in small communities where there is no day care centre or where parents are unable to send their children to a daycare centre.

Objective 2: Strengthening the monitoring and supervision of the learning environments in the early childhood centres and homes that provide early childhood services.

Objective 3: Enhancing the quality of the learning environments.

Strategy

The quality of the learning environments will be enhanced through the upgrading of the curriculum and through improved monitoring of the delivery of the curriculum by the teachers and caregivers at the centres and homes. The curriculum of early childhood programmes will continue to be based on the **High/Scope Curriculum Process** for infants, toddlers and pre-school children and the upgrading will be done in collaboration with other countries in the region, with support and guidance from UNICEF.

The High/Scope Curriculum Process emphasizes **Active Learning**. The curriculum is based on the belief that children learn best through 'active learning' – direct, hands-on experiences with people, objects, events, and ideas. Trusting relationships and

continuity of care are emphasized as the anchors for development and learning. Infants and toddlers are encouraged to discover the world around them by exploring and playing. Caregivers are always close by to support children as they play and learn.

The High/Scope Preschool Curriculum is an open-framework model derived from Piagetian theory. Through designated key experiences for children, teaching and parenting strategies, and child observation materials, the curriculum provides a decision-making framework. The research on the High/Scope curriculum suggests that preschoolers who are exposed to the experiences are likely to develop their:

- ability to use a variety of skills in the arts and physical movement;
- knowledge of objects as a base of educational concept;
- ability to speak, dramatize, and graphically represent their experiences and communicate these experiences to other children and adults;
- ability to work with others, make decisions about what to do and how to do it, and plan their use of time and energy;
- ability to apply their newly acquired reasoning capacity in a wide range of naturally occurring situations and with a variety of materials.

Objective 4: **Strengthening the programming for transition between the different levels of early childhood development; that is, nursery, preschool and kindergarten.**

Strategy

The transition process between the different early childhood levels – nursery, preschool and kindergarten – will be strengthened using organized orientation activities and training activities for teachers at the different levels. Support in the form of toys and manipulatives will be provided where appropriate.

Objective 5: *(a)* **Professionalizing and recognizing the role of early childhood caregivers and educators.** *(b)* **Emphasis will also be on providing all early childhood workers with appropriate levels of training and certification with appropriate remuneration that would enable them to deliver the required service levels to the children.**

Strategy

Early childhood teachers with the minimum qualifications for teaching will be classified and rewarded in the same way as other teachers in the system and SERVOL trained teachers and supervisors of early childhood centres will be re-classified in the

government's salary structure to enable them to be adequately compensated to better reflect their training and their responsibilities.

Emphasis will also be placed on providing all early childhood workers with appropriate levels of training that would enable them to deliver the required service levels to the children.

Objective 6: **Providing opportunities for children with special needs to participate in inclusive early childhood experiences.**

Strategy

It is recognized that inclusion of children with special needs into mainstream education facilities presents unique challenges. Notwithstanding this, the Government of the Federation will make every effort to ensure that such children are not excluded from the education process.

To achieve this, Government will retrofit an agreed number of Government centres to accommodate physically-challenged children and provide incentives for retrofitting existing privately owned centres to meet the requirements for accepting children with special needs. It will also ensure that new facilities are designed to accommodate children with special needs and will train at least one teacher in each of four zones to identify and work with students with special needs.

Objective 7: **Expanding and enhancing opportunities for parental education and participation.**

Strategy

Parental participation and support are essential for their children to reap maximum benefits from early childhood programmes. It is therefore important that parents be educated about the importance of early childhood education and be provided with opportunities to participate in their children's education. Parental Education seminars and training programmes will be organized in each community and it will be mandatory

for parents of children attending a particular day care centre or pre-school to attend parental workshops in their respective communities.

Objectives 8: Construct Early Childhood Unit with demonstration early childhood centre.

Objective 9: Strengthening coordination between different agencies working with children.

Strategy

In order for the Early Childhood Development Unit to adequately fulfill its role and responsibilities, it is necessary that the Unit staff operate from better facilities. This facility will include offices, conference and training rooms, resource centre and demonstration day care centre.

The Early Childhood Development Unit will continue to strengthen relationships and partnerships with local and overseas stakeholders to secure financial and other support for its programmes. The Early Childhood Development Unit will work with the Education Department in Nevis to strengthen the monitoring and delivery of early childhood programmes. It may be necessary to increase the number of early childhood resource personnel based on Nevis.

An **Inter-Sectoral Council on Early Childhood Education** will be established to provide advice on policies to guide implementation of early childhood services. The Council will comprise representatives of agencies and stakeholder groups.

Early Childhood Agenda for Action

Short to Medium Term: 2009-2012

1. *Expanding access to early childhood services*

   250 additional spaces are to be established in early childhood services by the end of 2010. A strategy for accessing vulnerable children to services will be developed based on a detailed mapping of demand and supply in areas most in

need. A study of the costs of providing early childhood services will be undertaken which will recommend a package of financing strategies for the sector including financial incentives for the private sector to increase the number of places available.

- *Construction of new Day Care Centre at St. Paul's*
- *Construction of a new Day Care Centre on Victoria Road to replace the existing structure*
- *Construction of another Government early childhood centre in Nevis based on identified community needs.*

2. *Improving quality of early childhood services*

Focus will be on two critical areas for improving outcomes for children's development – continuing **curriculum development** for the children and **the training and qualification of staff**. Early Childhood teacher training and competency based certification and training are to be established at the Clarence Fitzroy Bryant College, drawing on the models and materials from the training and certification systems already in place in several countries in the region.

3. *Strengthening support for early childhood services*

A **Council on Early Childhood Education** will be established as required under Section 78 of the **Education Act (2005**). The Council will provide a coordinating mechanism for advising the Minister of Education on the implementation of the Early Childhood Policy. **Classification of early childhood teachers and practitioners within the public service** is proposed as a critical strategy to ensure a career structure and stability within the sector. The establishment of four posts on a zone basis across the Federation is a key strategy for supporting services to stimulate and provide access to children with special educational needs.

- *Construction of new facility at Lime Kiln to house the Early Childhood Development Unit.* This will provide administrative offices and a facility for demonstrating good practice in early childhood pedagogy. This training facility will be used for training early childhood staff in both St. Kitts and Nevis.
- *Strengthening of early childhood coordination in Nevis*

4. *Legislative amendments* to Education Act

Three small but significant **amendments are required to the Education Act** to address an anomaly. Early childhood education services provided by both government and private sector operators include children below the age of three years of age; however the Act does not make provision for this age group.

5. **Promotional Actives**

Home Life Activities will be promoted on both islands to foster development; e.g. family time at least three (3) times per week.

An annual "**bring your child to school week**" will be promoted at each centre. **Early Childhood PTA meetings designed for fathers** will be institutionalized at each day care centre.

6. **Use of the National Skills Training Programme** to create and institute training and skill building of care providers starting with those already in the field.

7. To **assist with resources and monitoring**, retired teachers will be encouraged to volunteer to assist with the monitoring, community stakeholder involvement, training of monitors and the creation of a checklist of what basic elements are being examined in each center.

A **rating system** will be created that is published and displayed. It will include the results of the review of the centre and the parent satisfaction survey. The **certification of the centre must be prominently displayed**.

8. **First aid training and certification will be provided for all teachers and at ECD Centres.**

9. **Staff in Early Childhood Centres will be required to wear IDs.** There will be discussion of a teachers' dress code involving the school colors of the respecti**ve** day care centre in which the teachers work.

SECTION FIVE

PRIMARY EDUCATION

The Primary tier of the education system caters largely to students aged five to twelve (5-12) years. In primary school, education is presented at three levels. These are the Infant, Lower Primary and Upper Primary. The Infant Department comprises Kindergarten (K) and Grades 1 and 2; the Lower Primary consists of Grades 3 and 4; and the Upper Primary includes Grades 5 and 6. Progression through grades is automatic and on an age basis, although through parent and teacher collaboration a child may repeat a grade.

Primary education is designed to meet the basic learning needs of students. In doing so, it is also intended to prepare students to benefit from secondary education. In keeping with this broad aim, primary education is geared towards enabling students to develop essential learning skills and providing them with basic learning content. It is expected at the end of the primary phase of education that students would have acquired skills in literacy, oral expression, teamwork, numeracy and problem solving for the next phase of their education. The level of content gained should also equip them with the requisite knowledge, values and attitudes for secondary education.

At the primary level, there are specific objectives and teaching requirements to facilitate the accomplishment of the broad aim of primary education. One objective focuses on the need for primary schools to work in partnership with the home and the community. This necessitates the establishment of vibrant Parents-Teachers' Association (PTAs) and the involvement of parents and the community in certain curricular and extra-curricular activities.

The educational approach at the primary level is developmental and is based on the belief that concepts and all forms of information should be presented to children in ways that integrate new and existing pedagogies. Based on this developmental framework, **ideally**, a quality primary school curriculum is expected to allow children to acquire skills at their own pace. This, however, appears to be an oxymoron since for each class there are specific targets to be achieved by the child in order for him or her to benefit from the instruction at the next level. *It seems, therefore, necessary to move away from the notion of 'acquiring skills at their own pace' and, instead, emphasize using any amount of varied resources that are needed to enable the child to meet the targets*.

Great attention should be placed on individual learning styles. Although fundamental skills are taught in all subject areas at each grade level, children should be allowed to master skills according to their own readiness. Thus, at the end of Grade 1, some children will be reading fluently, while others will be emergent readers. These differences will be evident in other skill areas and at every grade level. The primary school curriculum should be tailored so that all children feel comfortable and successful in the learning environment.

Objectives of Primary Education

1. To develop basic skills in literacy, oral expression, numeracy, problem solving and teamwork to facilitate efficient learning at the secondary level.

2. To develop requisite knowledge, values and attitudes to promote success at the secondary level and beyond.

3. Provide adequate support for students at risk.

4. To empower parents and other caregivers in students' lives to better facilitate the development of his/her full potential.

5. To facilitate collaboration and support among students, teachers, parents and the community in general.

> *"Primary education should… meet the basic learning needs of students. These needs comprise both essential learning tools (such as literacy, oral expression, numeracy and problem solving) and the basic learning content (such as knowledge, skills, values and attitudes) required by human beings to be able to survive, to develop their capacities, to live and work in dignity, to participate fully in development, to improve the quality of lives, to make informed decisions and to continue learning. Every child should have access to primary education and should master the basic functional standards set for this level of education".*
> **Pillars for Partnership and Progress** *(OERU, 2000)*

Curriculum review and reform at the primary level will continue to provide students with a wide range of relevant, stimulating, challenging experiences and activities that develop academic, social, and physical skills that students need to succeed in life. Annual reviews in primary schools and at the Ministry level will serve to monitor the reading programme in schools and implement required interventions that potentially will enable all students to read at or above their grade level.

A formal assessment strategy, known as the **'Test of Standards'** is administered to students of grades three through six each year, and is written simultaneously at all government and private primary schools. The *Test of Standards* is used primarily to determine the level of attainment of students at the respective grade levels and to identify areas where curriculum intervention is required.

A system of 'automatic promotion' sees students moving, often irrespective of ability, from primary to secondary school upon attaining the age of twelve. The results of the Test of Standards for Grade Six students are used as the main yardstick by which to measure students' ability to perform at the secondary level, and accordingly, to place students in a stream in the first form of the secondary school. (*The use of the Grade Six Test of Standards results was seen as an improvement of what previously*

transpired when each secondary school administered its own test to the feeder primary schools. Under that system, it was difficult to compare the intake from the different schools since all the tests were different).

The ***Test of Standards*** is administered in four core subject areas at the primary level: **English, Mathematics, Social Studies and Science**. The Test of Standards is NOT used as a yardstick to compare schools. It is used by the Ministry of Education/ Curriculum Development Unit to plumb and probe the strengths and weaknesses of students in schools in the respective subject areas and identify areas where curriculum and teacher development interventions may be needed.

Performance on the Grade Six Test of Standards will continue to be used to assist schools in the placement of students in Form 1 in secondary schools based on **criterion-referenced** measures and interpretation. However, performance on the Test of Standards is expected to be just **one** of the criteria used during the **discussion** between teachers in secondary schools and heads of feeder primary schools in determining the placement of students. One other criterion, for example, is the performance of the student during the final school year at primary level in Grade Six, as evidenced by the class teacher's class records and the child's position in class. The emphasis will continue to be on placing the student in the best possible group so that he or she can perform at his or her maximum.

The Curriculum Development Unit and, by extension, the Ministry of Education, will continue to monitor the setting and administration of the Test of Standards to ensure that it continues to be a valid and reliable measure of student achievement at the primary level.

Reading is generally the subject of highest priority in the primary school curriculum. Emphasis is on the development of phonics, vocabulary, fluent reading, writing, listening skills, and a whole host of other skills. Reading is the basis for all subjects across the board. The ***teaching of Reading*** will therefore continue to receive a high level of attention. Teacher training will intensify in early identification of weak readers,

remediation and Reading Recovery techniques. Implementation of reading intervention strategies will intensify to ensure that all children transferring from the Grades Five and Six to the higher grades and the secondary level are functioning at the appropriate reading level.

The Ministry will continue to experiment with the **introduction of a second language** at the primary level. French and Spanish are being piloted in selected schools. Following evaluation on completion of the pilot phass, one of these languages, most likely Spanish, will be selected for introduction in all primary schools. The Ministry of Education is collaborating with the French Government, the Alliance Française, the CARICOM Secretariat and the Government of Mexico in the training of teachers and provision of resources for the delivery French and Spanish curriculum at the primary level.

The primary school curriculum will expand experiences for students in **physical education, music and art, character education, volunteerism, technology, as well as exposure to trade skills**. **Physical education** will give students a good basis for health and wellness that they will carry with them throughout life. Students' creative side will be developed through **singing, music and art**. **Character Education** will emphasize principles of **honesty, responsibility, courage, respect for others, anger management, and conflict resolution**, thus teaching them to be responsible citizens. **Basic parenting and family concepts** will be introduced and presented to the young children in exciting ways, including **stories, films, pictures, discussions, and debates**. Children will be led to develop **'parenting and family manuals'** to share with their parents.

The use of **technology/computers and the internet** will be strengthened to enable students to function in the computer world in which they live. In keeping with the need to motivate boys, emphasis in curriculum reform will focus on *making learning as exciting as possible*. It is believed that if teachers are excited about their subjects,

then they would be better able to excite their students about the subject. Curriculum reform at the primary level will seek to use and enhance students' natural curiosity.

Primary Education Action Agenda

1. Student enrolment in some public primary schools has decreased considerably, making it questionable whether a primary school could or should be maintained in certain communities. In other schools, the roll has expanded to the point of extreme overcrowding. One reason for this is that some parents do not prefer to send their students to the primary school in the community where they live. Sometimes the Principal's administrative style and teachers attitudes contribute to the problem.

   (a) Effective **September 2009**, the policy will be enforced that all new students should be enrolled in the primary school located in the community where he or she resides. There will be no new transfers, unless written approval is granted by the Chief Education Officer.

   (b) **During the 2009-2010 academic year**, a study will be undertaken to determine the factors that may be contributing to the decreasing enrolment in some public primary schools and to submit recommendations for appropriate interventions to arrest this phenomenon.

2. **During the 2009-2010 academic year**, a review of the administration of the **Test of Standards** will be undertaken, in collaboration with the Curriculum Development Unit, with a view to evaluating whether the Test is achieving the results that it is intended to achieve and to remove any emerging potentially negative effects. Any recommended reforms will guide the administration of the 2010 Test of Standards.

Short to Medium Term

3. Implement mechanisms to ensure that resource support is provided to enable every primary school to meet class targets through:
   - Frequent assessments of students to identify the slow learners; identify children with learning deficiencies
   - Assignment to tutors and other volunteers to improve learning
   - Offering the child different and more opportunities to acquire the skills: Tutors, after-school help (e.g. with homework), employing different methods/materials/modes of teaching in order to aid the child's learning.

4. **By 2014**, **at least 95%** of the children in the Federation transferring from every grade level in primary schools should be able to read at the required reading

level and measures will be in place to sustain and improve upon this level of reading competence among primary school graduates.

5. A Dyslexia Policy will be introduced in September 2009, to utilize the skills of teachers who have received training in this area and, more importantly, to address the needs of children who are experiencing reading/ learning problems that show symptoms of dyslexia.

6. Upgrading school libraries.
   - By 2015, all primary schools should have fully operational libraries.
   - Administration in primary schools will be encouraged to vigourously seek support for library development from the school's alumni association, PTA, community groups and NGOs.
   - Library skills will be included as part of the Reading Programme.
   - Where school libraries exist, a reading quota at the library will be provided for each child in each grade.
   - Library camp experiences will be promoted for primary school students.

7. Provide adequate support for primary school students at risk.

   Strategy

   Schools in collaboration with the Attendance Officers and Guidance Counsellors will develop and implement strategies to support students at risk. These will mainly include referral procedures and onsite interventions. Interventions will intensify to improve the performance of ***all primary school students***, but with much attention being given to the performance of ***boys***, many of whom are emerging as underachievers. Preventative interventions will also be introduced in primary schools to identify at- risk students between the ages of 7 and 11 years. Addressing the challenges facing these students will be done through counseling for students and parents*.* Such procedures will also facilitate a smooth transition to the secondary schools.

8. To facilitate collaboration and support among students, teachers, parents and the community in general.

   Strategy

   Schools will continue to forge alliances with parents, the community in general and NGO's. This collaboration should facilitate for exchange of ideas and in a mutually beneficial relationship. In collaboration with corporate partners, NGOs and other stakeholders in the public and private sectors, Tourism Awareness, Junior Achievement (JA) programs, business labs and related concepts will enrich the curriculum in all primary schools. Additionally, children will be exposed to concepts involving business, agriculture, trades, and some professions.

These will be introduced through infusion in the delivery of certain subject curricula, as well as through extra-curricula activities.

Regional and international research from numerous evaluation studies has confirmed that JA programs have had extensive success in raising students' aspirations, promoting free enterprise and entrepreneurial attitudes and skills among young children, providing a positive business role model, and assisting students in deciding on goals, as well as, recognizing and creating opportunities to achieve their goals.

9. **By 2012**, **all** primary schools will have JA - related programmes infused in the delivery of curriculum in relevant subject areas and **at least 50% of the primary schools** will be operating small-scale business labs.

10. The role of Guidance Counsellors will be strengthened in primary schools. At present, there are five Guidance Counselors in St. Kitts assigned to the 17 primary schools, including the Special Education Unit; thus, one Guidance Counsellor is shared between a few primary schools. In Nevis, each of the seven Government primary schools has a Guidance Counsellor. _**By 2012**_, each primary school in St. Kitts will have a full time Guidance Counsellor; that is, 12 more Guidance Counsellors will be employed.

11. As from **September 2010**, on-going psychological assessments of students will be introduced in each primary school. Such assessments will be phased in and by the **2012 – 2013** academic year, psychological assessments will be systematically undertaken in each primary school.

SECTION SIX

EXPANDING THE CURRICULUM BY PROMOTING AFTER-SCHOOL PROGRAMMES FOR PRIMARY AND SECONDARY SCHOOL CHILDREN

Strategy 10 of *Pillars for Partnerships and Progress (*OERU, 2000*),* in addressing measures to improve participation, performance and retention of boys, recommends that corrective measures should be introduced in secondary schools "**that target boys who have already begun to manifest antisocial and deviant behaviours. These interventions should include counseling for boys and parents, sensitivity training for teachers, a behaviour modification programme in an out of school setting for one or more terms followed by reintegration into the school community and support for schools in the form of social workers who interface between schools and homes."**

These recommendations are embraced in principle by the Ministry of Education and related measures will be elaborated upon in subsequent sections of this document.

Notwithstanding, views have been expressed that there is need to reform the entire school system to involve all students in **socializing, educational, health promoting and physical education activities** outside of the normal school setting.

At the 2007 National Consultation on the Economy, during the group discussions on Education and Youth, one of the recommendations which have been considered by the Ministry of Education, is that the length of the school day should be adjusted and an active **after-school programme** be implemented for school children. Such a programme potentially should increase the level of motivation and improve achievement

of boys, but should also be highly motivational to females. After-school programmes could include, inter alia, Junior Cadets, study groups, debating, learning games, and sports. An organized National After-school Programme would have to be highly collaborative and require the Ministry of Education to engage in a high level of coordination, involving parents and other personnel in communities in which the schools operate, as well as other stakeholders, such as, the Youth Department, Departments of Sport and Culture, and the Ministries of Health and National Security.

The National After-School Programme will be an interesting development in the Education System because it offers the **entire nation** an opportunity to play an active role in the development of our youth. One commentator on the proposal stated that after-school programmes *"conjures(in her mind) visions of a Federation that rests on a citizenry of well-rounded and self-sufficient people whose allegiance would be marked by a zeal to directly and positively contribute to the society that has molded them into the individuals they are today. (She stands) in support of the Minister of Education on this policy because of this vision and an awareness of the immense untapped potential in our people"*.

The after-school programme initiative potentially will give young people a structured environment in which to explore their potential and interests to enable them to better identify and choose the careers and other pursuits in which they are really interested. This initiative creates the opportunity to expose students to areas of future development and need for the country, and in non-traditional ways.

