



GOVERNMENT OF SAINT LUCIA

EDUCATION SECTOR DEVELOPMENT PLAN

Priorities and Strategies

2015-2020



Transforming Education
Transforming Lives

Volume 1



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The development of the 2015-2020 ESDP would not have been possible without the help of several individuals and organisations. We would like to thank UNICEF for providing the financial support for this undertaking and also for their invaluable input as a critical stakeholder. We would like to thank the hundreds of students from around the country who demonstrated passion and concern for the education system and who were willing to share their candid thoughts and ideas with us. We would like to thank the parents who gave up a portion of their evenings to express their concerns and ideas for making the education system a better one. We would like to thank the various HODs and all other employees of the Ministry of Education, the panel of Permanent Secretaries, the teachers, principals, DEOs, Teachers' Union, educational support workers, and the Leader of the Opposition and Cabinet of Ministers for their wisdom and institutional memory. Our interaction with the business sector, the media, and community organisations was quite invaluable. We would also like to thank organisations such as the Teachers Union and the OECS for their input into and support for the process. Our goal was to ensure that the 2015-2020 ESDP was truly stakeholder driven, and we believe that we have fully accomplished this goal.

LIST OF ACRONYMS

CAPE	Caribbean Advanced Proficiency Examination	DTEEA	Division of Teacher Education and Educational Administration
CARE	Centre for Adolescent Renewal and Education	ECED	Early Childhood Education and Development
CAMDU	Curriculum and Materials Development Unit	ECD	Early Childhood Development
CARICOM	Caribbean Community	ECDS	Early Childhood Development Services
CBE	Competency-based education	ECE	Early Childhood Education
CBET	Competency-based education and training	EFA	Education for All
CDB	Caribbean Development Bank	EMIS	Education Management Information System
CEE	Common Entrance Exam	ESDP	Education Sector Development Plan
CFS	Child Friendly School	EU	European Union
CIDA	Canadian International Development Agency	FFF	Foundations for the Future –the first OECS Education Sector Strategy
CPD	Continuing Professional Development	GCE	General Certificate of Education
CPEA	Caribbean Primary Exit Assessment	GDP	Gross Domestic Product
CSEC	Caribbean Secondary Examination Certificate	GER	Gross Enrolment Rate
CSME	Caribbean Single Market and Economy	GOSL	Government of Saint Lucia
CVQ	Caribbean Vocational Qualification	HFLE	Health and Family Life Education
CXC	Caribbean Examinations Council	HOD	Head of Department
DEO	District Education Officer	HRD	Human Resource Development
DHS	Division of Health Sciences	IA	Impact Assessment

¹CFS is now being referred to as Effective Schools

ICT	Information and Communication Technology	PLAR	Prior Learning Assessment and Recognition
IEP	Individual Education Plan	PTA	Parent Teacher Association
IFI	International Funding Institution	ROA	Return on Assets
ILO	International Labour Organisation	SALCC	Sir Arthur Lewis Community College
KPI	Key Performance Indicator	SE	Secondary Education
LLL	Life Long Learning	SEN	Special Education Needs
LMIS	Learning Management Information System	SNE	Special Needs Education
MDGs	Millennium Development Goals	SSDF	Saint Lucia Social Development Fund
MOE	Ministry of Education	TVET	Technical and Vocational Education and Training
MOU	Memorandum of Understanding	TWG	Technical Working Group
MST	Minimum Standards Test	UNESCO	United Nations Educational, Scientific and Cultural Organisation
NELP	National Enrichment and Learning Programme	UNICEF	United Nations Children's Fund
NELU	National Enrichment and Learning Unit	UPE	Universal Primary Education
NER	Net Enrolment Rate	USE	Universal Secondary Education
NGO	Non Governmental Organisation	UWI	University of the West Indies
NSD	National Skills Development	WB	World Bank
NSDC	National Skills Development Centre		
NTA	National Training Agency		
NVQ	National Vocational Qualification		
OECS	Organisation of Eastern Caribbean States		
OESS	OECS Education Sector Strategy		
PE	Primary Education		

FOREWORD BY THE MINISTER FOR EDUCATION



Successive Saint Lucian governments continue to invest heavily in the most abundant resource available in our country: our people (the human resource). Approximately 14% of the annual budget is allocated to the financing of education and educational services in St Lucia. Moreover, for a young developing country, with very few natural resources, approximately 6% of the gross domestic product is invested in education. This is commendable! The philosophy which guides such significant investments in education is that, in order for us to make the strides necessary to keep our citizens competitive in this global knowledge-based economy, education and training must be the driving force of all our efforts.