Research emanating from the U.S.A. (ERIC documents: ED496742) where after-school programmes have been tried in some school districts suggests that such programmes may be a way to promote positive youth development. The Chicago After - School Matters program, for example, offers students in some of the most underserved schools, internships in the arts, technology, sports and communications. A relationship has been found between participating in after-school activities and higher class

attendance, lower course failures and higher graduation rates; that is, there showed lower dropout rates than students who did not participate in these programmes.

The Ministry of Education will therefore pilot the implementation of after-school programmes and evaluate their effectiveness in an effort to improve the level of engagement and retention of males, specifically, and at-risk youth, generally. Emphasis will also be placed on student - led activities including student councils and clubs**.**

Objectives

1.   To improve the physical activity levels of primary school aged children through a nationally coordinated programme.

2.   To provide increased opportunities for inclusive participation in quality, safe and fun structured physical activities.

3.   To grow community capacity and stimulate local community involvement in sport, drama, music, theatre arts and other stimulating activities

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Officer in Charge: **Chief Education Officer and Principal Education Officer, Nevis**
Executing Body: **Education Officers, CDU, principals and teachers, other Government Departments- e.g. Youth Department, Sports, Culture , youth organizations, community and church groups, parents, NGOs, retired teachers**
Target Audience: **Primary and secondary school students**

Agenda for Action

Short to Medium Term

1. (a) Legislation will be made to change the school hours from what presently obtains to **8:00 a.m. to 3:00 p.m.** for schools involved in after-school programmes**.** School time tables will be modified to reflect the new hours.

   (b) Alternatively, in some pilot schools, the start of the school day will remain at **8:30 a.m**. but the daily classroom teaching timetable will end at **3:00 p.m.** to accommodate after-school programmes.

   (c) After-school programmes will be scheduled from ***3:00 p.m. to end no later than 4:30 p.m. daily.***

(d) **<u>Only schools that are officially involved in piloting the after-school programmes will be operating with the change of school hours.</u>**

2. Discussions will be held with students, parents, teachers in schools, the Teachers' Union, to discuss implementation issues, addressing issues of punctuality, contact hours for teacher volunteers for after-school programmes, and non-volunteers, etc. Discussions will also address measures to be taken to ensure security of children whose parents/guardians may be tied up at 4:30 p.m.

3. It is anticipated that by **<u>September 2014</u>** all schools in the Federation will be formally engaged in after-school programmes.

4. A **pilot programme** will be introduced in **September 2009** involving about three to five primary schools in St. Kitts. The Education Department in Nevis will be invited to participate in the pilot (**by September 2010**).

5. A *National After-School Programme Coordinating Committee* will be established made up of representatives from the partnering Government Departments and other entities. Various sub-committees will be established to administer the programme and report to the national committee.
   - Ministries/ Departments - Education, Sports, Health, Youth, National Security, Culture, Social and Community Development
   - Employer groups
   - Youth organizations
   - Christian Council
   - Guidance Counselors
   - Evangelical Association
   - PTA Rep for each primary and secondary school
   - School administration representatives
   - Media Representative

6. Issues to address
   - Possible zoning of schools (for selected activities)
   - Identifying after-school programmes and resource individuals
   - Guidelines and expectations
   - Monitoring and Evaluation
   - Supervision; creation and management of databases of students in after- school programmes in each school
   - Accountability – targets, attendance, end product
   - Legal liability where incidents take place during these programmes
   - Volunteering
   - Remuneration package for some facilitators
   - Award of "grades" for participation and penalties for failures (where

possible) to be attached to these extra-curricular activities so that students understand their worth
- Safety of the students and the facilitators
- Providing a variety of activities for students of all capabilities

7. It will be necessary to **monitor the change in school hours (starting at 8:00 a.m. instead of 8:30)** and **the extension of the school day activities to at the latest 4:30 p.m., particularly for primary school children.** It may be a long day for some children, some of whom start out early, with little (or little nourishing) breakfast to eat. In situations where there is no structured school meal programme, there may be difficulties for some children.

8. The methodology to be employed in after-school programmes will be multifaceted. The programmes will aim to build social and behavioural skills among high risk children. Through involvement in the various programmes, children will be exposed to a range of activities and settings which address, inter alia:

    conflict resolution
    self- esteem
    mutual respect
    moral development
    peer pressure
    gender and sexuality
    communication skills
    health and wellness
    community responsibility
    time management

9. For after – school programmes to work, it may require an introduction of National Service. This will be a debate that is greater than simply the after-school programme. However, **the Ministry of Education will lead a campaign to sensitize the general public to the fact that the government invests a great deal in the education of its citizens, and so, it is not too much to ask them to give back some time through a programme of National Service**. After-school programmes provides a very worthwhile activity for inclusion in a programme of National Service.

10. Service to after-school programmes will be recognized at the National Awards. Awards will be created that are specific to St. Kitts and Nevis: e.g. a national service award, the Pelican Award, the Poinciana Award etc. based on the area of after-school activity in which the individual was involved.

Strengthening Physical Education and Sport in the Curriculum of Primary and Secondary Schools

The Ministry of Education operates on the philosophy that all children and young people have the right to enjoy a healthy, happy and safe life. They should be afforded a high level of love and should be valued and respected at all times; they should be encouraged to have high aspirations for their future.

Physical education and school sport focuses on the body, its movement and physical development. It is believed that improvement in physical competence enhances self-confidence, self esteem, engagement and behaviour, as well as, improved educational attainment by generating more positive attitudes to learning. The research literature suggests that physical education and school sport provides the skills, understanding and confidence for engagement in activity which is the basis for healthy, enjoyable and active lifestyles. Physical education and sport contributes the integrated development of mind and body. Social and cognitive development is likely to be enhanced.

Research from Australia (www.ausport@gov.au) has found that on an average per day, boys spend 17% of a day in physical activity and 32% of a day watching TV, playing games, computer and similar sedentary activities; while girls spend 14% of the day in physical activity and 27% of the day watching TV, playing games, computer and similar activities. One may note that these findings are not from a Caribbean country; nevertheless, few would dispute that a similar trend is apparent in Caribbean children and, more specifically, children in St. Kitts and Nevis. Thus, most boys and girls are not engaging in activities that promote a healthy life style.

Agenda for Action

1. Through collaboration involving schools, Ministry of Sports, Youth Department and community clubs, the Ministry of Education commits to ensuring that, ***by 2014***, every school child spends **at least two hours a week** on high quality physical education and school sport, **within and beyond the curriculum; that is, through physical education, school and community sport**.

2. This will commence on a pilot basis in a few schools and improved and expanded systematically based on evaluation supported by systematic data collection and organized monitoring.

SECTION SEVEN

SECONDARY EDUCATION

All children at the age of 11+ to 12 years are eligible to transfer from primary school to secondary school. There is no Common Entrance Examination. Children from feeder schools are mandated to attend the secondary school to which they are assigned; except in the case of Basseterre, where a process of "stratified" random selection is used to assign 'Form One' students to the two secondary schools in Basseterre. This process ensures that both schools are relatively matched at the first form level. ***Effective September 2009***, parents/caregivers wishing a child/ward to attend a school other than the assigned secondary school for that feeder area, are to apply in writing to the Chief Education Officer, or Principal Education Officer, Nevis stating the reason for this request and to be available for an interview in this regard. No child (who resides outside of the school feeder area) should be admitted without written approval been received at the school from the Chief Education Officer.

Repeating a student is allowed at the discretion of the school and in consultation with the parents. The Ministry of Education expects that if a child is repeated adequate monitoring and support should be provided throughout the school year. **Where students are challenged in specific subject areas the opportunity for differentiated instruction should be available onsite.**

General Objectives

1. To develop skills to facilitate lifelong learning.

2. To prepare students for the world of work.
3. To develop skills of conflict resolution and negotiation.
4. To facilitate the development of parenting skills.

Secondary school is a critical juncture in a child's development that potentially should activate, encourage and foster ingenuity and creativity. Our children should be exposed as early as possible to courses of study that are unusual, innovative and/or globally appealing. We must engender that passion that the cyberspace has activated in our young people. There are obvious benefits:

- Our children would be less likely to be bored with school if they are allowed to mix academics with their interests.

- It provides our society with a generation of self-sufficient employees and employers.

- It would prepare our society and our economy to welcome new and diversified ways of living and conducting business.

The Caribbean Certificate of Secondary Education (CSEC)

The benchmark for graduation from secondary school is performance on the **Caribbean Secondary Education Certificate (CSEC)** which is administered by the Caribbean Examinations Council (CXC). There are some 31 subjects that are offered by CXC for the CSEC. Schools in St. Kitts and Nevis currently offer about 24-28 of these subjects on the curriculum. The regional indicator for success at CSEC is four subjects, including English, at CSEC General or Technical Proficiency. However, normally at least five subject passes are needed to proceed to College. Adequate exposure to these subjects develops the pertinent skills in the students that equip them for lifelong learning and prepares them to successfully embrace the world of work.

A school's timetabling options typically allow a student to take as many as 10 - 11 subjects if he or she is capable. The Ministry's position is that students should be encouraged to try to achieve at their maximum potential. Hence, if a student has the potential to do ten subjects, he or she should not be denied the opportunity, if he or she

desires. However, no student should be "forced" to take more than six or seven subjects, if he/she chooses not to.

Currently, based on the results of the 2007 and 2008 CSEC examinations, about 75-**80%** of the national secondary school age cohort from Form 1 is being given the opportunity to take CSEC. In 2007 and 2008, the national pass rates were 75.56% and 77.16%, which compared favourably with previous years. Hence, it is clear that more students can be given the opportunity to take subjects for which they show aptitude at CSEC without lowering the national pass rate.

It must be appreciated, however, that teachers extend a considerable amount of extra effort in order to enable some of the below average ability students to succeed in passing CSEC subjects (Grades 1-3). Therefore, to enable achievement of a target of 80%-85% a cohort being candidates for CSEC will require hard work from the students and the continued dedication and extra effort of the teachers. Parents are therefore called upon to provide the necessary support for the secondary schools and teachers by ensuring and insisting that their children exert greater effort when required in order to be successful.

The Ministry of Education will seek to provide alternative programmes that will benefit all children but which will be particularly beneficial to the 15-20% of any cohort that may not be successful at CSEC.

__Objective__: To provide certification that is attainable by all students; offers flexibility; that is, with alternative tracts based on students' abilities and aptitudes; and has local and regional currency/ recognition by employers. That is, to provide certification that has "**portability**".

One such programme that has been introduced in secondary schools is the **Caribbean Certificate of Secondary level Competence (CCSLC).** This programme is a regional programme that is being implemented in collaboration with CXC.

__The Caribbean Certificate of Secondary Level Competence (CCSLC)__

The CCSLC meets the criteria for desired certification. The CCSLC incorporates the skills, abilities, attitudes and values that **all** secondary school leavers should have. The programme is flexible and makes provision for students of a wide range of abilities. In the development of the syllabuses, content, competencies, attitudes and values that are required for the **work place** have been incorporated.

Following is an outline of the CCSLC which has been extracted from documentation provided by CXC.

A candidate will be eligible for the CCSLC if he/she successfully completes a minimum of __five__ subjects, over a three-year period. (In St. Kitts and Nevis, the three-year period for some students may begin in Form 3 and end at the end of Form Five. For those students who take the CCSLC for the first time in Fourth Form the three-year period will be completed, if necessary, in a post-secondary institution or through an adult education programme). The five subjects may be chosen from the following options:

A. **Mathematics and English are compulsory**.

B. **Any three (3) other subjects** from a group, or combination of groups, listed:

   1.   CXC subjects developed specifically for this programme
- Integrated Science
- Modern Languages: French/Spanish

- Social Studies

II. **CSEC TVET and Business Studies Programmes (Grades I-IV) listed below**.

CSEC TVET   and   **BUSINESS STUDIES**

Clothing and Textiles   Economics
Food and Nutrition   Electronic Document Preparation
Home Economics: Management   and Management
Building Technology   Office Administration
Electrical and Electronic Technology   Principles of Accounts
Mechanical Engineering Technology
Information Technology (Technical)
Technical Drawing
Agricultural science

III. **CSEC Creative and Expressive Arts (Grades I-IV)**
Music
Physical Education and Sports
Theatre Arts
Visual Arts

IV. **TVET Regional Level 1 Programmes** (e.g. Beauty Culture; Food and Beverage, Welding) leading to **Caribbean Vocational Qualifications (CVQs)**

v. One subject can be chosen from specially developed courses based on national needs and which are developed following guidelines provided by CXC; for example, **Citizenship Education**, **Health and Family Life Education**.

The CCSLC requires continued and sustained teacher training and curriculum development to integrate this new programme into the secondary school curriculum, ensuring proper evaluation and maintenance of **student portfolios** to reflect a competency-based approach to instruction and evaluation.

General Competencies to be developed in students via the CCSLC include:

Problem Solving
Critical Thinking
Informed Decision Making
Management of Emotions
Positive Self Concept
Working in Groups
Handling Conflict
Dealing with Diversity and Change
Independent Learning Strategies

General Behavioural and Attitudinal Outcomes of the CCSLC

Students should acquire:

• A positive image of self, family, community, region and world;
• Respect for others irrespective of age, class, creed, gender, ethnicity, physical disabilities or nationality;

• An abhorrence of violence in all its forms and commitment to settle disputes through arbitration and conciliation;

• The capacity to understand that individual freedom is consonant with the acceptance of personal responsibility for one's own actions;

• Commitment to ethical and moral societies that recognize equality of opportunity, freedom of expression and association, and the right to fair judicial process.

CCSLC Examination Process

1. The Final Score on any CXC-examined CCSLC subject is to be a **Composite Score** based on a school/ teacher - assessed mark and a CXC mark from the final examination.

2. The student is classified as being either **Developing Competence** (Fail), **Competent**, or **Master** in each CXC - moderated subject.

3. The CCSLC is a **Joint Certificate** awarded and signed by representatives of both CXC and the Ministry of Education.

Secondary School Agenda for Action (Part I)

1. Over the next 10 years, the percentage of the national secondary school age cohort from Form 1 that will consistently be candidates for at least three subjects at CSEC will reach at least **85%**.

2. Over the next five –ten years:

(a) The percentage of students obtaining at least five (5) CSEC subject passes *including English* **Language** will move from 46% which currently obtains to *at least 60 %.*

(b) The percentage of students obtaining at least five CSEC subjects *including both English and Mathematics* will move from 27% which currently obtains to **45 %**.

3.   *A mechanism for the introduction and maintenance of a __summer school__*
 *__programme__ will be __explored__ and piloted. This programme will offer classes to
identified weaker students primarily in Mathematics and English to assist them in
upgrading their competencies in these core areas to improve their chances at
CSEC. Other subjects will be considered depending on availability of staff and
resources. A summer school programme seems essential if the 85% target for
CSEC is to be attained.*

4.   *CXC Reports will be used systematically to identify and summarise areas of
weakness identified in CSEC examinations (in Mathematics and English) and a
national strategy developed to address these problem areas, led by the
Curriculum Development Unit, in collaboration with the CFB College and other
education professionals and stakeholders.*

5.   *__By 2011__, as curricula in Forms I-III are reviewed and properly sequenced to
incorporate the competencies required by the CCSLC, the CCSLC* Mathematics
and English will emerge as a Form 3 "Test of Standard" for St. Kitts and Nevis.

6.   Greater emphasis will be placed on training of teachers to foster the general
CCSLC competencies as secondary schools seek to provide a better balance
between academics and life skills.

7.   The Guidance Counselors Network, in collaboration with the Curriculum Unit, will
develop a curriculum for **Health and Family Life Education (HFLE)** for offer as
part of the CCSLC. The curriculum will be developed in accordance with
guidelines provided by CXC and must be approved by CXC if it is to be included
as a CCSLC offering. The HFLE curriculum will include a Parenting Education
Module for students.

8.   Career education will be introduced from Forms One and Two in secondary
schools either as separate inputs on the timetable (guest speakers etc.) or
integrated in the after-school programme.

9.   The criteria for grouping of Alternatives in secondary schools will be reviewed.

- More attention should be given to grouping the alternatives so that they
align with base subjects for specific careers.

- For those children that do not have a career goal then a different track is
chosen for them.

- More specifically, there is need for some flexibility for those students who
are not interested in the nontraditional career fields to still get marketable
skills.

10.   A youth representative will be included on the Advisory Committees of the Curriculum Development Unit.

11. Measures will be taken to strengthen Learning Support at the secondary level, particularly with respect to dealing with learning difficulties.

- In each secondary school, an inter-disciplinary team will be established to asses, monitor and evaluate the progress and services made available to a child (and his family) who has been diagnosed with a learning difficulty.

- Stakeholders will be sensitized to raise the awareness of these disabilities to disallow discrimination

- Each secondary school will be assisted in creating a charter that empowers the commitment to eradicate discrimination based on a disability.
- More teachers will be trained to be aware of the early warning signs of learning disabilities and how to deal with children with learning disabilities.
- NGO and international donor organizations such as O.A.S. and UNESCO will be approached on a continuous basis to assist in the provision of resources for schools to adequately cater for children with learning difficulties.

SECTION EIGHT

OTHER MEASURES TO IMPROVE TEACHING AND LEARNING IN SECONDARY SCHOOLS

During the last five years, the Ministry of Education has been implementing a Secondary Education Development Project (the *OECS Education Development Project – St. Kitts and Nevis)* with support financing from the World Bank*.* This **White Paper** embraces the objectives of the Secondary Education Development Project and, during the next 10 years, the Ministry of Education will build on the successes of this project and expand the objectives.

General Objectives

1. Increase access and equity in secondary education, particularly to students with physical challenges and in poor rural communities.

2. Improve the learning environment in secondary schools through the provision of better facilities for teaching and learning, better trained teachers in specialist areas, and curricula and programmes to prepare students for coping in a technological society.

3. Increase the capacity of schools to provide for the needs and interests of youths.

4. Upgrade the planning, management and information processing capabilities in the Education System.

Secondary School Agenda for Action (Part II)

1. Curriculum development initiatives led by the Curriculum Development Unit will continue to review and upgrade curriculum guidelines for core subjects and electives at the lower secondary level to ensure that the curriculum is clearly articulated with other curriculum reform initiatives. Thus, the emergence of the CCSLC will require continued review and re-structuring of the curriculum of selected subject areas between Forms 1 – 3, as well as in-service training of teachers to deliver the CCSLC.

2. A wide range of texts and other teaching-learning resources, including technological resources, will be made available to support curriculum implementation. Training in the use of these resources will be an ongoing process.

3. Resources will be sought to continually upgrade science labs, technology shops and other learning spaces. This will result in:

   - Better prepared and equipped students.
   - A technologically friendly learning climate/environment in which the multi-sensory approach to learning is enhanced.
   - Students and teachers being provided with opportunities to develop familiarity with instructional technology that is fast-becoming part of their daily experiences.
   - Teachers gaining or enhancing skills in use of multi-media and digital technology resources and developing their technological competence and confidence.
   - Provision of necessary curriculum support.
   - Fostering skills for independent learning (a lifelong benefit).
   - Provision of a cadre of trained Librarians and Information Technology Specialists.
   - Exposing all teachers and students to the environment and tools of the industry.
   - Providing education and training designed to meet their individual needs to students from the Learning Support Departments in secondary schools.
   - Diagnosis and tutorial support being offered to students with Specific Learning Disabilities (e.g. dyslexia and dyscalculia) in both the Learning Support Departments and mainstream classes.
   - Training of teachers with additional skills and resources to offer early intervention to students experiencing reading difficulties in primary schools.
   - Increased security to ensure that investment in resources can be maintained.
   - Providing more varied learning experiences for Learning Support classes through improved equitable access.

4. (a) The design and programme structure of the **New Secondary School at Saddlers** will facilitate the implementation of curriculum associated with the reforms outlined above, as well as other reforms proposed in this *White Paper,*

for example*,* organized ***after-school programmes*** (see Section Six)*.* Many of the difficulties that are being experienced in other secondary schools with implementing the CCSLC and occupational skill areas in the curriculum are expected to be eliminated.

(b)Timetabling at the Secondary School at Saddlers will reflect flexible classroom settings and more efficient use of learning spaces (**at least 0.95 Space Utilization Rate for each learning space**), allocation and use of resources to accommodate the curriculum reforms that are under consideration.

5. As part of a Consultancy under the Secondary Education Project, a **Certificate Course in Learning Support** was developed by an International Consultant in learning support methodology and evaluation. This course incorporates best practices, information and communication technologies and practicum in the course delivery and assessment. Recommendations are also made for systematic monitoring of learning support programmes in schools. **This course will be reformatted for delivery online under the aegis of the University of the West Indies Open Campus**. *By 2015*, **at least 60%** of the trained teachers in primary and secondary schools, as well as the Special Education Unit, will hold a Specialist Certificate in Learning Support.

6. **School Improvement Projects will be institutionalized.**

(a) Opportunities will be provided for each school to design **School Improvement Projects** to address special problems that the school has been experiencing, particularly problems that relate to students' learning. Under this component, funds will be provided annually to each school that presents projects that have the potential for solving real problems that are being experienced by schools. Projects should be linked to the overall **School Development Plan**. Because of their emphasis on the involvement of the community in the project, school improvement projects have the potential to promote better communication by reinforcing and increasing the level of partnership among the various stakeholders in the education system.

(b) In addition, funding will be provided to support extra-curricular activities promoted by the youth in each school. Extra- curricular activities will be designed to:

- improve the quality of education offered to young people
- make the school the centre for change
- cater for developmental programmes geared specifically to addressing the needs of the youth sub-culture; those needs to be determined by the young people themselves.

(c) This activity should lend support for the strengthening of **Student Councils** in each secondary school. These extra-curricular activities may be integrated into the *after-school programmes* offered at the school.

(d) Part of the Ministry's annual budget, as well as contributions solicited from corporate partners, will be used to support and sustain school improvement projects and extra-curricular activities.

(d) School improvement projects and extra-curricular activities will introduce a measure of decentralization in school administration.   The objective is to strengthen the capacity of schools to cope with autonomy and innovation and so promote a change in the organizational culture of schools.

Strengthening the Role of Guidance Counsellors in Reducing School Violence

The role of Guidance Counsellors is key to maintaining a positive and healthy learning environment. The *Education (Amendment) Act No. 17 of 2007* makes provisions for **Guidance Counsellors** in schools. This Amendment gives greater prominence to the role of Guidance Counsellors in the schools and provides a legal framework around which Guidance Counsellors can work.

Agenda for Action

1. The Ministry of Education has to ensure that a proper process is in place for recruiting Guidance Counsellors and support them in their work. **By September 2010**, a process will be established to recruit and orient Guidance Counsellors to enable them to better address the many issues to be reconciled in facilitating a healthy school environment.

2. In addition, office space and support services to facilitate therapy and advice for guidance counsellors will be provided to promote greater collaboration among the counsellors in each secondary school and so increase efficiency.

3. Workshops on "**Fostering better relationships between parents and the school" and "better parenting**", in general, have been held with parents in selected feeder communities for at least one secondary school, under the aegis of **School Improvement Projects**. These workshops have been coordinated by Guidance Counsellors. Such workshops will be expanded to be undertaken annually as part of the School Development Plans for all secondary schools.

4. The generic roles and responsibilities of Guidance Counsellors are elaborated at length in the document: ***Guidance Counsellors' Handbook*** (OERU, October 2002). This Handbook will continue to provide the basis for the operations and procedures employed by Guidance Counsellors and will be updated periodically. It will be used to provide orientation for new Guidance Counsellors.

5. Working in collaboration with the Ministry of Social and Community Development and the Ministry of National Security, the **Guidance Counselors, Attendance Officers** within the Ministry of Education will initiate measures to:

- Develop a common tool for recording students with behavioral challenges.

- Develop a strategy to support at risk students throughout the school system, thereby reducing the number of repeat offenders and lessen the likelihood of expulsion from school.

- By September 2009, a **National Peer Mentoring/ Mediation Programme** will be introduced in secondary schools.

  During the National Crime Consultation convened on December 12th, 2008, participants were separated into six (6) breakout groups. Youth from the various high schools and CFBC who attended the Consultation came up with the idea of a National Mentoring/Mediation Project. The 30 or so of them volunteered to be mentors if such a programme should ever be implemented as a preventative measure aimed at addressing antisocial behaviour in youth, empowerment of future leaders and instilling a sense of volunteerism. There are just some things youth do not feel comfortable going to their teachers with and it is hoped that they would feel secure in sharing these troubling issues or situations with trusted, respected mentors/mediators. **It is recognized, however, that volunteers need to be carefully screened**.

  Mentors and mentees will be students from respective high schools. Individual schools will determine when exactly in the timetable the mentoring should occur, but in terms of general implementation, the proposed commencement of the project is in September 2009 with training having occurred during the summer months.

  GOALS/OBJECTIVES

- To reduce incidences of antisocial behaviour in youth.
- To empower youth to become positive role models.
- To strengthen the relationships between students of the upper classes with those of the lower classes.

An **Oversight Committee** will be formed comprising of at least one Guidance Counsellor, an official from the Ministry of Education and other relevant personnel The mandate of the Oversight Committee will be to monitor the functioning of the programme within individual schools and to assist schools where necessary.
Separate committees within each school will be responsible for the selection of mentors/mediators, daily operation of the programme and to act as the Contact Point for the Oversight Committee within each school.

Short to Medium Term

- Provide a highly regimented disciplined yet therapeutic environment for students suspended from school; help students develop coping and conflict resolution skills; help students to improve self-esteem and interpersonal skills; reduce and eliminate negative behaviours. **By September 2010**, establish an ***Alternative Education Programme*** for children who have been suspended to be administered in a non-resident '**Behavioural Reform Facility'.** A proposal and budget will be prepared and submitted by **October 2009**.

- Consult with Social Development and Gender Affairs to review the written policy for **pregnant** students and their return to schools during and after delivery.

- Provide training for parents and teachers to promote identification of individual talents, strengths, weaknesses, disabilities and learning styles for the development of a well-adjusted student

6. Annual training/refresher sessions will be organized for Guidance Counsellors, Attendance Officers and Truancy Officers in the summer vacation period. These sessions will seek to provide an avenue for feedback on the past school year, a look at strategies and initiatives to be implemented in the upcoming year and training/refresher sessions.

Characteristics of Effective Secondary Schools

A review of literature has identified some of the characteristics of effective secondary schools. These characteristics have been listed in a World Bank document entitled: ***Expanding Opportunities and Building Competencies for Young people: A New Agenda for Secondary Education.*** (The World Bank, 2005, pages 191-192). These characteristics are classified in terms of Intellectual Capital, Social Capital and

Organizational Capital. Intellectual capital of a school is related to the skills, competencies, capabilities, talents, expertise, and practices of staff, students, families and communities. Social capital refers to cultural and social aspects that permeate the relationship among individuals inside the school and with the community. It relates to trust among stakeholders, collaboration and sharing etc. Organizational capital relates to the capacity of the school to deploy, mobilize, make good use of and continuously increase its human and social capital. These are expanded below (extracted from Box 8.11 of World Bank document).

Intellectual Capital

- Teachers have the knowledge, skills, and competencies to help all students learn and to accept responsibility for their own learning.
- School staffs believe that they have the capability to help all students achieve and reach their potential.
- The principal provides education leadership and supports continuous professional development to increase the competencies and involvement of staff.
- School staff has the know-how to decide "what goes and what stays" in the curriculum on the basis of a good professional understanding of how young adolescents learn.
- Teaching staff can design and deliver a curriculum that responds to the demands of accountability and is responsive to the social and developmental needs of students. Staff members are skilled at inter- disciplinary curriculum.
- Parents and school community understand and support the school's basic mission.
- The role of parents in the education of their children is clear, helping to forge real partnerships between home and school.

Social Capital

- Teachers master the technology of team work; they do not work alone in isolated classrooms.
- There is a consistent practice of cooperative learning among students.
- All have high expectations for success; there is generalized belief that all students can master essential knowledge, competencies, and skills.
- There is respect for human diversity and appreciation of democratic values.
- Leadership is a dispersed concept that includes all teaching staff. Teachers are empowered so that the principal is not the only one providing leadership.

Organizational Capital

- The school climate is positive, with a clearly articulated school mission and agreed goals.
- The school has a purposeful, safe, and orderly environment.
- The principal's leadership is focused on achievement of the agreed goals and the promotion of a school ethos oriented toward teaching and learning.
- The principal is a leader of the leaders rather than a leader of the followers.
- There are appropriate structures and opportunities for collaboration.
- There is a proactive organizational response when students do not learn.
- The school exercises its power to abandon some less important content.
- Students' progress is monitored frequently. Assessment for learning receives central attention; less attention is given to assessment for grading purposes.
- The school has organizational structures that make it possible to pursue and take advantage of external support and community development.
- The principal understands his role as instructional leader and is held accountable.

Agenda for Action

1. **By September 2010**, these characteristics of effective secondary schools will be incorporated into **evaluation instruments** which will form the basis for evaluation of secondary schools, guide interaction with school principals and members of **School Management Teams** and will contribute to professional development for school administrators, teachers where appropriate and Parent Teachers Associations (PTAs).

2. Data collection to complete the evaluation instruments will be undertaken: (a) by external agents during **School Performance Reviews organized by the Office of the Chief Education Officer** and (b) through institutional **self- study activities** by the school administrators, teachers and PTAs.

SECTION NINE

SPECIAL NEEDS EDUCATION

"Special Needs Education" is education and support designed for students with special learning requirements. Traditionally, the term "special education" was used to describe students who were differently able and who were educated in special schools distinct from regular school and further education.

The term "special needs education" is now used as an umbrella term describing a wide range of difficulties which may impair children's ability to achieve during their time in school (Stakes & Hornby, 2000). It recognizes that any student at any given time may have a special need owing to social, emotional, physical or learning difficulties or from serious trauma or illness.

According to the *Education Act (2005)* special needs education services should be delivered in the least restrictive and most enabling environment to the extent resources permit. The services should be viewed on a continuum – the most severely challenged to the gifted.

Services may be provided in classrooms with students who have no learning difficulties. This might mean playing at break time with children in regular education. For others it might mean working on some academic subjects in the regular classroom and others may have no contact at all with children in regular education during the school day.

In some parts of the world the delivery of special educational needs has shifted from segregated schools/ classrooms to inclusive settings. **Inclusion** refers to a variety for non-segregated settings and also to process of increasing participation of children with special needs in mainstream schools (Booth, 1992). Inclusion means that students with a wide range of difficulties may depend on the regular classroom teacher for their education. This means that the roles and responsibilities of the general education teacher may have to change.

According to Lombardi (1994), all teachers will be expected to know about the special needs of students with learning problems. They also will be expected to modify instruction to better meet their needs. This view is supported by Hornby (1998) who believed that the majority of students with special needs are already being educated in mainstream schools so teachers need to develop skills and knowledge to educate them.

Children at the lowest end of the continuum are educated at the Special Education Units on St. Kitts and Nevis.

SPECIAL EDUCATION UNITS

The *Special Education Unit* is an educational facility that caters to the needs of children with a variety of challenges. There is one in St Kitts and one in Nevis. The Unit began operating in 1982 in a classroom at a primary school and catered solely to the needs of children who were mentally challenged. Today the number of teachers and students, and the variety of challenges, has increased. The Unit in St Kitts operates out of its own two-storied building in the same compound as a regular primary school, while the Unit in Nevis also has its own compound. The SEUs provide services for challenged children at all levels.

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Vision

The Vision of the Special Education Unit is to promote academic and social learning that will accomplish the Mission of the Unit. The SEU sees the

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> *"community as a whole" coming together to promote adequate learning of skills by all special needs students as they move through their pre-primary through high school experiences. The SEU further sees the community as being defined by family units, village/town facilities, and the businesses that these encompass.*

Mission

The Mission of Special Education Unit is to equip each student with skills that will enable them to lead as independent of a life as possible; thus creating a spirit of self-acceptance that would enhance their self- confidence and self-esteem.

The Sheltered Workshop

The Special Education Unit has been training and educating students with disabilities for more than twenty years. Every year there are students with severe disabilities and /or behaviour problems who graduate and return home to sit on the sidelines of society. The majority of these individuals will always need to be in a supportive environment. However, some of them were left at home alone while some were allowed to roam the streets. Many of the adults with disabilities live in single parent homes in poor conditions. The parents were forced to leave them unattended while they went out to earn a living. Many of the disabled became **the victims of unscrupulous persons in their communities.**

The sheltered workshop has been set up to provide a safe stimulating environment for adults with disabilities. The adults are graduates of the Special Education Unit who were unable to work in open employment due to their physical disabilities and low functioning level. The workshop has been registered as a community group under the name **Ade's Place** and as such has received some funding from the Ministry of Social Development.

The trainees engage in ***Income Generating Products,*** for example, paintings and other craftwork. These items have been displayed at Craft Fairs. It is hoped that this exposure would lead to the acquisition of lucrative contracts.

General objectives

1. To enhance the teaching and learning environment of the Special Education Unit and classrooms where students need learning support.
2. To effectively identify and plan for children with learning difficulties and who are differently able in Special Schools and mainstream schools.

3. To reduce negative attitudes towards individuals with Special Needs.

4. To ensure that children who are differently able and children with learning difficulties receive the help they need as early as possible.

5. Develop an Autism Centre where students, teachers and parents can be trained.

Officers In Charge: **Special Education Coordinators, St. Kitts and Nevis, Education Officer(s) responsible for Special Education**

Executing Bodies: **Special Education Units**
          Ministry/ Departments of Education- St. Kitts and Nevis

Target Audience:
- **Students with disabilities - learning and behaviour difficulties.**
- **Special Education teachers in mainstream schools and at Special Education Units**
- **Teachers in mainstream classes who refer their students or seek assistance for students who are experiencing problems or presenting problems.**
- **Children with diagnosed challenges.**
- **Children who have been referred from the regular class setting, tested and either kept or returned to the regular classroom.**
- **Teachers in the regular class who seek assistance for children in their classroom who are not working as they should.**

Objective 1: To enhance the teaching and learning environment of the Special Education Unit and classrooms where students need learning support

Strategy

The teaching and learning environment at the Special Education Units and in the classroom will be improved with the introduction of the Special Education Curriculum in 2009. The project was funded by the Organization of America States and involved the development of curriculum for children with severe disabilities and a curriculum suitable for students in the Learning Support Departments of the Secondary Schools and the higher functioning students at the Units. Measures will be implemented to monitor the effective use of the curricula and they will be upgraded and revised periodically to ensure that they are relevant.

Special Education Curriculum for Students with Severe Disabilities

The Special Education Curriculum is designed for students with profound, severe and complex needs, ages 5-16 and working below level 1 of the Primary and Secondary Curriculum. It is designed to support the Primary and Secondary Curriculum by emphasizing emergent skills across subject areas and providing where possible a sequential teaching outline. The purpose of this curriculum is to provide targets for students' attainment and to develop the ability to track student progress towards Primary Education level 1. The objectives and activities for this curriculum have been carefully compiled to assist students towards acquiring foundational skills in seven main areas of personal development. These are:

- Social and Emotional Development
- Language and Literacy
- Mathematical Development
- Science and Technological Development
- Physical Education
- Creative and Aesthetic Development
- Moral and Religious Education

This is reflective of the emphasis placed on students and their learning needs rather than teaching of subject based knowledge and skills. It is designed to be a curriculum for life, enabling students to access all aspects of life and prepare them for adulthood. The objectives and activities across these seven areas of learning have been related to

general themes enabling links across subject areas and a more practical context based approach to learning. This curriculum is, therefore, dependent on the provision of trained teachers who are able to plan for, facilitate and monitor students requiring a more individualized approach to learning, in which their needs, abilities and interests are carefully considered.

Functional Curriculum

The Ministry of Education believes that all children are valuable and can contribute in a positive and meaningful way to the development of our nation. In an effort to reform and enhance the education in St. Kitts/Nevis for students with learning disabilities this curriculum was developed. The Curriculum is designed to focus on four core areas— Functional Reading Skills, Functional Math Skills, Life Skills and Vocational Skills. These core areas are very important for students with disabilities. **The goal of the curriculum is to prepare students for independent and meaningful living in their communities.** It is important that students with disabilities who elect to remain at the Special Education Schools upon graduating will leave with a Special Diploma or Special Certificate of Completion using this guide as their course of study.

Aims of the Curriculum

1. Develop skills that will enable students to be independent in the community.
2. Develop social skills and appropriate vocational skills that will be used in the workplace.
3. Focus on appropriate life skills.
4. Appreciate the culture by reading about things that are age-appropriate and relevant to their society.
5. Develop competence and confidence in identifying functional words that are necessary for survival.
6. To provide teachers with a document to guide the delivery of education.

Community Services/On-the-Job training

Students attending the Special Education Schools in St. Kitts and Nevis must be engaged in on-the-job-training and community services. A total of 50 hours should be completed by each student before graduation. This can be a combination of both on-the

job-training or community service. This will not only help to boost their self-esteem in contributing in a positive way to society but will also help to provide valuable training that will prepare them for the job market. An accurate record of hours should be kept by community services leader, teacher and student. Students will receive a signed copy of *Seeds of Greatness Community Services/On-the Job Training Certificate* upon completion of the required number of hours (50). Students can begin "working" on their hours at the age of 14. Community services or on-the-job-training could be paid or unpaid services.

Grading and Level System

The curriculum is based on four (4) modules, namely, **Functional Reading, Functional Math, Life Skills and Vocational Skills**. Each objective in the module is assessed and assigned points. They are as follows:-
1. **Functional Reading** has a total of **107 points**
2. **Functional Math** a total of **92 points**
3. **Life Skills** a total of **99 points**
4. **Vocational Skills** a total of **82 points**.

> *Objective 2*: **To effectively identify and plan for children with learning difficulties and who are differently able in Special Schools and mainstream schools**

Strategy

Today's classrooms are made up of diverse learners some of whom require Special Education services.   It is important that all classroom teachers be able to recognize/identify students with learning and behaviour problems.   All classroom teachers should be able to appropriately plan for and meet the needs of all students.   In order to do this it is important that teachers receive training in Special Education.

1. It is recommended that all teachers and especially teachers in learning support and teachers at the special schools be exposed to in-service training in Special Education.

2. Policies should be in place to guide teachers about the procedures to be followed regarding referral, assessment and placement when students who are enrolled in

regular education classes need special education services. The document should include;

a. The referral prerequisites
b. Information on who should be referred for testing
c. How parents should be involved
d. Assessment and reporting of findings/recommendations
e. Parents right of appeal to the Education Appeal Tribunal.

The document should include regulations concerning what should be done with parents who refuse to comply with suggested placement.

Individual Education Plan (IEP)

The **Education Act (2005)** recommends the development of individual education plans for students with Special Needs. The IEP should be developed by an IEP team which should include the parents, the teacher, the principal and other support staff who deal with the child.

According to Stakes and Hornby (2000), the following areas must be addressed in IEP's:

- The nature of the child's learning difficulties
- Staff and programmes involved
- Parental involvement
- Targets to be achieved in specified time
- Pastoral or medical requirements
- Arrangements for monitoring and assessment
- Arrangements for review, including date.

Objective 3: To reduce negative attitudes towards individuals with Special Needs.

Strategy

Students of the Special Education Units are sometimes subjected to considerable harassment, ridicule and taunting from peers and adults. This may result in low self-esteem, a sense of being unwelcome in public and lack of inclusion in schools, the workplace and the greater community. Teachers too may become frustrated by lack of opportunities for their students.

Parents may share a sense of 'community shame' about their children with disability and be hesitant to seek appropriate resources and opportunities. The Ministry plans to help reduce the effects of negative attitudes by collaborating with NGO agencies to:

1. Launch a public education campaign to change attitudes towards disabled children in the community at large in a way that positively impacts the community, parents, children and teachers. Specific outcomes should include higher teacher satisfaction, a decrease in negative behaviour towards the disabled, more inclusion in public schools, the workplace and the community, and increase in resources for the children.

2. Conduct parent awareness training and encourage the establishment of a Parents Support Group for parents of children with Special Needs. Activities should empower parents to become advocates for their children and also to develop skills to effectively bring up a child with a disability.

3. Encourage Non Government Organizations (NGOs) and/or associations for persons with disabilities to support the project by highlighting the achievements and capabilities of persons with disabilities. .

Objective 4: **Ensure that children who are differently able and children with learning difficulties receive the help they need as early as possible.**

Strategy

Early intervention programmes will be implemented to:

1. Prevent students whose problems are addressed at an early age from spending their entire school years in Special Education.

2. Correct or reduce problem areas.

The Ministry of Education in collaboration with the Ministry of Health, Optimum Chance, other associations and funding agencies will put measures in place to correct students' difficulties at an early age.   The Ministry will also ensure that young children and students enrolled in Special Education have access to the services of Rehabilitation Therapists. Rehab Therapists are trained in the following areas:

1. Occupational Therapy
2. Speech Therapy
3. Physiotherapy

Students in need of these services can access it at the Special Education Units. Government in collaboration with Optimum Chance also intends to train other therapists.

Objective 5: **Develop an Autism Centre where students, teachers and parents can be trained.**

Target Audience:

- Students with disabilities and learning and behaviour difficulties
- Special Education teachers in mainstream schools and at Special Education Units
- Teachers in mainstream classes who refer their students or seek assistance for students who are experiencing problems or presenting problems
- Children with diagnosed challenges
- Children who have been referred from the regular class setting, tested and either kept or returned to the regular classroom
- Parents of children with challenges
- Teachers in the regular class who seek assistance for children in their classroom who are not working as they should.

Strategy

Autism is a disorder that causes disruption in families and unfulfilled lives for many children. All children with Autism Spectrum Disorders demonstrate deficits in social interaction, verbal and non-verbal communication and Repetitive behaviours or interests. Prevalence estimates range from two (2) to six (6) per 1,000 children. This wide range of prevalence points to a need for earlier diagnosis and treatment interventions. It is important that teachers and parents receive special assistance to enable them to deal with children with Autism. The numbers of children with autism seem to be on the increase so the Ministry intends to seek help from a funding agency to establish a centre where teachers, parents and children with autism can receive training.

Objective 6: **Provide the opportunity for students with high aptitudes to excel.**

Officer in Charge: **Education Planner**
Executing Body: **Curriculum Development Unit, Principals, teachers**

Strategy

Opportunities will continue to be investigated to allow gifted students to excel in areas that may not be 'traditional' teaching subjects. **Project Accelerate IT** was successfully piloted. In this project, primary school students with high aptitudes in Mathematics were exposed to software development/computer programming. The tenet is to provide early exposure to facilitate a growing pool of creative programmers. Similar projects will be introduced to facilitate the development of the creative talents of our gifted students.

SECTION TEN

POST-SECONDARY EDUCATION

Post secondary education in St. Kitts and Nevis refers to programmes offered to school leavers and working adults, generally, as distinct from programmes offered in the four main Divisions at the CFB College. In the St. Kitts and Nevis context, CFBC is regarded as a tertiary level institution; although some of the programmes offered in the Technical and Vocational Education Division may be classified as post secondary. Post secondary education enables school leavers to take additional courses and/or re-sit courses at CAPE and CSEC that they would not have attained at secondary school. Such opportunities are typically offered at the CFB College Adult and Continuing Education Division and the through the Ministry of Education's Adult Education Programme in Nevis.

The more established post secondary education opportunities, however, focus on Technical and Vocational Education and Training (TVET) and enable school leavers to develop skills and competencies for the world of work in various occupational areas. Such programmes are offered at the Advanced Vocational Education Centre (AVEC) and through the National Skills Training Programme, as well as, selected courses at the CFBC Division of Technical and Vocational Education and Management Studies. This *White Paper* focuses on developments in TVET as offered in post-secondary institutions.

TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET)

Within the last two years, there has been renewed interest on TVET with the introduction of occupational skill areas in schools leading to the award of the ***Caribbean Vocational Qualification (CVQ)***. The Ministry of Education established partnership arrangements with HEART Trust/NTA in Jamaica for the training and certification of teachers / instructors/ facilitators in these programmes. The ***Caribbean Examinations Council*** has been approved by the CARICOM Council for Human and Social Development (COHSOD) to provide quality assurance for the award of the CVQ and award the CVQ For successful completion of approved programmes.

A Caribbean Vocational Qualification (CVQ) is in fact a generic National Vocational Qualification (NVQ), agreed upon by members of the Caribbean Association of National Training Agencies (CANTA), of which St. Kitts and Nevis is a member, and which satisfies regional and international standards. Nearly 100 skill areas have been developed to date and approved for consideration as CVQs.

A CVQ can be adapted/ modified where necessary at national level to reflect any specific national needs or requirements.   Each CVQ requires Competency-Based Education and Training (CBET).

In CBET, technical and vocational education programmes are guaranteed to be current, relevant and most suited to prepare an individual for new and emerging job opportunities. **CBET emphasizes the specific learning and demonstration of competencies- knowledge, skills and attitudes- that are central to a given career, job, or task.**

Principles of CBET include:

1. A focus on outcomes as observable competencies
2. Greater workplace relevance
3. Assessments as judgments of competencies
4. Improved skills recognition
5. Improved articulation and credit transfer

To facilitate the implementation of CBET in schools and colleges and generally to guide the development of TVET, the Ministry has established a **TVET Council**. The Terms of Reference for the TVET Council are outlined in the *Education Act (2005), Sections 123-134.*

For the purposes of the CVQ and to facilitate quality assurance by CXC, the Ministry has established an Agreement with CXC. The TVET Council, in collaboration with the Ministry of Education, is expected to perform a number of functions.

Functions of the TVET Council to facilitate Award of the CVQ

With input and collaboration from agencies such as the Caribbean Association of National Training Agencies (CANTA), the Ministry shall engage the SKN TVET Council in relation to activities to:

1.   conduct National Skills Surveys to determine industry needs and provide their findings to schools and other learning institutions.
2.   adapt National Occupational Standards obtained from agencies such as HEART Trust /NTA in Jamaica to reflect St. Kitts and Nevis' requirements;
3.   orient curriculum writers to use National Occupational Standards to develop curricula;
4.   develop a system of training and certification of teachers and assessors;
5.   train and certify teachers as assessors/verifiers;
6.   select and train external verifiers;
7.   prepare a register of employers under the St. Kitts & Nevis TVET Council;
8.   provide facility and equipment standards;
9.   approve centres for the implementation of the programme;
10. maintain necessary databases; and
11. provide career guidance.

TVET Strategic Plan 2009 -2012

A Strategic Plan has been developed to guide the development of CBET for the next 3-5 years.

Overview

The Federation of St Kitts and Nevis needs to meet the demand for an expanded, skilled workforce by the introduction of Technical and Vocational Education and Training (TVET) and certification for both the in-school and the out-of-school population. The Ministry of Education has already signed a Memorandum of Understanding with a leading National Training Agency in the region- HEART Trust/NTA in Jamaica- with regard to the delivery of vocational skills training programmes. These initiatives are being developed against the background of decisions taken by CARICOM/COHSOD, the Caribbean Association of National Training Agencies (CANTA) and the Caribbean Examination Council (CXC) pertaining to the introduction of TVET skills in secondary schools and post-secondary institutions and the award of Caribbean Vocational Qualification (CVQ) certification. Activities include the training and orientation of TVET Council Members, the revision of the Standards and Curricula for TVET, the procurement of selected Occupational Standards, Students Guides, Facilitators Guides and Curricula, and the training of facilitators, assessors and verifiers who will be involved in the delivery and certification of in-country training programmes. Expected results include an increase in the number of students enrolled in TVET institutions, as well as a higher number of persons in the work force reaching a CARICOM-approved vocational qualifications level.

Stakeholders

- Students/Learners
- Youth
- Business Sector/Employers
- Parents/Adults
- Employed/Unemployed Persons
- Government
- Educational Institutions
- Facilitators/Instructors

- Local Communities
- NGOs
- Potential and Actual Investors
- Technocrats

Key Success Factors

- Promotion of a standards driven training system
- Convincing clients of the benefits of training
- Compensation for facilitators
- Understanding and buy in by all stakeholders of the CBET System
- Continuous professional development of human resources
- Continuous upgrading and maintenance of facilities.

Vision: A pool of competent individuals, trained and certified to international standards, empowered to compete locally and in a changing global economy.

Mission: To establish a Competency-Based TVET system which increases access to training and certification, is relevant to industry and empowers individuals to contribute to national growth and development.

It is expected that students will have received a solid grounding in entrepreneurship, thrift, etc., in the early years at the secondary level before becoming involved in a CBET. While engaged in CBET, students will be exposed to employment and small business opportunities.

A *SWOT Analysis* follows.

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
• Government's Commitment • Strong Ministerial leadership/support • Available/number of clients to be trained • Facilitators who have technical skills • Committed facilitators • Established institutions • Healthy economy • Strong external support (Assistance available from other countries) • Universal secondary education • Easy access to training • Institutions have links with employers	• Insufficient finance • Insufficient physical resources • Uninspired clients • Low value of skills training • Inadequate consultation with the private sector • Present training is below industry standards • Inadequate/ undocument-ed labour market information	To: • Improve low reading and literacy of clients • Improve gender equity • Strengthen the workforce • Increase access to occupational training • Promote and develop entrepreneurial attitudes and skills in learners at all levels • Strengthen linkages and partnerships with employers • Improve the perception of TVET • Restructure the remuneration for qualified workers • Conduct qualitative and quantitative for market research • Increase economic growth • Cater to wider sections of the population • Create world	• Sustainability of financial support • Poor perception of TVET • Poor attitudes of youth to training and work • Poverty • Change of government priorities • Natural disasters • Resistance to change • Inadequate remuneration • Inadequate working conditions

		class citizens • Access industrial standards • Partner with regional and international entities and governments	

OUTPUTS/RESULTS	PERFORMANCE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
1. **TVET Council Empowered**	1.1 Operating structure for TVET Council reinforced 1.2 Council members sensitized to CBET requirements • Budget to (guide) facilitate the operations of the Council developed • consultations held with stakeholders on TVET initiatives by 1.3 Sub-committees of the TVET Council established 1.4 Promotional activities executed for TVET Council 1.5 At least 10 Lead Groups established 1.6 Occupational Standards validated 1.7 Road map presented to Government, NGOs and Industries	Document describing structure Minutes of meeting Budget document Attendance register Reports, Attendance register Document Report Letters of appointment Validated standards Road map document	Consultations go as scheduled

OUTPUT/RESULTS	PERFORMANCE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
2. **Competency-based programmes implemented**	2.1 TVET Policy presented and in place 2.2 CBET Technical Operating Model established 2.3 Nine consultations held in communities • 6 in St. Kitts 3 in Nevis 2.4 CBET programme introduced in all relevant institutions 2.5 At least fifty (50) facilitators (instructors/assessors and Verifiers) trained	Policy document Document Reports Coordinators reports Record of who received training	**At Output Level:** Buy-in from key persons
3. **Facilities and equipment improved**	3.1 Occupational standards implemented • and revised 3.2 Facilities Standards in place and revised by 3.3 Minimum tools and equipment procured to support delivery of skill areas • Tools and equipment upgraded 3.4 Labs established and adequately designed to accommodate meaningful hands-on training 3.5 New labs/training facilities identified/built and equipped for use by wider community 3.6 Security/Safety procedures in place for labs/facilities and equipment • Security systems in place 3.7 Nine (9) learning resource centres upgraded 3.8 Instructional materials and learning resources procured on a on-going basis	Standards Photographs Inventory list Ministry report Ministry report Document Ministry report Report from Procurement officer	**At Output Level:** Financing in place Specifications are done correctly

OUTPUTS/ RESULTS	PERFORMANCE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
4. **HRD programmes developed and implemented**	4.1 An training plan for HR developed 4.2 Twenty five (25) persons to be trained to manage the CBET system 4.2 Twenty five (25) facilitators proceed on study tour (s) 4.4 Review training and development needs HR programme - ongoing	Report Records of workshops Report	**Finance is available**
5. **Quality Assurance system developed and implemented**	5.1 Quality Policy Guidelines developed and implemented 5.2 Confirm agreement with CXC for quality assurance for secondary schools 5. 3 Record keeping system developed and implemented 5.4 Survey of existing resources of industry to supplement training facilities in our institutions conducted 5.5 Assessors trained, certified and registered 5.6 Internal and external verifiers trained and registered 5.7 Facilitators trained and certified at a minimum of Level II • Secondary school - a minimum Level II	Policy Report Copy of Agreement Survey Report Attendance Register & Certification Report Attendance Register Certification	**At Output Level:** Buy - in from key persons

OUTPUTS/RESULTS	PERFORMANCE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
	5.7 cont'd Other institutions at least one level above the level they are to assess	Document Registers	**At Output Level:** Buy –in from key persons
6. Assessment and Certification system implemented	6.1 Assessment and certification system developed by	Record of training & Register	
	6.2 At least Twelve (12) occupational standards acquired and validated by	Report Validated standards	
	6.3 Orientation of Assessors for pilot programme	Attendance list Certification register	
	6.4 Record keeping system designed and implemented by	Document/ database	
	6.5 Moderation exercises conducted		
	6.6 Assessment of candidates in pilot programme conducted	Evaluation report	
	6.7 Assessment results presented to TVET Council	Assessment report	
		Report	
7. Stakeholders awareness increased through promotional activities	7.1 Awareness of general public increased on-going to 2009	Video Taping, Newspaper Clippings, Photographs,	**At Output Level:** Receptivity of stakeholders to invitations extended
	7.2 Awareness of potential learners increased on going to 2009		
	7.3 Awareness of employers increased on going to 2009		Buy – in from stakeholders

Advanced Vocational Education Centre (AVEC)

The Ministry of Education has been striving vigorously to maintain its sound education system by way of strategic improvements, ensuring that its citizens are well prepared for CSME and the free movement of people within the CARICOM area. This requires all school leavers to obtain a regionally recognized qualification so that they will be an attractive investment for employers region-wide.

The Advanced Vocational Education Centre (AVEC) plays a strategic role by providing school leavers with access to technical vocational training and preparing them for the world of work.

The staff at AVEC has undoubtedly played a critical role and achieved great successes in the development of both school leavers and mature persons wanting training within the vocational areas. AVEC has positively assisted them in gaining meaningful employment.

Discussions are on-going at AVEC involving senior staff at AVEC, representatives of the Ministry of Education- Administration, the Curriculum Development Unit, the TVET Council and the private sector to outline and plan for the future development of the Centre. Emphasis has been placed on determining what is required to move forward, and to improve delivery of training, efficiency of administration, quality assurance in data capture, lesson planning, schemes of work, teaching strategies, health and safety, and the learning environment, in a move towards meeting occupational standards.

The role of AVEC within the Education System of St. Kitts and Nevis

The Ministry's aim is to make AVEC a ***Centre of Excellence*** for the delivery of TVET/ CBET. ***The aim is to develop AVEC into a regionally - recognised Technical – Vocational post-secondary institution.*** A **change of name** for AVEC will be proposed in the Medium Term to remove any existing negative perceptions of the

institution and encourage school leavers of above average ability to register in the programmes at the institution.

One of the important roles played by AVEC is to provide training for those learners who have left school with only part of a qualification (CSEC and/ or CCSLC), and to give these students the opportunity to complete their qualifications alongside training in a programme of their choice to follow their chosen career path.

- Learners will be able to gain units of competencies that will give them the skills to move into employment and enhance their quality of life.
- Once in employment, they will have the opportunity to continue training, either within the workplace or by returning on a part-time basis to complete their full qualification, either through AVEC or another organisation, such as the National Skills Training Programme (NSTP).
- Students who are over 16 years of age and weak in core skills (Maths, English, Communication, and Work Aptitude) can improve their competence through more directed training in those areas linked to their training programmes.
- **Students can gain a recognised qualification to advance to the Clarence Fitzroy Bryant College with a record of their work and assessment information.**
- AVEC can also work with employers to provide vocational training courses within the TVET framework, to gain qualified staff whilst retaining them at the place of work.
- This can be achieved by working with the National Training Skills Programme. AVEC'S contribution would be to provide training space and facilities should these resources be required
- AVEC will offer full time courses within the technical/ vocational areas where there is a demand by industry for a specific quantity of learners (this information can be obtained via the TVET Council).
- Offer courses of a more specialized nature, again based on industry needs and learner demand.

- Allow schools to utilise their facilities for practical training to complete their occupational skill areas of their Caribbean Vocational Qualification (CVQ). This, however, will have to be arranged on a school-by-school basis to ensure access through effective timetabling of space and facilities.

- AVEC will **generate income** by offering basic services through the occupancy skills areas. All work should be authorised through an approved procedure to ensure that the revenue is fairly shared between the institution and the learners. This will encourage the entrepreneurship element of the training programme. The revenue gained by the institution should be reinvested into maintenance of the Centre and the purchase of new equipment to enhance the training facilities.

- In partnership with the National Skills Training Programme develop innovative training programmes. These are developed in collaboration with the private sector, as effective vocational education and training is driven by the realities of the occupation and not by wishes of training institutions. Thus, relevant training may be more meaningfully facilitated by the industry in a real working environment. Working partnerships with industry will be in place through the established national training mechanisms of which AVEC is a part.

- It is necessary to provide a careers and guidance service for existing learners at the Centre, and to provide access to this service to the secondary schools, which can arrange scheduled visits during the academic year, and to the wider community.

Vocational and Careers Guidance

Vocational and Careers Guidance is designed to organize professional vocational and career guidance services.

There is a critical need to add an organized and professional element to the "ad hoc" guidance and counseling programmes in schools, vocational training centres and community colleges. The focus on vocational and career guidance will serve not only to promote TVET, but also to ensure a proper match between students' interests and their

choice of a career in which they are most likely to be successful and productive. This will be a most effective approach, particularly where the career guidance is linked to some form of Labour Market Information System (LMIS). Thus, vocational and career guidance must be an integral component of TVET programmes.

AVEC Agenda for Action

1. Provisions must be made at AVEC for trainees who enter the TVET programmes and have the ability to obtain the CCSLC certification, but have not been exposed to CCSLC or CSEC. They will be given the opportunity to further obtain the needed qualifications for CCSLC certification considering that they are also attending AVEC.

2.   An entrance requirement will be established for trainees requiring entry to the AVEC Programmme. CCSLC and or CSEC passes are required; if not, an aptitude test has to be taken and remedial action implemented to bring trainees/learners up to the required standard to ensure that they will be successful. The remedial action plan/programme will be of one year's duration and will enable the trainee(s) to be proficient in following the ensuing CVQ Programme.

3   **AVEC's New Training Programme portfolio** will be:

- Business Studies
- Hospitality Services (Food and Beverage Preparation)
- General construction (to include masonry, joinery)
- Auto Mechanics
- Welding and Fabrication
- Electrical Installation (with aspects of electronics for those students who are interested)
- Agriculture
- ICT (to be delivered as International Computer Drivers License- ICDL). This is to ensure that all students are computer software literate on all training programmes).
- Computer Aided Design (CAD) for Architectural and Technical Drawing. An understanding of how to read plans should be merged to deliver a basic introduction to Technical Drawing but the emphasis will be made on the CAD to include the total process of house or product design and building.
- Plumbing, air conditioning and refrigeration.
- Other part- time courses where there has been an identified demand; to be held in the evenings.
- Spill over evening courses from CFBC where the use of the resources is required.

4   The TVET Council will be activated and empowered to provide the support for continued development. The TVET Council will ensure that the prerequisites for the delivery of CBET are in place at AVEC.

5   All the programmes at AVEC will be fully modularized and at the end of every module, an assessment will be given to ascertain the level of completion and competency. Trainees not yet competent will have supplementary modules to complete as they commence new modules.

6   AVEC's Programme will integrate with workplace practices. Therefore, it is recommended that consideration be given by the respective Government Ministries/ Departments relative to projects undertaken to provide the opportunity for trainees at AVEC to achieve experience in a work environment within the respective Ministries. This will include General Construction/Masonry & Joinery, Automotive Mechanics, Electricity/Electronics, Hospitality Services, Technical/Architectural Drawing, Business Studies and Information and Communication Technology (ICT).

7   The programme of activities at AVEC must also establish a learner-friendly environment, thus providing the opportunity to obtain experience in a shorter period.

8   The above courses should be delivered within the TVET/CBET framework and offered on a full-time or part-time basis depending on demand or instructor availability. **It will therefore be necessary to adjust the <u>contact hours</u> for delivery of courses at AVEC both for full-time and part time instructors. *<u>This would allow some formal classes to be held at evenings.</u>***

9   Data Capture

The data capture format to be employed at AVEC will include: Schemes of Work, Lesson Plans, Student Practical Assessment Forms, Student Work Attitude Evaluation, Student Competency Profile Assessment Form and information on Internal and External Verification Assessment Sampling.

Under the new agreement that has been signed with CXC to award the CVQ, these data and quality assurance processes have to be in place and executed to the highest standards. CXC will visit St. Kitts and Nevis to audit this process, ensuring that training and accurate record keeping are being carried out as a matter of normality.

A portfolio is a convenient way of recording, collecting and presenting evidence of achievement. It is a collection of samples of a candidate's work and it showcases different items of evidence relating to the knowledge, skill, and attitude required by the standards. An artist puts together a collection of his work to present as evidence of his mastery of his field. So too can candidates in all fields put together items of evidence which support their claim to an award by showcasing evidence of the required skill, competence, and understanding in his/her portfolio.

The evidence of work in the portfolio often comes from the learner's day-to-day work. However, the evidence can also come from prior work experiences, previously certified learning, and other activities such as leisure activities. This evidence can, therefore, come from either current performance or past achievements. As the instructors and students become more adept at using portfolios, appropriate procedures must be followed for quality assurance purposes.

10 Instructor Training at AVEC

Obviously, the staff at AVEC will need continuous upgrading and professional development to deliver TVET/CBET.

- AVEC's programme concentration for the CVQ must be entry level or Level One with a measured projection for advancing to the next level. Consequently, instructors must be at a minimum trained to the next level (Level 2) in the respected programme. It is also recommended that instructors be provided with training and development opportunities leading to certification with the resulting compensation.

- The Ministry of Education, in collaboration with regional and international partners, and through local teacher training initiatives will strengthen instructor/ teacher training for diversified and effective programme delivery.

Delivery is a critical element of the TVET system. Teachers/Instructors are the key factors of the delivery system. Traditionally, most of the region's TVET teachers emerged from the traditional elitist academic system. Because of the traditional attitudes to TVET, TVET teachers have often been among the top performers in

technical and vocational subjects but have tended to be weak academically. The result was that they were in no position to assist the academically weak TVET students, thereby limiting the scope for further technical and professional development on the part of these TVET students who would also be future TVET teachers.

This situation is, of course, not unique to St. Kitts and Nevis. In a survey of OECS TVET teachers in 2002[1], with fifty percent of the approximately one thousand teachers responding, an analysis of the responses revealed the following:

1. The OECS/GTZ TVET Project assisted 51 TVET teachers.
2. Survey revealed that up to 75% of OECS TVET teachers desired further training.
3. Over 75% of respondents required further training.
4. Impact of Training Assistance was minimal when examined against the desired training needs.

[1] OECS: **Final Report**, OECS/GTZ TVET Project, 2003, p 23

Thus, there will be need for a major thrust in the training and upgrading of TVET teachers at AVEC, as well as other institutions in the Federation offering technical and vocational subjects, and based on desired and required training needs. The emergence of competency-based education and training, with its distinct methodologies, makes such training even more critical and urgent.

In order to effectively deliver this new portfolio of courses, some changes will have to occur.

11 A Multi Purpose Training Area will be developed by opening up the existing welding workshop into the Technical Drawing class room.

This will give a larger working space with the capability to deliver a range of training courses such as:
- Electrical Installation/Electronics
- Plumbing
- Welding and Metal Fabrication
- Air Conditioning and Refrigeration.

Technical Drawing will merge with Architecture. Here the focus will be on introducing students to the basics of technical drawing and architectural plans, then focusing on the IT aspects of these training areas.

12 It is also useful to note that in the preparation of trainees for the workplace, classrooms simulation of a workplace environment with the required health and safety equipment needs is required for AVEC. The following are, therefore, recommended as a way forward for the continued and further development of AVEC:

- Business Studies and Hospitality Service Departments require complete upgrading and retrofitting to reflect or simulate an actual office and hospitality-service setting. The recommended needs will boost trainees' interest and motivation, and will provide valuable workplace setting experiences and improved learning in the classroom. In this regard, a detailed list has been prepared.

- A review of the Teaching/Instructors' Manuals reveals that office equipment, tools, machinery, several resource and reference materials are required to carry out competently the delivery of the course content for all departments. Therefore, it is suggested that the source materials be obtained to fulfill the required obligation. Detailed lists have been compiled.

- In general, all departments at AVEC require upgrading. With today's evolving technology, there is an urgent need for AVEC to be provided with a comprehensive upgrade to meet the present demands and requirements for instructors and trainees. This will improve training methods and update the use of machinery and equipment.

- It will be necessary to improve strict industrial and business safety and prevention standards and practices in all departments and students.

- The Health and Safety (HS) equipment requirement in the trades' department needs urgent attention, in particular the Dust Collection System. Electrical/Electronics and Automotive needs require urgent attention and upgraded HS equipment. These sectors are rapidly evolving due to technology demands. A detailed list of the required tools and equipment has been compiled.

AVEC Summary

AVEC's Mission is: **To afford individuals the opportunity to develop skills, stimulate positive attitudes and to create a greater awareness of the opportunities available to pursue training in technical vocational education.**

With a team of committed staff competent at delivering stimulating learning sessions, AVEC will:

- Provide a progressive link between secondary school, industry (on and off the job training) and the Clarence Fitzroy Bryant College (CFBC).

- Develop training partnerships with industry and commerce and promote the development and recognition of occupational qualifications.

- Provide a facility that will encourage those young learners from school to invest into a career of technical vocational training of their choice and improve the status of technical and vocational education and training (TVET).

- Provide a cadre of both core and elective areas with a curriculum philosophy giving learners a viable opportunity to enhance their education and skills levels.

- Improve progression (career, education and related benefits) for young individuals.

- Improve employability and transferability of young individuals.

- Promote and develop entrepreneurship skills among the trainees.

- Provide, in collaboration with the Ministry of Education and industry partners, ongoing professional development and training for staff members in the delivery of CBET.

National Skills Training Programme (NSTP)

The trends of globalization of trade and labour markets, rapidly changing technologies, and high unemployment are expected to continue. This trend will foster rapidly paced changes in future industrial structures and employment patterns. These effects and changes will lead to a significant decline in some jobs, a shift on the importance of the skills required, and the development of new and different skills.

It is expected that the size of the workforce employed in the service and technology industries, where high-level education and skills are required, will increase, while the demand for low-skilled workers will shrink. Many employees are likely to change jobs, and, possibly, even careers. This changing nature of labour market trends will have significant implications for education and our educational institutions as they seek to provide lifelong learning.

As a nation, St. Kitts and Nevis is no longer dependent exclusively on an agricultural base, but it has evolved to a tourism and service-oriented country. The absence of sufficient skilled manpower could hamper the scope for the development of these sectors and further economic diversification.

The Ministry of Education (MOE) is cognizant of its role in the sustainability of the nation through this era and beyond. Hence, efforts are being made to strengthen TVET to meet the demands of global expectations and the challenges of the Caribbean Single Market and Economy (CSME). This has led to the restructuring of the Non-Formal Youth Skills Training Programme (YSTP) to a **National Skills Training Programme (NSTP)**. This move is considered imperative if St. Kitts and Nevis is to improve access and equity in achieving education for all.

The YSTP had been in operation since 1986, designed as a project, mainly to alleviate youth unemployment/underemployment through the establishment of a flexible non-formal skills training mechanism which was able to respond quickly to the immediate changing skills requirement of the local labour market. The programme focused on short-term, intensive training, in various occupational modules. The critical function of the project was to place successful trainees in remunerative employment or to help develop employment opportunities by providing guidance and support services for those entering self-employment.

The evolving of NSTP at a time when the Ministry of Education is seeking to offer TVET electives based on CARICOM-approved Occupational Standards to Vocational Qualifications level, allows for more flexibility and structure in responding to the emerging demands. Following are some of the measures and policy proposals that are being pursued through the operation of NSTP.

The programme framework for NSTP is as follows:

i) *Modularized Training to Occupational Standards and Qualifications*

The NSTP modularizes its training courses (to occupational standards) so that it articulates with the programmes of other TVET institutions. This not only identifies clear entry and exit requirements of the courses, it also enables trainees of the NSTP to satisfy requirements for further training, while at the same time acquiring work-related knowledge and skills that will help them to enter the workforce.

Lifelong education at different levels is being expanded to benefit each and every citizen. NSTP needs to be strengthened and equipped as a lifelong educational institution allowing people of all ages to receive occupational education. Flexible access to vocational education and training throughout life will be ensured. NSTP must establish a system of training which will allow persons to be recognized as meeting the minimum acceptable standards at the national, regional or international level.

The training is proposed in four (4) phases. These phases will help in identifying clear entry and exit levels. The phase system does not continue to pool trainees of varying abilities together. It also caters to a very wide spectrum of levels and citizenry.

Phase 1: presupposes that the applicant had not been exposed to the area of training sought.

Phase 2: presupposes that the applicant had been certified at Phase 1 or has completed modules leading to the award of a CVQ certification in the occupational area of training sought.

Phase 3: presupposes that the applicant has been certified at Phase 2 or has met the entry requirements for Phase 3. The applicant should be eligible for exemption from modules completed in earlier phases (completed within 5 years of application). This phase can be shorter and more focused (core, social and entrepreneurial skills).

Phase 4: presupposes that the applicant has been certified at Phase 3

or has attained a CSEC certificate or CVQ or its equivalent in the occupational area of training sought. The focus for training at this phase will be on the social, business and entrepreneurial skills.

Specialised Training: administered to skilled persons who wish to master aspects of their occupation. This will also involve retraining and or "refresher" courses. Whereas this level of training could be administered by other training institutions, the non-formal responsive mode of NSTP would make it the most viable institution for such short and intensive training. (e.g. A contractor who wishes to focus on a one-week course in tiling can do so at NSTP).

Since the short-term intensive courses would be within the requirements for the Occupational Levels, the NSTP can be tailored so that trainees could attain a **Level 1** certificate after successfully completing a number of phases.

Integrated into the alluded phase structure would be <u>enterprise training, entrepreneurial training</u>, <u>school-to-work</u> <u>training</u> and <u>apprenticeship training</u>.

Promotion and Marketing of the NSTP

The NSTP cannot be fully embraced if the nation continues to stigmatize and marginalize skills training programmes. An effective awareness programme needs to be devised. This programme must not only help to create a true picture of the link between skills training and the world of work, it should also promote available jobs, available training, available incentives, career development opportunities, required job qualifications and the employable skills that are in demand.

Apart from production videos, other methods of promotion such as newspapers, TVET articles, time checks, flyers and brochures will have to be used on a continuous basis.

ii)   *Financial Planning and Resources*

Considerable financial assistance will be required to aid the development of NSTP. The initial stages of the transition process would involve a great deal

of activities such as, conferences, workshops and seminars with NSTP's staff and partners from other training institutions and organizations.

With regard to the proposed phases of training, a trainee may have longer durations of training in order to be considered a skilled person. This has implications for increased duration of payment of stipends and consultancy fees and, hence, increased cost for training. The NSTP will be expected to assist persons of all levels and strata of society; hence an anticipated increase in the number of courses offered per year.

Curricula transformation, acquisition of curriculum materials, training of trainers, upgrading equipment and facilities are other factors that will increase the financial requirements of NSTP.

Some of the financial burdens can be subsidized or recovered during the process. The following are possible ways in which this might be done:

<u>Full-Time Training</u>

Trainees who enroll in the **Phase 4 Courses** pay a registration fee. The amount is to be determined during policy development for NSTP.

<u>Specialized Training</u>

Trainees who enroll in the **Specialized Courses** pay a training fee. These are persons who already have an occupation but are seeking to develop skills that would enhance their abilities in their occupation. The training fee is determined by the type and duration of training.

<u>Part-Time Training</u>

The policy on part-time training remains the same, that is, trainees pay a fee for training. This fee is determined by courses level and duration.

<u>Stipend on Merit</u>

Presently, it appears as though some of the trainees are enrolling into courses mainly to collect a stipend at the end of the week. This means

that a trainee who is not interested in training, but is looking for a way to collect money at the end of the week, can enroll into the programme. To prevent persons from using NSTP as a means of collecting money, trainees will be given their weekly stipend on merit of their attendance, performance and attitude to work. This will only apply to trainees who are considered school leavers.

Use of NSTP Centre

Sometimes organizations, for example, NEMA, IICA, BNTF, may want to use the Centre for the training of their staff. A fee can be collected for such training or workshops. The amount is determined between NSTP and the organization.

Standardize Training Fees

The Ministry of Education will have to standardize costing for training, particularly part-time training, so that institutions and/or departments do not continue to undermine each others' programmes by offering the same courses at different costs.

The fees collected from these courses can be used to subsidize payment for trainers, purchasing of tools and equipment, maintaining and upgrading NSTP labs and facilities.

Integrating NSTP with other Training Programmes

NSTP will continue to meet the immediate occupational and social skills needs, as it seeks to address the problem of unemployment and underemployment among a wider spectrum of the nation's citizenry.

The non-formal and flexible nature of NSTP will make it the most poised institution to deal with some of the social ills which can be eradicated through education and training. Short, flexible, intensive vocational courses will be organized and administered for school drop-outs, 'at risk' youth (particularly young men), youth who are unemployed, as well as, social and community groups.

The establishment of modularized phases of training will allow persons to advance in occupational careers without repeating/duplicating training at institutions. This will fit well with the introduction of CVQs and the restructuring of TVET in the education and training system. Trainees who wish to move to other training institutions like AVEC or CFBC will be able to use the credits/competences they were certified for at NSTP.

NSTP will be in a position where it can better cater to individuals leaving from secondary schools. It would also cater to community groups, 'at risk youth', marginalized youth and young adults, displaced sugar workers and professionals seeking upgrades.

The transition to NSTP has achieved the following benefits:

1. Improved institutional management, including development of an accreditation/certification system.

2   Improved institutional linkages between NSTP, government, private sector, trade unions and other educational institutions in the Federation.

3   The expansion and adaptation of NSTP courses in keeping with improved TVET labour demand information.

Major Achievements

During 2008, the NSTP:

- Certified more than one hundred and forty (140) persons;
- Administered training in six occupational areas which are key to the development of the country's economic thrust, namely, Construction Trades, Hospitality Services, Business Administration and Other Services such as Barbering and Hairdressing.
- Collaborated with two of its partners in training and successfully trained and certified 46 Single Parents within the communities of Half Way Tree, Sandy Point and Newton Ground.
- Assisted private and government departments in training their workers in the area of Computer Applications (CEMACO, St. Kitts-Nevis Defense Force).
- Built new relationships and strengthened existing ones with employers.
- Piloted new vocational courses in the secondary schools (Air Condition Servicing and Maintenance, and Barbering)

Challenges

The following were the areas that provided greatest challenges to successful implementation of programmes at NSTP:

- *Physical Structure*: The existing structure is in a state of disrepair. The state/condition of the structure is a deterrent for many.
- *Transportation*: Decentralization of training modules has been impeded due to the lack of transportation.
- *Budget*: The amount paid to the trainers is not encouraging therefore making it difficult to get the best persons to do the job.
- *Progression in Training*: The vocational programmes administered by other institutions do not articulate well with the NSTP's new vision at the moment. The NSTP will have to ensure that the other institutions understand its new vision and modus operandi.
- *Encouraging Small Enterprise Development*: Many persons, mainly youth, seem not to be too interested in starting their own business.
- *Perception*: Some of the trainees feel that the course: Social and Life Skills is not important to vocational training, hence they stay away from these sessions. Additionally, too many still believe that the vocational training is for slow achievers.
- *Recruiting*: It is very difficult to attract applicants to the training programme.
- *Community Training*: The NSTP is seriously challenged by the other government departments that are offering similar programmes in the communities, at no cost and in a haphazard manner.
- *Attire, Deportment and Attitude*: Albeit, there is no prescribed uniform, it is reasonable to expect that the dress for formal classroom sessions should befit institutional standards. Getting the trainees to understand that what they consider to be everyday dressing is not the acceptable standard for the job is a major challenge.

Observations

These relate to areas of concern that have to be addressed.

- *Training students who are under 16 years of age*: A significant number of students are leaving school under the age of 16 years and are making applications to the NSTP. A policy has to be developed to clearly indicate the conditions under which children of school age can be involved in NSTP.
- *Gangs and Turfs*: This phenomenon is negatively impacting some of the training initiatives which the NSTP wishes to take to the communities.
- *Gender issues in training*: Too many individuals feel that there are separate training courses for women and courses for men.
- *Court Orders*: Individuals who are sentenced by the court (of law) to enroll in a training programme hardly ever benefit from the training. It is recommended that

these individuals be placed in a programme that will prepare them for the training.

- **Direct Job attachment**: Trainees who were placed on direct job attachment could not be certified because of the difficulties experienced in getting them to do the required social and life skills sessions which complemented the training.

NSTP Agenda for Action

Short Term

a. The development of a draft copy of a handbook that will guide the operations of NSTP.

b. Examine training modules to be discussed with the respective national and professional bodies.

c. Engage the TVET Council to begin the process of accrediting "out-of-school" training.

d. Develop promotional billboards, videos and other materials as a promotional drive.

e. Maintain a proper data base and record keeping system that will integrate with the CBET data capture scheme and secondary school's transcript.

f. Discuss and develop a cost recovery plan for training, particularly part-time training for professional groups.

g. Discuss and develop a programme to certify persons with acquired learning experiences.

h. Assist in widening the vocational offerings in secondary schools.

i. Engage the Department of Agriculture into discussion about occupational training in Agriculture.

j. Work closer with employers to develop better symbiotic relationships.

k. Administer more training in the rural areas.

Short to Medium Term

- Synergizing with AVEC, Project Strong and CFBC to establish a proper CBET structure for progression and certification of TVET programmes.

- Provide support, where necessary, to other training institutions to advance the development of TVET.

- **Provision of a new physical structure to host the offices of the NSTP**. The old structure at the current location will be demolished and a new structure will be built on the site where the old structure now exists.

Long Term

- Offer Caribbean Vocational Qualifications (CVQs) (Level 1) through a series of short term, flexible training.

- Establish a vocational programme that is anchored on Career Development, Social and Life Skills and Entrepreneurship.

- Function as the main entity for organizing and coordinating TVET programmes of a non-formal and flexible structure.

- Work with private sector and professional organizations to train and retrain persons in their respective occupational areas.

- Establish symbiotic programmes with the private and business sectors to enhance the transition from training to work.

- Provide opportunities for certification through learning experience(s).

Restructuring of NSTP

Medium Term

The National Skills Training Programme (NSTP) has to be restructured to move away from a totally governmental entity to become a broad-based/ semi-autonomous statutory entity that addresses all of the training needs of the nation. Consideration should be given to a change of name: **"National Human Development Foundation (NHDF)".**

- Self-sustainability can be had by having the businesses in St. Kitts and Nevis make requests to the NHDF to host their training sessions.

- Independence/ semi-autonomy potentially provides funding opportunities and can improve the functioning of this needed programme.

- Need for closer collaboration with the Labour Department to identify labour market needs.

- Explore the delivery of becoming involved in non- traditional areas of skills training, for example, training for Police Officers in specialist skills in crime detection (e.g. finger printing, etc.) subject to the availability of resources.

- Need for a market survey mechanism to be established in order to have such surveys repeated regularly. This would enable the establishment to stay ahead of the market needs.

- Need for an open communication framework with employers to be established and regular dialogue undertaken in order to assess and predict the career and market changes.

- Aim for regional certification and accreditation of programmes.

Project Strong

The Ministry of Education views Project Strong as **an alternative vocational programme for some school leavers.** Project Strong also collaborates on a small scale with secondary schools to offer training for selected students in the lower streams at Form Four (16 year olds) who will soon become school leavers and who, it is believed, can benefit from some of the experiences (e.g. Information Technology) at Project Strong than through the facilities at secondary level.

The Ministry's position is that there will always be a need for an alternative programme like Project Strong, irrespective of the reforms at secondary schools, to ensure that all children are captured by the system. Hence, the Ministry will continue to provide budgetary support for Project Strong. However, the Ministry does not envisage a large number of students attending Project Strong. In fact, as the programmes at AVEC and NSTP that have been elaborated gain more prominence, the numbers at Project Strong should be reducing.

It will, therefore, be necessary to determine a reasonable maximum number of students to be accommodated at Project Strong at any point in time.

> **General Objectives of Project Strong**
>
> • Raise the self-esteem of teenage trainees.
> • Inculcate discipline in their lives.
> • Enable them to avoid conflict with the law.
> • Equip them to find and keep employment in the adult world.

Modules offered at Project Strong: Skills training for entrepreneurship, job attachments, computer training, reading, sports, music and travel (overseas camp).

Skills training include: Agro-processing, garment–making, bee keeping, basketry, upholstery, fish pot construction, tin craft, tailoring, etc.

Programme Support for Project Strong has come from**:** Government/ Ministry of Education, the National Commission for UNESCO, Basic Needs Trust Fund (BNTF), the O.A.S., as well as, grants and contributions from some local private donors, individuals and corporate citizens, as well as from certain regional organisations, particularly in relation to the sports programmes.

The Ministry of Education will continue to support the programmes at Project Strong and increase the financial assistance as resources allow. Corporate partners, NGOs, other public and private sector entities and individuals are invited to continue and expand the level of their support for the programmes at Project Strong.

In the **medium term**, in collaboration with the Legal Department, the legal framework for Project Strong will be fully elaborated as it relates to the provisions of the **Education Act (2005),** and **Regulations** governing the administration and operations of special programmes like Project Strong will be developed.

SECTION ELEVEN

TERTIARY EDUCATION: THE CLARENCE FITZROY BRYANT COLLEGE

The Clarence Fitzroy Bryant College (CFBC) is the premier learning institution in the Federation, offering courses leading to certificates, diplomas and associate degrees in the various Divisions of the College: Arts and General Studies, Teacher Education, Health Sciences, Technical and Vocational Education, and Management Studies, which includes the Hospitality Training Centre. The CFBC also has arrangements with institutions such as the University of the West Indies (UWI) and the University of the Virgin Islands (UVI), where credits obtained at the CFBC are transferred into Bachelor's degree programmes. A Master's degree programme offered by the UVI is taught at the CFBC using video conferencing technology.

A recently - released document entitled "***Report on Skill Challenges in the Caribbean: Phase 1 Report- School and Work: Does the Eastern Caribbean Education System Adequately Prepare Youth for the Global Economy? (***The World Bank, 2007) advises that the gross enrollment rate for school leavers in post secondary and tertiary education in St. Kitts and Nevis is 12 %.

The Ministry's goal is that by 2020 the gross enrolment rate for school leavers in p***ost-secondary and tertiary education should be at least 50 %*** for any particular cohort of secondary school leavers in St. Kitts and Nevis with **university enrolment for the same cohort being at least 20 %.**

The attainment of this target should be facilitated by the establishment of the **Open Campus of the University of the West Indies,** arrangements with other universities, and increased recognition of CFBC certification by regional and international tertiary-level institutions.   Initiatives such as the **Virtual University of Small States in the Commonwealth (VUSSC)** and the **Caribbean Knowledge Learning Network Agency (CKLNA)** in which the CFBC is currently engaged, and which are expected to gain momentum in the short-to-medium term, should also make post-secondary and university-level training more accessible.

CFBC Agenda for Action

1.   (a) The Ministry of Education will recommend to Government **that more scholarships should be made available to graduates of secondary schools and the CFBC who excel in their examinations**.   Scholarships should be channeled in areas of great need.

(b) For example, every year, the Ministry of Education experiences considerable difficulty in attracting teachers of Mathematics, Science subjects, English, History, Geography and TVE subjects.   The Ministry of Education will recommend that scholarships be offered annually to **each secondary school in St. Kitts** to two students who have excelled and who are capable of pursuing studies in these areas. These ten students should then be contracted to return **to teach**; thus, overtime, ensuring that graduates are available in key areas at the secondary level*.*

(c) A mechanism for selection of scholars will be proposed and submitted to Cabinet for approval with the necessary input from the Government Human Resource Management Department and the Ministry of Finance

2.   A few years ago, a **CFBC Transition Management Team** was established to discuss and make recommendations for the way forward with respect to the future development of the CFBC. Following are some of the summary recommendations emanating from the *Report of the CFBC Transition Management Team (*Ministry of Education, 2007).

Draft recommendations from the CFBC Transition Management Team on the way forward

- Establish the Board of Trustees within the legal regulatory framework.
- Establish Advisory Committees.
- Establish a programme-costing model for the allocation of government funding to the College.

- Introduce changes in conditions of service.
- Develop the Technical Division to attract regional and international fee-paying students.
- Align alternative schools- National Skills Training Programme and AVEC- for integration into post secondary sector.
- Introduce tuition fees and income-generating schemes.

- Assessed tuition fee should take into consideration the non-tuition costs, affordability, regional precedents, and the Business Plan submitted by the Transition Management Team.
- Government should adopt a policy whereby it would match any contribution to scholarships made either by individuals, or by business and industry.
- Introduce the Clarence Fitzroy Bryant College Act.
- Appoint an independent Governing Board.
- Approval should be granted to recommendations for the composition of Advisory Committees.
- Government should amend the tax code to provide tax incentives to persons or institutions that make financial contributions to the College.
- Discussions should convene between the Nevis Island Administration and Minister of Education to consider the facilitation of access needs of students from Nevis.
- Consideration should be given to the establishment of a CFBC Campus in Nevis.

Recommendations to the Governing Board

- Emphasize the marketing of the College's programmes and products at home and abroad.
- Pay attention to having the human and physical resources requirements to offer more courses at graduate level and above.
- Establish the strategic direction of the college and prioritize short term goals.
- Promote effective communication with the internal and external College communities.
- Establish Advisory Committees for the effective functioning of the College.
- Ensure that a proper process is in place to facilitate staff secondment, or transfer to a semi-autonomous College in a fair and reasonable manner.
- Organize and deliver workshops for all CFBC staff on the operation of a statutory College.
- That the Board and the College establish a cross-college planning team to develop recommendations on academic and administrative operational issues.
- Implement a revised organizational structure built around the concept of Faculties, rather than Divisions.
- Undertake a comprehensive audit of assets and of the knowledge and skills of existing staff.
- Review the capacity and capability of the financial planning and budgetary activities to identify the knowledge and skill requirements and, either develop a

professional development plan for an existing employee, or consider a secondment from one of the Government Ministries.

- Establish a Foundation to assist with the financing and future development of the College.
- Operate a College bookstore to strengthen non-programme, revenue-generating activity.

Recommendations to the Private Sector

- Systematize collaboration with the College.
- Issue a statement in support of the restructuring of the College.
- Establish in-kind and financial support for the College, through scholarships, course sponsorship or course delivery.
- Institutionalize staff and student attachments/internship arrangements.
- Develop a joint response to the education and training needs of the tourism industry, in collaboration with the Hotel and Tourism Association of St. Kitts and Nevis and the College.
- Assist the College in exposing students to entrepreneurship in agro-industry, fishing, financial services, energy, etc.
- Indicate a financial commitment to the re-development of the College.

Recommendations to Staff

- Establish exchange relations with private sector, public sector and not-for profit organizations to ensure more graduates obtain work experience.
- Establish a Staff Association or identify an organization to negotiate on behalf of the staff.
- Establish continuous training for professional experience.
- Obtain membership in professional and academic institutions to stay current with the academic and labour market changes.
- Participate in quality assurance initiatives and continuous quality improvement activities designed to enhance staff competencies and professional competitiveness.
- Embrace professional development opportunities as integral to job security and the leveraging of better employment conditions and fringe benefits.

Recommendations to Parents/Public

- Encourage students to access student loan facilities
- Embrace opportunities for lifelong learning and access College courses.
- Be prepared to assume more financial responsibility for education.
- Support private sector contributors to post-secondary education.
- Contribute to a targeted percentage of the College's recurrent budget and agreeing to the introduction of tuition.

Recommendations to present and potential Students

- Participate in staff and course evaluations.
- Recognize the College as the institution of first choice.
- Establish sustainable student organizations with a mechanism to inform and influence decision-making at all levels of the institution.
- Participate in student tracer initiatives.

3. Governance of the CFB College

Currently, focus is on improving the governance structure of the CFBC to enable it to respond more quickly to national training needs, through a semi-autonomous structure led by a Board of Governors. The CFB College Bill (2007) received its final reading in in the National Assembly in April 2008. Issues relating to the re-structuring and articulation of college courses, as well as, quality assurance, are of paramount importance at this time.

June 2009
- The CFB College Board will be formally established and begin functioning.

September 2010
- The CFB College Bill will become fully in effect.

Medium to Long-Term Goal 2009-2019
- Movement of CFBC to university status over a *seven to ten year* period.

Beginning with semi-autonomous status, the College will:

- ❑ Develop its vision and mission.
- ❑ Develop policies and procedures that will govern the Board of Governors as well as organize and train subcommittees of the Board.
- ❑ Develop policies and procedures that will govern the different departments of the College.
- ❑ Develop a 10-year strategic plan.
- ❑ Develop rolling budgets that reflect the goals and thrusts of the strategic plan.
- ❑ Develop a grant exploration and writing department for institutional financial support.
- ❑ Conduct reviews of existing programs to determine priority for degree-granting readiness.
- ❑ Develop program paradigms and master syllabi for every course.
- ❑ Develop a schedule of programs that will offer two and four-year degrees.
- ❑ Develop a facilities plan that will respond to the requirements of the Strategic Plan.
- ❑ Develop a detailed student enrollment plan for the College broken down by program and department.

- ❑ Develop a detailed faculty and staff recruitment plan that responds to the student enrollment and strategic plan.
- ❑ Develop appropriate legislation for degree-granting status.
- ❑ Develop and implement an accreditation plan for all programs.
- ❑ Develop articulation agreements with appropriate higher education institutions to facilitate the mission of the College.
- ❑ Develop a plan for business and community relations.
- ❑ Develop and staff a career placement department whose mission is to ensure that graduates find jobs in their areas of training.

The above activities indicate the extensive planning and the scope of work needed to transition CFBC into degree-granting status. All these must occur while the institution conducts its current mandate as well as undergoes the teething pains of the new semi-autonomous structure. Many of the activities will involve the stakeholders ensuring that decisions are not derailed for lack of marginalizing constituents. The process will need time as do most things in higher education where the emphasis is on persuasion and collegiality. **At the end of the seven-year period, the CFBC should begin a 3-year period of preparation for granting degrees by the 10th year.**

SECTION TWELVE

THE ST KITTS AND NEVIS ACCREDITATION BOARD

Currently, there are eight 'off-shore' owned universities with campuses established in St. Kitts and Nevis. The majority of these institutions are medical schools. These institutions have been accredited by the Accreditation Board of the Government of St. Kitts and Nevis and operate under charters issued by the Government.

The *Accreditation Board* was established in 2000 in accordance with the provisions of the **St. Christopher and Nevis Accreditation of Institutions Act No. 21 of 1999**. The Act was amended in 2001 by the **St. Christopher and Nevis Accreditation of Institutions (Amendment Act), No. 9 of 2001.**

The Accreditation Board operates as a semi-autonomous entity under the aegis of the Ministry of Education and is responsible to the Minister of Education for evaluating applications for accreditation and monitoring the performance of institutions, in accordance with the provisions of the Accreditation Act (and Amendment).

What is accreditation?

Accreditation is a process designed to attest to the educational quality of new and established educational programmes to ensure that all institutions are in compliance with the Accreditation Act. The accreditation team seeks to ascertain that a quality assurance policy exists, that it is current and that it is followed. The mere authority to operate is not accreditation.

Role of the Accreditation Board

The Accreditation Board is appointed by the Minister of Education. The Accreditation Board is designed to ensure that those institutions that are located in the Federation of St. Kitts and Nevis which are desirous of granting degrees are engaged in delivering quality education.

The process

Institutions applying for accreditation must engage in a self review and submit to an on-site inspection by a team which comprises of Board members and other educators with specialist disciplines co-opted for the exercise. The cost of the on-site inspection is to be met by the institution applying for accreditation.

The standards documented in the legislation are the key areas of the review. These include:

(a) Medical Schools
- The Institutional Setting
- The Students
- The Educational Programme
- The Faculty
- Educational Resources
- The Internship period

(b) Other Institutions
- Institutional Content
  (a) Mission & Goals
  (b) Planning, Resource Allocation & Institutional Research
  (c) Institutional Resources
  (d) Leadership & Governance
  (e) Administration
  (f) Integrity
  (g) Institutional Assessment

- Educational Effectiveness
  (a) Student Admissions & Retention
  (b) Student Support Services
  (c) Faculty
  (d) Educational Offerings
  (e) General Education
  (f) Related Educational Activities
  (g) Assessment of Student Learning

Monitoring

Accredited institutions are required to submit annual reports and may be subjected to unscheduled on-site visits as part of the monitoring process. Institutions when

assessed may qualify for full accreditation for five years or be granted provisional accreditation for one year. Provisional accreditation may be extended at the discretion of the Board until the institution meets the required standards for full accreditation. Only those institutions listed on the Accreditation Board's website (a link on the Government website: www.gov.kn) are considered to be accredited by the Federation of St Kitts and Nevis.

While the Board recognises that there are several effective ways in which education can be delivered, the major thrust of the review is to obtain evidence that the institution's output meets global standards.

Agenda for Action

Short to Medium Term

1.   The Board is currently reviewing legislation to upgrade the standards in compliance with other tertiary level institutions. This is for the benefit of those institutions already accredited and those considering applying for the status.

2. The objective is to ensure that the standards and procedures employed by the Board are consistent with acceptable standards employed by recognized accrediting agencies in the Caribbean, U.S.A., Canada, the U.K. and other European countries.

3.   The Clarence Fitzroy Bryant College will be included in the accreditation framework and monitoring by the Accreditation Board.

4.   Currently, the Accreditation Board functions totally on a part- time basis. Within the next three years, the Accreditation Board will establish a secretariat with at least a full-time Secretary and operate similar to the directions provided for National Accreditation Agencies outlined by the CARICOM Secretariat.

SECTION THIRTEEN

PUBLIC LIBRARIES

The Public Library System in St. Kitts currently includes the Charles A. Halbert Public Library in Basseterre and branch libraries in Sandy Point and Cayon, with library outlets in Molineux and Saddlers. The main library in Nevis is located in Charlestown, with library outlets in Gingerland and other communities.

Key Activities

- Loan of material
- Introduce children to reading by hosting children's programming
    - Children's Library Hour (weekly: Saturday mornings)
    - Annual Easter Reading/Educational Programme (2 weeks)
    - Annual Summer Programme
- Maintain archives of local historical resources
- Catalogue library materials
- Repair and maintenance of collection
- Reference and research capabilities
- Mounting of displays highlighting current affairs
- Coordinating and hosting of book launches by local authors
- Providing internet services to the general public

Goals/Objectives

- To promote literacy.
- To create a more reading-oriented public.
- To provide current and historical information to the public via print and electronic media in order to foster lifelong learning and to make informed decisions.
- To have the library services fully automated.
- To ensure that staff is properly trained to meet the new demands of the public.
- To upgrade small community library facilities to Branch Libraries to meet the growing needs of our society.

Critical Issues

- Need for adequate staff to perform library functions.
    - Recruitment process
    - Training for current staff
    - Remuneration packages for specialist staff
    - Proper staff hierarchy to be established within the Library System

- o Accountability of staff
  - ▪ Proper Appraisal System
- o Trainability of Staff
- Proper maintenance of building is required.
  - o Air condition units for specialized rooms
  - o Modernize computer equipment
- Updating of reference collection
- Need for a sustained source of new books through community donations, NGO support, etc.

Public Libraries Agenda for Action

Short to Medium Term

- Automation of Charles A Halbert Library; automated security system
- Automation of Charlestown Library; automated security system
- Adequate staffing of all main libraries and branch libraries
- Permanent housing for branch library in Sandy Point
- Upgrading of library depots (outlets) to branch libraries
- Full computerization of the operations and services of all public libraries, including branch libraries, in both St. Kitts and Nevis,

Medium Term
- Proper maintenance of buildings and equipment
- Automation of branch libraries; automated security system
- Upgrade collection periodically
- Legislation of Public Library system.

A legal framework governing the Public Library system in St. Kitts and Nevis is required.

Within the next 3-5 years, appropriate amendment and regulations will be drafted for inclusion in the Education Act.

SECTION FOURTEEN

EDUCATION PLANNING AND INFORMATION AND COMMUNICATION TECHNOLGY: PARTNERS IN STRENGTHENING EDUCATION MANAGEMENT AND DELIVERY

Having and using Technology in schools is no longer a major issue in education. Instead, the current emphasis should ensure that technology is used effectively to assist teachers in creating new opportunities for learning and in promoting student achievement. Educational requires the assistance of educators who integrate technology into the curriculum, associate it with student learning goals, and use it for developing learning projects.

ICTs are completely changing work and, by extension, the workplace. ICTs offer great possibilities in improving students' learning by enhancing the teaching/learning process, developing teachers' professional capability and strengthening the capacity of institutional.

Professional development for technology use should be an integral part of the teaching/learning process, not just an add-on. Initial inclusion in the teaching/learning process ensures that professional development is considered an essential factor in using technology to improve teaching and learning.

Professional development for technology use should contain essential components that are important in enhancing the development of ICT in the teaching-learning environment. These components include the following: a link to student learning, hands-on technology use, variety of learning experiences, curriculum-specific applications, new roles for teachers, collegial learning, active participation of teachers, ongoing process, sufficient time, technical assistance and support, administrative support, adequate resources, continuous funding, and built-in evaluation.

Education Planning has become extremely critical for the continued advancement of the education system especially if an effective ICT programme is to be implemented in the schools. The introduction of ICT into the classroom must be managed with great care so that the potential benefits are realized. The Education Planner, realizing this, has established a small group of professionals to discuss and advise, on a continuous basis, on issues and possible solutions to perceived problems within the education system.

Objectives

The emerging role of education planning will be to:

1. Elevate the status of the teaching position.
2. Effect qualitative improvement in the learning environment in schools.
3. Facilitate full actualization of each student's potential.
4. Develop and evaluate the use of carefully crafted curricula (through the Curriculum Development Unit).
5. Promote general efficiency in the education sector (including the establishment of a reliable Education Management Information System).

Officer in Charge: Education Planner
Executing Body: Education Planning Advisory Committee; Director EMIS; Curriculum Development Unit; other Ministry of Education Officials, including Finance Officer and Heads/Coordinators of Departments (e.g. Examinations, Media Unit, SELF, School Meals); Teacher Education Division, CFBC
Target Audience: Students, School Principals, Teachers, Parents.

Objective 1:   **Elevate the status of the teaching position.**

Strategy

- Establish mechanism(s) to demonstrate appreciation to teachers.
- Establish a succession planning procedure of identifying and training specific teachers to be in a pool for prospective Head Teachers, Education Officers and Curriculum officers.
- Expose heads of schools to strategies to build teacher morale.
- ***Ensuring that all Heads of schools are referred to as Principals***. (*A name should not be for heads of high schools and another for primary schools heads, as this promotes discrimination*).

Objective 2:   **Effect qualitative improvement in the learning environment in schools.**

Strategy

- The Media Unit will provide regular TV and Radio information packages to educate the general public on education initiatives, policies, press releases, officials and duties etc.
- Establish and maintain protocol at all levels (e.g. Parents to seek approval of Heads before visiting a teacher; reinforcement of zones, teachers to communicate to Head who would refer complaints to the Chief Education Officer; schools encouraged to communicate to the CEO who would inform the PS etc).
- Encourage and facilitate the preparation of operational manuals for SELF, the School Meals Kitchen and the School Farm.
- Promote and facilitate harmonization of the different activities in departments and programmmes associated with the Education Department (Education Services).

Objective 3: **Facilitate full actualization of each student's potential.**

Strategy

- Promote and facilitate the development of **student councils** in all high schools and AVEC.
- Facilitate the establishment of clubs in all high schools, to be incorporated into the after-school programmes for the respective schools, where possible, although clubs will be introduced in their own right.
- Work toward establishing a 'students' space' in all high schools.
- Progress toward having Parent Teachers Students Associations (PTSA) in High Schools (not just PTAs).
- Facilitate collaborative activity among schools. **_(This is important to promote 'unity' among schools – most activities promote competition)._**

Objective 4: **Through the Curriculum Development Unit**, develop and evaluate the use of carefully crafted curricula.**

Officer in Charge: Director, Curriculum Development Unit
Executing Body: Curriculum Development Unit (CDU), Subject Advisory
**   Committees, Subject Associations**
Target Audience: CDU Officers, Principals, Teachers

Strategy

- Curriculum officers will be assigned to specific subject areas (or cognate areas – related clusters of subjects) in both primary and high schools. Additional positions for subject coordinators will be provided to service emerging critical subject areas or cognate areas.
- Curriculum officers will encourage and facilitate the development of collaborative mechanisms (to share best practices; for example, subject associations) among teachers from all schools by discipline, starting with subjects that statistically appear difficult.
- Provide leadership in the development of an outline/ manual/ guidelines for department meetings in the high schools.
- Collaborate with curriculum personnel at AVEC, National Skills and Project Strong to engender continuity and to facilitate harmonization and pedagogical efficiency.
- Collaborate with Education Officers, and the CFBC to promote harmonization of the education system and to facilitate efficiency.

Objective 5: Promote general efficiency in the education sector (including a reliable Education Management Information System).

Officer in Charge: Chief Education Officer
Executing Body: Education Planner; Ministry of Education – Education Officers; Director EMIS; MOE Finance Officer/ Administrative Officers
Target Audience: Education Officers, Principals of Schools, Heads of Subject Departments in schools

Strategy

- Organize scheduled professional development sessions to facilitate support for teachers in planning, management and delivery of education. (Suggested areas: conflict resolution - case studies from schools, effective school management, teacher appraisal, schools appraisal, time management, classroom management, dealing with disruptive behavior).

- Be involved in overseeing capital projects and the procurement of materials for the schools for which they are responsible.

Objectives to Promote ICT

Generally, Information and Communication Technology will be used mainly as an enabler and not necessarily as a driver. ICT will provide a supporting resource to already existing manual systems to make them more efficient and effective. Information policies, standards and conventions, as well as a predisposition to seek and use

information, should exist before ICT is implemented. ICT will help to accelerate and improve the process, that is, make it more efficient.

Education Planning will, through ICT, facilitate the achievements of the following objectives.

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Objectives
1. Develop a **Technology Planning Team** responsible for the development and implementation of ICT in the schools.
2. Facilitate a professional development programme for technology use in schools.
3. Facilitate the acquisition and development of efficient EMIS software.
4. Provide equipment and materials to encourage ICT development.
5. Facilitate measurement and evaluation of ICT success throughout the education system.
6. Establish a **Statistics and Research Unit** to build an evidence-based approach to education planning.

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The Statistics and Research Unit will contribute to the development of the Ministry's **Research Agenda**, formulation of **information policy** for the Ministry of Education, conduct **tracer studies** for various categories of students, conduct **training needs** assessment surveys, **workplace and employer surveys** and **Labour Force surveys**.

ICT: The New Platform of Learning

Part of the core skill set that students need for life in the 21st century includes knowing how to use technology. Additionally, instruction in all and especially the core academic subject areas, for example, Reading, Writing and Mathematics, can be upgraded and improved by the use of ICT. ICT is a vital tool to help students interact with fundamental skills.

This implies that there will be need for adequate teacher ICT development. There will be extensive teacher training to assist teachers in utilizing technology to aid in the delivery of the curriculum in ways that will enable children to improve computer literacy, develop IT capability, including their knowledge and understanding of the importance of information and of how to select and prepare it.

However, for teachers to implement technology in the classroom to increase engaged learning and improve achievement among their students, a well-planned professional development programme for technology use will first be developed. Such a program gives teachers the skills that they need to incorporate the strengths of technology into their lesson planning, rather than merely to add technology to the way they have always done things. A technology team will be put together to develop and supervise the implementation of this technology programme.

The **Technology Planning Team** (comprising Ministry of Education Administrators, Teachers, Technology Coordinator, Parents, Interested Community Members and Students) will:

- Develop a technology plan that includes professional development for technology use as an essential component.

- Focus on building a knowledge base about teaching and learning with technology to ensure that technology planning, decision making, and professional development are based on research.

- Ensure that the educational goals for technology are in line with school and national goals for student learning and that professional development supports those goals.

- Recommend the purchase of specific technologies to achieve the identified learning goals.

- Develop a process for selecting and using appropriate software to support learning goals.

- Develop a professional development program based on research on training teachers for using technology that will meet the educational goals for the use of technology. Look at model professional development programmes as examples of best practice.

- Provide for a community of educators through telecommunications; provide adequate Internet-based computers for teacher use.
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Providing high capacity broad band internet for schools

The Ministry of Education will ensure that all schools have an innovative learning environment that will ensure that all students have great opportunities to succeed. With the assistance of corporate partners, every school will be upgraded to high capacity broadband internet. This will enable children to have quick access to the best learning materials and provide opportunities for them to share their knowledge online

Teachers will develop their skills in the use of hardware and software, in order to manipulate information in the processes of problem solving, recording and expressive work. Students will develop their ability to apply ICT to improve their language and communication skills, and learning in other curricula areas. Finally, students will explore their attitudes towards ICT, determine its value to themselves, to others and society and increase their awareness of its advantages and disadvantages.

Where possible, **_computer laptop carts_** will be made available to schools in a wireless environment to take ICT to classrooms. Selected classrooms in each school will be properly secured and equipped with stand-alone, networked systems with projectors. In addition, Networked Tablet PCs and digital cameras and SMART boards, will be installed to help facilitate the cross curricular teaching of ICT.

Already, some **_SMART Boards_** have been procured and are being used in secondary schools, AVEC and at the CFBC. **_Promethean Boards_** are also being piloted in some schools.

Generally, over the next 5-10 years, working with corporate partners and other private sector entities, NGOs, regional and international agencies, schools, teachers, parents, students and other governments, the Ministry of Education will strive to:

1. Provide training and support for teachers to empower them to help students learn through ICT.

2. Procure effective and engaging software and e-learning resources for implementation as an integral part of the curriculum in each school.

3. Ensure that school IT facilities are properly maintained and systematically upgraded when necessary based on an appropriate REPLACENENT and/or UPGRADING PLAN.

4. Ensure that every school has access to proper high capacity broadband connectivity to the internet.

ICT Support for Students

Information and Communication Technology (ICT) in Education affords an opportunity to cater for more learning styles than all previously employed teaching methods combined. It has to be emphasized, however, that ICT and the computer is just another tool in the arsenal of the teacher.

- As many students as possible are to be exposed to the computer lab, to facilitate reinforcement of class work, practice of skills and building ICT competence.
- Development of a schools' web portal, (a website for all schools in the Federation).
- Involvement of students in the development of schools' websites.
- Provision of opportunities for students' 'work' to be featured on schools' websites.
- Websites will allow for communication to the communities (newsletters) and host databases to allow for electronic data updates and transfer from teachers and the Ministry of Education.
- Foster the use of technology in education (multimedia projectors, DVD's, TV's)
- Promote the use of the whiteboard (beam) technology in the delivery of education.

ICT Support for Teachers

The task of the classroom teacher is perhaps the most crucial feature in the full development and use of technology in the schools. Changing the culture of the classroom from a traditional instruction centre in to one where hardware, software, and connections are transformed into tools for teaching and learning depends on knowledgeable and enthusiastic teachers. It will, therefore, require teachers who are motivated and prepared to put technology to work on behalf of their students.

- Provide opportunities for teachers to continually upgrade their professional skills.
- Timetable professional development sessions on ICT in education in all school labs, to encourage teachers to boost ICT competence, encourage the sharing of ICT integration techniques and to encourage teachers to use the schools labs.
- Provide professional development opportunities for teachers to learn to integrate technology in education.

- Provide opportunities for head teachers to be competent with relevant ICT skills.
- Encourage teachers to use the online forums (Primary Schools; www.primaryskn.proboards59.com, High schools www.homeworkskn.proboards78.com, to glean ideas and to contribute to building a resource with 'local' content).
- Establish wireless networks in high schools to increase internet access to teachers.

Further, the Ministry of Education will facilitate teacher development by establishing support systems supervised and monitored by education officers and curriculum officers. These will enable teacher to:

- Develop strategies for using technology to improve student achievement.
- Develop strategies for using technology to enhance engaged learning for at-risk students.
- Develop an individual professional development plan that provides for acquisition of technology skills and integration of technology into classroom projects. Form study groups to explore issues, share assessments of student work, and identify strategies for improving technology use.
- Engage in collaborative planning and evaluation; e.g. Subject Associations.
- Take on new and expanded roles as part of professional development. Such roles might include devising individual professional development plans, acting as peer advisors and mentors, collecting data, and forming study groups.
- Pursue innovative ideas for using community resources to provide and support professional development in technology use.
- Visit other schools and classrooms to see how technology has been integrated effectively into the curriculum.
- Use telecommunications (such as e-mail lists and mail groups) to become part of a community of teachers. Form peer groups across schools, and join subject-matter networks to communicate about technology.
- At faculty meetings, share ideas for using technology within different content areas.
- Attend and make presentations at meetings to learn more and share ideas about teaching with technology.

Education Management Information System (EMIS)

The Ministry recognizes that the lack of relevant and accurate and timely information can impede the formulation and implementation of appropriate and relevant policies. The Ministry also wishes to place renewed focus and emphasis on school management. It is with these in mind that the Ministry will expand the EMIS. The expansion of the EMIS involves the following:

- The establishment of a network linking schools in St. Kitts and Nevis, colleges and the Ministry of Education.

- Acquisition and installation of one computer per school as a node on the network.
- Acquisition and installation of software for the EMIS.
- Provision of training for school officials and EMIS staff at varying levels of expertise.

The outcomes expected from the establishment of the EMIS have been elaborated in the Secondary (OECS) Education Development Project as:

- A Ministry-wide network with a server at the Ministry and a workstation in every school (public and private).
- EMIS staff and school officials will be appropriately trained at varying levels of expertise.
- Relevant, complete and current data on various aspects of education will be provided to a variety of stakeholders on a timely basis, including statistical data, budgetary and financial data, information on curriculum guidelines, textbooks, as well as other resources.
- The Ministry will devise policies with an improved level of relevance and pro-activity.
- Communication and collaboration among education officials and among schools will be vastly improved.
- School management policies will be data-driven and more goal-oriented.
- The EMIS will evolve into a *knowledge network* supporting both school and Ministry officials.

Within the next five years an efficient and fully –equipped EMIS will be fully established and with the outcomes listed above being realized.

ICT support for EMIS

- Provide support for schools websites as a means of acquiring statistics critical to local and overseas reporting.
- Development of websites for all schools/institutions will facilitate secure transfer of school statistics/data from the Internet to the EMIS Department/ Ministry of Education. Websites being developed are to have levels of security to facilitate the general public, school staff and the Ministry of Education. The back end data base must be easily integrated into the current structure and be able to merge and summarize data from all schools.
- Liaise with schools and the Ministry of Education to monitor data management and reporting.

ICT Support for Curriculum Development Unit

- A schedule of professional development comprising of the integration of ICT in the curriculum should be established for Curriculum Officers.
- Other suggested areas include: Technology in Education (Digital Photography, Video Capture, Using the Digital Projector) and ICDL.

ICT Support for Education Officers

- Be involved in professional development sessions to keep them abreast of educational innovations and the integration of technology in the classroom.
- Facilitate at least one development seminar/session per year for their schools.

ICT Support for Ministry of Education – Administration

- Development of a Ministry of Education portal providing information to the general public, with security features for teachers to access class data and Ministry official to summarize statistics.
- Secretaries will be exposed to professional development sessions at least once per year (suggestions – basic pc maintenance, ms suite basics, information skills).
- Support will be provided to enhance ICT skills of MOE officials.
- Activate an IT Technician to provide emergency support to the Ministry of Education and schools.
- Develop a strategy/timetable for maintenance of Air Condition Units in the schools' computer labs.
- Continuation of the computer replacement strategy.

Ministry of Education Officials/Education Officers/Curriculum Development Unit

Officers can:

- Ensure that the technology plan includes professional development as a major component.
- Pursue strategies for obtaining and sustaining funding to provide the necessary technology, professional development, technical support, equipment upgrades, and equipment maintenance to achieve educational goals.
- Use a variety of incentives and requirements to motivate teachers to participate in professional development activities designed to help them integrate technology into their classrooms. Offer technology for classroom or personal use as an incentive to participation.
- Acknowledge the benefits of using professional development for plugging educators into technology: improved student performance, increased student motivation, lower student absenteeism, and higher teacher morale.
- Understand the implications of designing staff development for the information age.

- Determine expectations for teachers in regard to their use of technology in their classrooms.
- Develop strategies for encouraging resistant educators to use technology and eventually winning teachers over.
- Provide all teachers and administrators with an Internet e-mail account. Use e-mail for all school announcements.
- Encourage teachers to attend professional development technology sessions in pairs or groups to avoid isolation.
- Develop strategies for making time for professional development activities related to technology use. Build adequate time into the school day to allow teachers to practice, plan, refine, and reflect upon technology use. Consider innovative scheduling options such as "banked" time and block scheduling to allow collegial activities using technology.
- Demonstrate support for and leadership of ongoing inquiry-driven professional development for technology use.
- Participate in professional development programs, study groups, and other technology activities with teachers and other staff members.
- Address any problems that arise with new uses of technology in the classroom quickly and efficiently.
- Recognize teacher successes with technology. Share these stories with the school and the community. Encourage teachers to share their successes with colleagues at conferences.

ICT Support for Parents/Community Members

Parents and Community Members can:

- Join in planning for technology implementation and the professional development it requires; provide perspectives on real-world needs.
- Suggest possible collaborations, such as with a university, and use contacts to help the school develop them.
- Volunteer time to allow teachers/students to engage in professional development activities.

SECTION *FIFTEEN*

MISCELLANEOUS DEVELOPMENTS AND POLICIES

HIV/AIDS Policy for Education

In collaboration with UNESCO and consultancy support from the Education Development Center in Massachusetts, U.S.A., by **January 2010**, an HIV/AIDS Policy for Education will be developed and submitted to Cabinet for approval. The policy will be guided by the following policies:

1**.** Recognition of HIV and AIDS as a socio-economic issue affecting all sectors inclusive of education. HIV and AIDS are issues for the education sector, not only because the virus affects employees and students, but also because the education sector can play a vital role in reducing the incidence, spread and effects of the infection.

2. Access to education
Every child has the right to education. No student will be denied access to education on the basis of his or her actual or perceived HIV status.

3. Stigma and discrimination
Every student, parent, teacher and staff member has the right to be treated in a fair and reasonable manner. There will be no discrimination, either direct or indirect, against any such individual infected with or affected by HIV and AIDS, or perceived to be infected with or affected by HIV and AIDS.

 Note: Discrimination
No student, teacher or other Ministry of Education employee will by virtue of having or suspected of having HIV and AIDS be: denied promotion, appointment, increment, access to facilities, amenities, services, activities or opportunities otherwise available to others; the right to write exams, participate in core, extra curricula activities or events; protection from verbal or physical assault; expelled, suspended or terminated; deliberately identified or labelled as having the disease, so as to cause shame or humiliation, or be the target of such.

4. Gender equity
HIV and AIDS affect and impact women and men differently due to their biological, socio-cultural, sexual orientation, and economic circumstances.

Application of all aspects of this policy will be responsive to the different needs of employees and students irrespective of gender, class or status.

5. Equality
All Ministry of Education staff and students living with and affected by HIV and AIDS will have the same rights, duties and responsibilities as other personnel and shall not be denied the right to learn, work, professional training and development, scholarships or other benefits or to be promoted.

6. Supportive and caring environment
The Ministry of Education will provide a supportive, caring and adequate working environment for all persons, including those infected with or affected by HIV and AIDS.

7. Safe and healthy work environment
All education sector workplace and learning environments have a responsibility to minimize the risk of HIV transmission by taking appropriate universal infection control precautions.

8. Confidentiality and disclosure
All personal medical information, whether oral, written, or in electronic format, obtained from an individual or third party shall be treated as confidential. No education sector employee, student, parent, or guardian is compelled to disclose HIV status to authorities at their workplace or educational institution.

9. Access to health services, treatment, care and support
All infected and affected Ministry of Education staff and students have the right to access care, treatment and support in line with available resources. The education sector will work in partnership with agencies offering support and care, including institutions, community NGOs and private and public health care services.

10. Involvement of Persons Living with HIV and AIDS (PLHIV)
The involvement of PLHIV to educate, participate and implement activities and programmes will be promoted at all levels within the education sector.

11. Screening and testing
HIV screening and testing will not be a requirement of enrolment or continued attendance at an educational institution for any student or for employment within the education sector.

12. Fair labour Practices
HIV and AIDS is not a cause for termination, suspension, involuntary transfer, or denial of career advancement of an education sector employee or volunteer. Persons living with HIV-related illnesses should be given reasonable accommodation and able to work for as long as they are medically able.

13**.** Access to Information
All Ministry staff and students have the right to relevant and factual HIV and AIDS information that is appropriate to their age, gender, sex, culture and developmental level (including sex education, condoms).

14. Human Rights
The Ministry staff and students will have the same rights, opportunities, and responsibilities and shall be protected from all forms of discrimination, including discrimination based on actual or perceived HIV status.

15. Mainstreaming
The Ministry will mainstream HIV awareness and education programs building on existing institutional capacity.

Addressing School Violence

The issue of School Violence is invariable the single most potent factor affecting our education process. The issue of school violence impacts our education system in several ways as it not only has a current impact, but it also creates a compounding effect. Research conducted in the public secondary schools reveals that over the last two (2) months (2009), among other things, the vast majority of violent incidents involve students in the lower streams in Forms 3 and 4. It was noted that these students were also more frequently suspended for violent behaviour and other offences (see Appendix 4). In reality, this says that our slow students get more interruptions and less teacher contact time, factors that negatively impact learning.

Studies concur that the most successful attempts to address violence must be proactive or preventative and must also seek to incorporate all stakeholders. Initiatives to address the issue of violence in schools therefore should seek to involve schools, parents and the community. The following initiatives are based on these tenets.

Objective 1: To **reduce the incidence of school violence by 50% by 2015.**

Officer in Charge: Chief Education Officer
Execution Agency: Ministry of Education, Principals, Guidance Counsellors,
teachers, parents
Target audience: Students

Strategy

1.   There will be a programme of psychological assessments, established at primary school level.

2.   A programme of early identification will be enacted from the pre-school through to secondary school. This programme will seek to:

   a) Identify and support students who consistently manifest deviant behaviours.
   b) Provide support for students exposed to consistent deviant behaviour.
   c) Provide support for the parents/caregivers of students with consistent deviant behaviours.

Guidance Counsellors along with teachers will be involved from the pre-school level to provide this support. Student records furnished by the Guidance Counsellors will guide and assist teachers at the primary and secondary level on additional means to relate to the students who manifest consistent deviant behaviour. Guidance Counsellors will be responsible for working along with teachers to keep adequate records and implement interventions to address students with behavioural problems.

In the primary and secondary schools, identified students will be required to have scheduled one-to-one sessions with Guidance Counsellors to better monitor the students' progress. These measures will be supported by continuous teacher-counsellor dialogues and dialogues with the parents.

All secondary schools will establish **a referral office**. This will function jointly with the Guidance Counselors' office to address students with 'minor' behavioural issues (a problem that does not pose a threat to the safety of the other students). The referral office will serve as the onsite means to counsel and educate students who have been 'suspended' (studies show that **in-school efforts** to address deviant behaviour are most effective). Students will be able to attend classes at the referral office and be closely supervised. These students will have frequent (daily) meetings with the Guidance Counselors to adequately monitor their progress and to expose them to anger management and self control skills. **Dialogue among the teachers at the referral office, parents, guidance counsellors and the students will continue to support this effort so as to facilitate reinforcement at home.**

Students who show no improvement or remorse and are consistently deviant and/or display acts considered threatening to the safety of the other students and/or teachers will be referred to a '**Behavioural Reform Facility'** (non-residential facility) by the Guidance Counsellors for more intense supervision and support. Records if available will be handed over to the staff of the **Behavioural Reform Facility**. The promotion of such a facility will be pursued in collaboration with the Ministry of Social and Community Development.

In School Strategies

- Designing student- centred curriculum for lower streams (see Appendix).

- **Schools that have high incidents of fights should seek to avoid high concentration of students by adjusting break or lunch for the upper and lower levels**.
- Running 'class –of- the- month" initiatives.
- Promoting class rules suggested by the students.
- Designing and promoting a school behaviour policy with the input of the students
- A programme on citizenship and volunteerism will be developed for implementation by *September 2010* to promote love and respect for country, self and others, and build self esteem. This programme will be integrated in the upper primary school (grades 5-6) and lower secondary schools (forms 1 -3). Certificates will be awarded to students who successfully complete these modules. (**See also the proposed Curriculum for Moral and Social Development identified in the Introduction to this *White Paper*.**)

Community Strategies

- Plan and implementing community outreach initiatives with the students (concerts, etc).
- Visits to homes by teachers and students.

School Safety Programme

The Ministry of Education is concerned about the safety of students while in the schools: safety in terms of natural disasters such as floods, earthquakes, hurricanes, fires, accidents, landslides etc; and also of man-made threats that may occur while school is in session, which could result in a number of casualties.

Officer in Charge: Chief Education Officer
Executing Offices: Principals, Teachers
Target Audience: Students

Strategy

In collaboration with Safety stakeholders and NGO's, the Ministry of Education will over the next year develop a safety programme to be implemented in primary and secondary schools. The pilot programme will include a sample of six (6) schools throughout the Federation and will commence in January 2010.

See Appendix for further info.

Student Education Learning Fund (SELF)

SELF continues to be an exemplary program by providing opportunity for all of our students. Efforts are being made to better streamline the project to boost its efficiency.
See Appendix.

***Objective 3**: To facilitate efficiency of the SELF Program, text book management component*

Officer in Charge: Self Coordinator
Executing Offices: SELF, CDU, teachers
Target Audience: students

Strategy

A committee comprising of curriculum officers and teachers and the SELF staff makes decisions for the purchase of basic and supplementary books for the schools. This Committee will meet in **February** each year to look at the books for the upcoming year.

A **Database** will be established at the Department of Education for the proper management of the textbooks in the country. Also, each school will have a database that will allow it to access the Department's Database, and vice versa. *(This will make it easier to find out which books are in stock and how many copies; which books have depreciated; which books are out of print and how many; which schools have extra copies of texts that are needed by other schools, instead of buying books can be recalled and given to the schools that need them. It will also be easier to calculate how much money is spent on textbooks for each school each year.)*

Teachers who facilitate the SELF program will be given a stipend.

An Operations Manual will be developed and implemented by **September 2010** to document the processes implemented by the SELF program.

School Meals Programme

The School Meals Programme in St. Kitts continues to provide superior nutrition to the students of St. Kitts. ***A project among the schools will be developed and implemented to grow/produce food. Some of the produce can go to the School Meals programme. The rest will go to students' families, staff, thereby developing knowledge and productivity and team spirit.***

To promote and sustain efficiency at the School Meals Kitchen and in schools, it is necessary to implement preventative guidelines. It is anticipated that provision of a sustained school feeding programme to all primary schools in Nevis will be pursued by the Nevis Island Administration. This is essential if the after-schools programmes are to be implemented, as it would ensure that children get a nutritious meal during the day.

Objective 4: To boost and sustain the efficiency of the school meals programme.

Officer in Charge: Chief Education Officer
Execution Body: School Meals Coordinator, Principals
Target audience: Students

Strategy

Guidelines on the process of feeding and cleaning up in schools should be developed in collaboration with the kitchen staff, principals, Department of Health and the Chief Education Officer. (*Currently two main feeding styles exist: one in which the students are given the meals in their classroom and the other in which the students go to a central location for meals. Where students are fed in a central location, most times the entire school cannot be accommodated and students are prompted to eat quickly to facilitate another group. Guidelines should be put in place to facilitate proper eating habits).*

Students in the higher grades will be required to help with clean –up activities.

An Operations Manual will be developed and implemented by ***September 2010*** to document and guide the processes implemented by the School Meals Programme.

Promoting the Ministry of Education

The Ministry of Education, in fulfilling its mandate to maintain a highly efficient education system, has an obligation, not only to students and teachers and the education fraternity, but to the private sector and the nation as a whole. In order to meet this mandate, activities to inform and educate, and to get feedback from, our citizens will be implemented. An integral part of these activities will be **"Education Week".** During this week, the Ministry of Education will promote its services and initiatives to the public. An annual newsletter will be produced highlighting the theme of the year, the plans and priorities for the current school year, acknowledgement of the "teacher of the year" and saluting the recipients of the Minister's Medal of Honour, etc. The implementation of promotional activities will begin in **September 2009.**

Objective 5: To promote education initiatives and to salute excellence in education.

Officer in Charge: Minister of Education

Executing Agency: Ministry of Education

Goals

- To educate the general public on the initiatives and activities of the Ministry of Education
- Provide feedback to the general public, as well as regional and international agencies, on activities and initiatives in education.
- Recognize and highlight exemplary institutions and individuals.

Strategy

Through the use of the media (Radio, TV, SMS, websites, newspapers) the Ministry will at least once per month have officials provide information/feedback to the general public to keep them abreast of the developments in education. The Heads of Departments' meeting will serve to coordinate this effort to ensure timeliness and relevance.

Education Week

Activities during the week may include:
- Opening of the Week by the Minister
- Teacher Appreciation Gala
- Minister's Medal Presentation
- Back to School: Visit by Ministers of Government to schools
- Live panel discussion/ Open Forum
- **Education Show Case**: An exhibition that brings together all Education Services in a central location; e.g. Distribution of brochures, Taste test by Schools Meals, Explanation on SELF, Sign Language in 5 minutes booth, exhibition by School Farm/ School Gardens, Demo on SMART Boards, items made by students at AVEC, CFBC, etc. commencing at 11:00 a.m. and ending at 6:00 p.m.

Documentation Centre

Critical to supporting an efficient Education System are support materials in the form of documentation. Documentation not only guides officers within the Ministry but can also

promote public involvement in the Education process.

| Objective 6: Establish a Documentation Centre by December 2010 |

Officer in Charge: Permanent Secretary
Executing Body: Ministry of Education

Strategy

The Documentation Centre will be responsible for the production, storage and dissemination of education documents of the various media types. The recommended two-member staff should be knowledgeable in the manipulation and storage of digital and hard copy media. They should also have a background in information and research skills. An Operations Manual should be developed prior to the opening of the centre. Part of the responsibility of the Documentation Centre would be to collaborate with the **Government's Archives Department** to establish a process to archive Education/schools data.

Minimizing Disruptions of the Teaching Process

| Objective 7: To minimize undue disruption of the teaching process |

Officer in Charge: Chief Education Officer
Execution Body: Principals, teachers
Target audience: Stakeholders

Strategy

Disruption of schools, although sometimes well intended, is a pervasive problem. Teachers and students have suffered as the emphasis would have changed suddenly from the regular flow of lessons to preparing for a quiz or similar event that was not accommodated in the school or teachers' planning, causing much loss of teaching time, and limited reinforcement of learning. To better facilitate efficiency in the delivery of education, and to ensure that our stake holders are given the due attention a system of submitting requests will be enforced.

During the Months of April and May, stakeholders (Other Ministries, NGOs) will be required to submit their requests for events/activities to be considered for inclusion into the **Ministry of Education's Calendar of Events** for the upcoming year. Requests are to be submitted to the Chief Education Officer by May 31st. These will serve to facilitate preparation of the Ministry of Education's Calendar of Events to be further discussed in the Heads of Department meeting. A Heads of Department Meeting to plan for the new academic year will be held in July of the previous academic year.

Improving Security in Educational institutions: Training of School Security Officers

The Ministry has started a programme of providing professional training for security officers. All security officers at schools (both day and night) must be formally and systematically educated and trained on an on-going basis in professional security related subjects. Such training will enable the security officers to carry out their duties and functions in professional manner. Training will help security officers to reduce, prevent, control or minimize the extent of loss and lack of safety and other potential issues that schools are now facing and those that they might face in the future.

Security officers must be trained to better identify and then be competent when confronting all matters and incidents that might occur on school premises. This will give peace of mind not only to parents, teachers, students and the Ministry of Education, but to every citizen in St. Kitts and Nevis.

There will be annual workshops addressing a variety of topics, including:
- Functions and duties of a private security officer
- Their role, function and duties at school
- Management of aggressive behaviour
- What to do when a criminal act occurs
- To whom they are responsible
- What they are responsible for
- Respect to others
- Be aware of their responsibilities to reduce, eliminate or stop all form of loss at the schools
- Special guard duties

- Legal issues
- How to function in emergency situations
- Types of crowds and control
- Patrol
- Report writing
- Traffic control
- Protective lighting
- Code of ethics for private security
- Physical security
- Statement taking
- Management of aggressive behaviour
- Practical exercises; basic self-defense

*It is anticipated that trained security personnel will be positioned to reduce financial loss and reduce liability. Training will build confidence in security and safety in schools, and cause an increase in confidence in teachers and the schools by parents, students and communitie*s.

Custodial and Maintenance Policy for Schools and Colleges

By <u>September 2012</u>, a Custodial and Maintenance Policy Manual will be developed and implemented in all schools and colleges. The purpose of this manual will be to establish a uniform standard for custodial, maintenance, repair and renovations of public school facilities in order to provide for the long-term conservation and protection of public school facilities, elimination of the deterioration of existing and future public school facilities; provide a safe and healthy environment for students, teachers, administrators, support staff and others; and provide for the efficient use of Government funds in support of the facilities of all schools and facilities.

Definitions

<u>**Custodial Activities**</u> – routine and renovation cleaning activities related to daily operations and upkeep of facilities, including related supervisory and management activities.

<u>**Maintenance, Repair, and Renovation**</u> – any activity or improvement to a facility and, if necessary, related areas, such as the physical plant and grounds, that maintains, conserves, or protects the state of condition or efficiency of the facility; or brings the

state of condition or efficiency of the facility up to the facility's original condition of completeness or efficiency.

Maintenance and Custodial Funding

Each institution will have a Custodial Team of at least two persons depending on the size of the institution. One member of the team will be clearly classified as Head Custodian.

The annual Operating and Maintenance Budget for the Ministry of Education will dedicate sufficient funding exclusively to payment of utilities and costs of custodial, maintenance, repair, and renovation activities, which include related personnel costs, for public school facilities.

Standards for Custodial Operations

Custodial personnel are extremely important to the school operation. Their daily care of students' and other school facilities aids in the implementation of the academic program by insuring a safe and healthy environment for the students, staff and faculty. To aid in this endeavour, a Custodial Handbook or Procedures Manual will be provided for use in each facility.

Standards for Maintenance, Repair and Renovation Activities

Maintenance personnel are essential for the continued periodic inspections, preventative maintenance measures and repairs that directly contribute to the safe operation of facilities. Their early detection of building problem areas and their quick response to necessary repairs directly influence the success of the academic environment.

The Maintenance Policy Manual will provide for systematic maintenance processes and procedures relating to inspection, cleaning, servicing and repair, as appropriate, of**:** ventilation and air-conditioning systems**;** electrical systems**;** plumbing**;** fire alarms**;** fire extinguishers and kitchen hood vent suppression systems**;** roofs **;** interior and exterior lighting**;** doors and windows**;** masonry and concrete building exteriors**;** kitchen

equipment **;** sidewalks, driveways, parking areas, and paved play areas**;** and grounds maintenance standards.

School Maintenance Committee (SMC)

School Principal
Facility Manager (Staff member)
Member 1 from the PTA
Member 2 from the PTA
Student 1
Student 2
Janitor 1
Janitor 2
MOE Official (ex-officio)

The main task of the SMC is to identify lines of action in order to create awareness about preventive maintenance. It is important to have all stakeholders participating in the decision making process. This committee will be responsible to seek solutions for emergency repairs, community participation on maintenance issues, as well as, proper use of available funds. The SMC will also engage in activities related to motivational campaigns in collaboration with the Media Unit of the Ministry of Education.

Evaluation & Supervision Team	Monthly Payments EC$	One year	
Civil Engineer	0.00		
Architect	0.00		
MoE Representative	0.00		
PWD Represenattive	0.00		
Driver	0.00	0.00	
Fuel	0.00		
Expenses	0.00		
Vehicle	0.00		
Others	0.00	0.00	

An evaluation committee is in charge of periodically checking all institutions. The evaluation committee's duties are: 1. Preparation of maintenance reports. 2. Supervision of works. 3. Meetings with the school maintenance committee. 4. Assessment of project implementation.

<u>New Ministry of Education Building</u>

The Ministry of Education and Youth has a very large portfolio and administration of the Ministry requires that it be accommodated in suitable facilities. A three-storey building is proposed, with a basement area for storage.

The Ground Floor.   Education Services: The Chief Education Officer, Education Officers, Administrative Officer, **Secretariat**, Examinations, Project SELF, Teacher Resource Centre, Curriculum Development Unit, Secretariat, Conference and meeting rooms.

The First Floor.   The Minister of Education, Permanent Secretary, **Secretariat,** Senior Assistant Secretary, Finance Officer, Personnel, **Secretariat,   Youth Department**

Second Floor.   Education Planner, Director, Education Management Information System (EMIS), Project Management Unit, **Secretariat**, UNESCO National Commission, Documentation Centre, Education Advisory board, Education Appeals Tribunal, TVET Council, **Secretariat.**

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APPENDICES

Appendix 1: Documentation to Support Miscellaneous Developments and Policies

In 2004 a research project was conducted in the OECS to ascertain the factors that impede efficiency. The variables investigated were the three P's: People, Processes and Platforms. It was found that the biggest effort was needed with people to change this trend. It was also revealed that documentation was lacking. As we seek to improve our education system, efforts to ensure that these areas a facilitated will greatly maximise our efforts.

Documentation Required

- Review and updated job descriptions for education workers (Education Officer, Curriculum Officers, Principals, Heads of Departments, Deputy Principals Guidance Counsellors etc).
- Review and update of the Teachers' Handbook.
- Develop Operations Manuals for SELF, School Meals, School Farm and Documentation Centre.
- Develop a Transition Manual to guide changeover of administration, etc.

Appendix 2: Rationale for a six- year cycle

To facilitate adequate training, implementation, monitoring and evaluation, the following process cycle stages are to be followed to guide implementation of major projects. By following the guidelines in this cycle, more vigilant supervision, monitoring and feedback will be promoted.

Stage 1: Review and update of documentation
Stage 2: Training (Workers in the education system are trained to reflect documentation requirements).
Stage 3: Implementation and monitoring
Stage 4: Evaluation and Documentation of Best Practices

Education Process Cycle

Stage 4	**Stage 1**
Evaluation	**Review**

Education Process Cycle

Stage 3	**Stage 2**
Implementation	**Training**
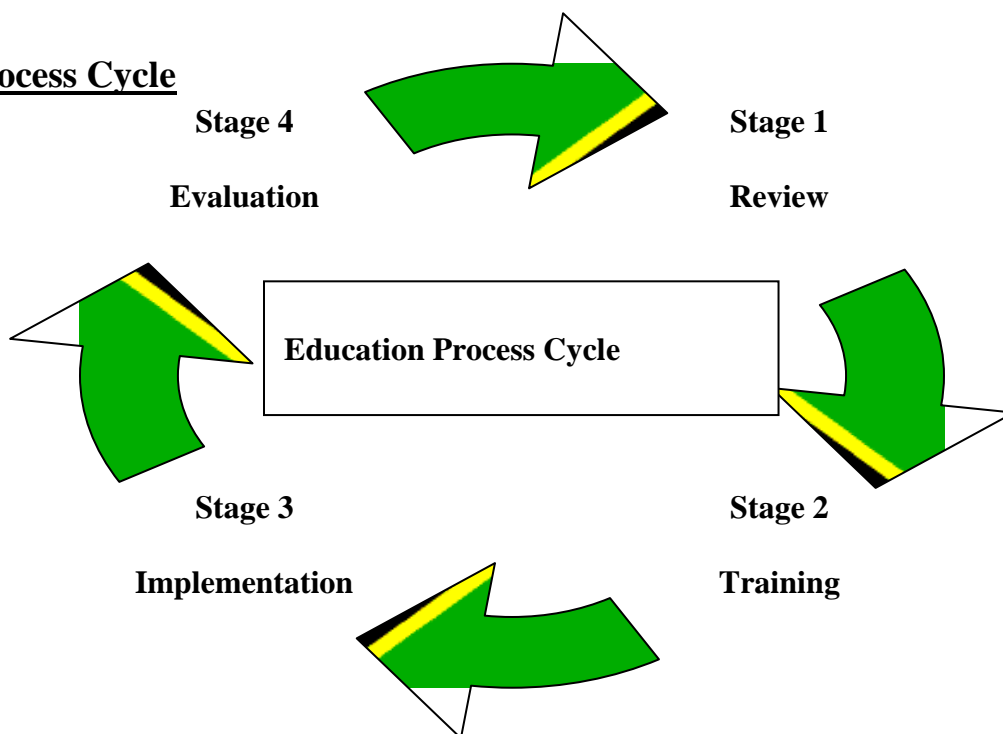
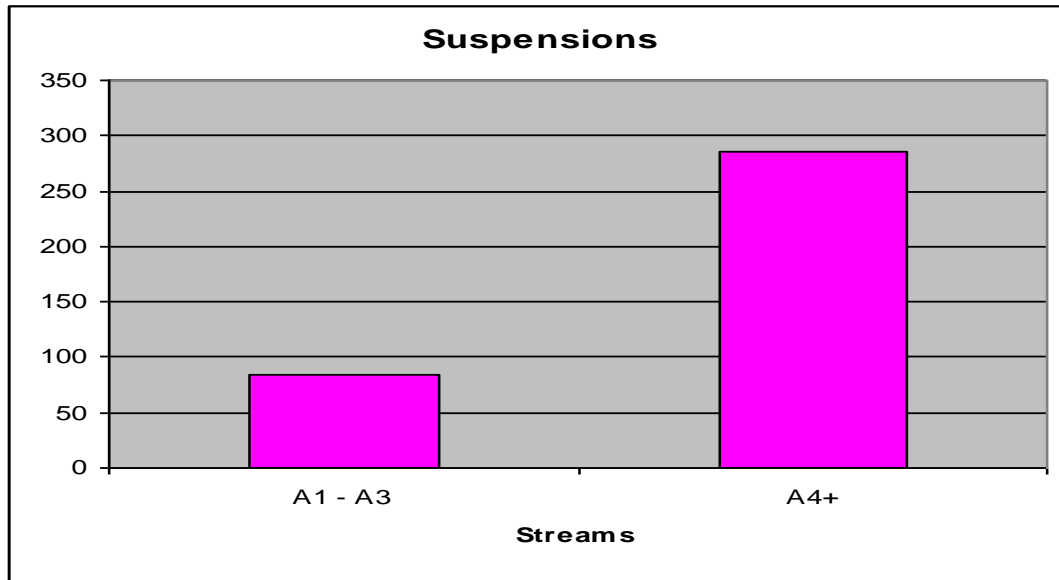The implementation of this process is outlined below.

Delivery of Education six (6) year cycle:

Year 1:   (2009 – 2010) – Capacity Building / establishing documentation
Years 2 – 5:   (2010 – 2014) – Implementation (The initial year will be used to establish baseline data in the various initiatives.
Year 6:   (2014 - 2015) -- Evaluation

Capacity building encompasses the country's human, scientific, technological, organizational, institutional and resource capabilities. A fundamental goal of capacity building is to enhance the ability to evaluate and address the crucial questions related to policy choices and modes of implementation among development options, based on an understanding of environment potentials and limits and of needs perceived by the people of the country concerned. This first stage is crucial if we are to maximize our potential in the delivery of education.

Appendix 3: Deviant Behaviour More Prevalent in Lower Streams of Secondary Education: Greater Effort to be Placed There to Counter This Trend – Supporting Project HELP

Results of High School Survey on Suspensions

Suspensions

A chart displaying suspension counts by stream. The vertical axis ranges from 0 to 350 in increments of 50. For stream "A1 - A3" the bar reaches approximately 85. For stream "A4+" the bar reaches approximately 285. The horizontal axis is labelled "Streams".

These results were derived from the data available at schools. Data from the Verchilds High School is not included. It was noted that schools' documentation and processes were different and so this could have impacted the results. In addition, there were a number of unclassified suspensions (no stream mentioned). This data is not reflected in the charts. The full data set from the action research available on request.

Project HELP
(Holistic Education Learning Programme)

Justification

- *Students' anti-social behaviors are affecting their academic performance. The students show a negative attitude toward school and learning. Hence, there is need to develop a curriculum that is relevant to their interest and aptitude.*

Objectives

- *To foster student motivation and involvement in classroom activities.*
- *To bring about a change in their attitude toward school and leaning.*

Target Group

- *Form 2A6 of the Sandy Point High School*

Main Activities

- *Discussion with ministry on the expectations of the Project*
- *Student focus groups to discuss and identify their interests*
- *Discussion with teachers and the curriculum development department*
- *Meeting with the parents to discuss the parameters of the project to get their feedback and support and to suggest expectations*
- *Implementation of the project*

Monitoring and Evaluation Plan

- *Monthly assessment of behavior: Each student will have a record chart that will be student assessed at the end of each month – records include: participation, infractions, cooperation, use of initiative*
- *Termly Evaluation: Meeting with the parents to discuss the students progress/lack of and suggestions to address these.*

Action Plan

Activities	Modality	Duration	Cost
Submission of Proposal to MOE	Discussion	1 Week	
Student Focus Group	Open Forum	2 weeks	
Collaboration with teachers and CDU.	Workshops To develop curriculum.	2 Months	$ 500.00
Meeting with PTSA	Discussion	1 Week	$ 200.00
Implementation	Mixed	1 year	$2500.00

Appendix 4: School Safety Programme

The Ministry of Education is concerned about the safety of students while in the schools: Safety in terms of natural disasters such as floods, earthquakes, hurricanes, fires, accidents, landslides etc., that might occur while school is in session which could result in a number of casualties and death.

It is imperative that school children be provided with a package of information, knowledge and skills that can be utilized to minimise the effect of any such threat. In order to do this a committee was deployed to facilitate such a package. This committee comprised of representatives from various organizations such as:

- The Ministry of Education
- The Department of Youth
- The Police
- The Defence Force
- The Public Works Department
- The Department of physical Planning
- The Red Cross
- The Fire & Rescue Services
- NEMA
- The Principals Association
- The National P.T. A.
- The Guidance Counsellors Network

Objectives

1. To create an environment in and around schools that conduces to physical safety.
2. To examine, ascertain, and where necessary, make appropriate recommendations to relevant authorities on the structural integrity of school buildings.
3. To introduce in schools a regime of training to respond to threats or occurrences of natural disasters.
4. To equip schools with the basic disaster-prevention and disaster fighting tools, as far as possible.
5. To liaise with other agencies (Government, NGO's, etc) to facilitate safety at schools.
6. To reduce to the absolute minimum, causalities and/or damage in the event of a disaster.

Powers

The School Safety Program (SSP) council is empowered to:

1. Visit schools to conduct inspection, training, monitoring, etc, in consultation with the Chief Education Officer
2. Make recommendations with a view to enhancing/securing the safety of schools

3. Pursue means of acquiring assistance to enable it to fulfill the objective of SSP

Functions

1. To provide and disseminate a school safety-procedure handbook.
2. To provide Basic Aid Training.
3. To propose a curriculum for training in school safety.
4. To post signs and warnings as appropriate in schools.
5. To conduct simulation exercises, drills, evacuation procedures, etc.
6. To assist schools in identifying their strengths, weaknesses, opportunities, threats (SWOT), needs and challenges.
7. To report regularly to the Chief Education Officer.

Appendix 5: Project SELF:
Recommendations for Text Books Management

Primary Schools

The process of selecting and providing books is generally adequate.
There is need for greater involvement from the curriculum and education officers to:
- Provide guidance in establishing books as appropriate for each grade.
- Check and ensure that the books used are relevant to the particular grade.
- Circulate 'recommended texts' per grade to the schools.

It should also be emphasized that students are not required to buy text books and they should not be prevented from coming into classes without a textbook. Parents who would like to buy text books may be given some recommended texts on request. Parents can be encouraged to assist in covering the books. The library will be expected to arrange professional sessions on book repair for primary school teachers.

However, students must be trained to be caring, careful and reasonable. They destroy too much. If students deface or destroy books, parents will be required to pay.

Curriculum Development and Education Officers will also seek to ensure that teachers (i.e. kindergarten teachers) teach from 'scratch'. It should b assumed that none of the students went to preschool as preschool is not compulsory education.

Secondary Schools

Committees are required to facilitate the process of acquiring books for the students and teachers. The committee will facilitate the selection, dissemination, 'phasing out' and management of text books.

Committees, comprising of a representative from each secondary school, will represent subject areas as outlined below. The chairperson of each committee will be a curriculum

officer; where there is no curriculum officer for a particular discipline, a teacher, recommended by the Curriculum Unit, will chair with one teacher from each school.

Committees:
- Mathematics
- Communication Studies – English Language, Literature
- Science
- History, Social Studies, Geography
- InfoTech, EDPM
- Tech Drawing, Woodwork
- Modern Languages

Committees are to meet in February to evaluate and select books for the upcoming school year. Meetings are to be coordinated so as not to have too many teachers out of school at the same time. Each school will be provided with a main textbook and supplementary texts for each discipline (Supplementary texts are for teachers only).
Each school is to establish a teacher as the onsite coordinator for the SELF books. This teacher will facilitate onsite management of the books, which includes dissemination, stock taking, covering and repairing.

Students in the high schools will be expected to 'cover the books' on receiving them. The library will provide assistance in this area by having development sessions with teachers in the high schools similarly.

Books are to be distributed from the highest form (5th) downward. Introduction of new editions should be similarly distributed, i.e. starting at 5th form. Where no new edition is available the previous version(s) will be distributed (many times a 'new edition' is merely a rearrangement of the chapters).

Books will generally be expected to last for five (5) years before being replaced. The committee will seek to put in place strategies to continuously monitor the status of the books.

Appendix 6: Financial Forecast for Selected 'New' Initiatives

Implementation of the new education mandate will rely heavily on documentation and training. Finance, however, is limited. It is going to be necessary to plan strategically. It is not likely (although this will be ideal) that all of the initiatives will be implemented at the commencement of year 2. It is crucial then that we look at the *White Paper* and prioritize the initiatives and strategies as we implement in phases. This is to be taken as part of the implementation strategy outlined in the INTRODUCTION (see General Agenda for Action). A sample format follows.

Sample:

Items	Initial Year	Subsequent Years	
Documentation			
Review of documentation	$ 1000.00		
Printing	$ 5000.00	$ 800.00	
Training			
Facilitators	$ 8000.00	$ 5000.00	
Support materials	$ 5000.00	$ 800.00	
Student Centred Learning	$20500	$4000.00	
Education Week	$ 20000.00	$22000.00	
Documentation Centre	$ 100000.00	$30000.00	
Total	**$159 900.00**	**$62 600.00**	