Therefore, this Education Sector Development Plan (ESDP) brings renewed focus and new emphases to the Saint Lucian education system. The four core principles articulated in this ESDP underpin our mission, and are the main drivers of the educational priorities for the period 2015 to 2020. Nonetheless, even when a new plan emerges, the overarching philosophy or core principle that directs education in the country remains essentially the same: education is the vehicle for economic and social change.

The last Education Sector Development Plan (ESDP 2009 - 2014) met most of its objectives despite all the challenges facing the country. However, to provide the impetus and direction for the next five years, this document delineates the anticipated outcomes, indicators and initiatives that are necessary for us to achieve our desired vision for education to 2020 and beyond. Taking into consideration the lessons learnt from the implementation of previous Education Sector Development Plans, we will,

through this document, build on the successes of the past to ensure that our people continue to benefit from an education and training that prepare them for life.

I am indeed grateful for the multi-stakeholder approach utilised in the formulation and development of this ESDP. The Ministry of Education staff and I are grateful to the stakeholders, all of whom gave freely of their time and experience. Hence, I take this opportunity to officially acknowledge the contributions of all, and to say thank you to everyone who participated in the process.

As the Minister with responsibility for Education, I am delighted to endorse and adopt this new pathway to educational development. I encourage all Saint Lucians to embrace this renewed effort meant to chart and guide our endeavours in education for the next five years. We should continue to work together to ensure the successful implementation and execution of the plan. Moreover, I acknowledge that my Ministry is the key stakeholder in this process. Hence, I want to assure all that we will work assiduously to ensure that we meet our obligations to the Saint Lucian people as articulated in this new Education Sector Development Plan.



Robert K. Lewis, PhD

Minister for Education, Human Resource Development and Labour

PERMANENT'S SECRETARY REMARKS



Another five years and it is at this time we move towards a new Education Sector Development Plan 2015 to 2020. The last five years has been the most challenging period for the Education sector due mainly to the economic downturn and limitations in our human resource capacity to undertake a number of the planned activities. So, while as a team we satisfactorily accomplished a number of programmes and projects during the last five years, we have learnt a lot along the way. Therefore, in preparation for this new ESDP, we have listened to the concerns of the public sector, students, parents, teachers, principals, St. Lucia Teachers Union, private sector and NGOs; we have taken time to review our performance and agreed as a team to our areas of improvement.

Education IS a basic right for all from birth to adult and it IS OUR responsibility within the Ministry of Education to provide the means by which a child, a student, an adult learner, can contribute meaningfully to the economic development of our country. We must create the path by which a learner can become productive in society and live a life that is values driven and consistent with the characteristics of the “Ideal Person” we envision for our country and the region. We will continue to be accountable to our stakeholders through annual stakeholder engagements; we will conduct internal assessment reviews to determine progress and setbacks; and remain committed to the Vision, Mission and Values.

This ESDP is not “cast in stone”. Investment in our educators especially in the ICT age is critical over the next five years, just as much as we must adapt to the ever changing education and learning environment in which we live. Our local, regional and international partners must also be cognizant of the reality that the education system is dynamic and it must always be responsive to change. I am looking forward with confidence to the successes of our priority areas for the next five years.



Esther Braithwaite

Permanent Secretary

EXECUTIVE SUMMARY

The GOSL subscribes to the notion that education is a basic human right and as such plays a crucial role in the holistic development of its citizens. The 2015-2020 ESDP is a highly stakeholder-driven document that reflects this premise and in so doing, seeks to provide opportunities for Saint Lucian learners to positively impact their development, both in the short and long term.

This ESDP builds upon the successes of the 2009-2014 ESDP while also acknowledging and addressing its shortcomings. Its development was guided by four (4) core principles:

- 1) the plan must be highly stakeholder-driven bent on producing value for all key stakeholders;
- 2) the plan must have a transformative quality that goes beyond tinkering with the education system – as such, the plan must be bold yet pragmatic in that it recognizes the resource limitations of the country;
- 3) the plan must be guided by an overarching philosophy – a philosophy that is consistent with The CARICOM Ideal Person model and UNESCO’s Imperatives for 21st Century Education and
- 4) the plan must lend itself to an integrative approach to execution – that is, there needs to be a move away from the traditional silo-based approach to managing the system. The system would be driven by educational priorities to which all the subsectors would respond in the most efficient and effective manner.

In order to ensure a comprehensive approach to the plan, the well-known Balanced Scorecard model of Kaplan and Norton was used. The model incorporates four perspectives for the education system:

- a) a stakeholder perspective;
- b) a business/operations perspective;
- c) an internal capacity perspective and
- d) a resource perspective.

Using these four dimensions, twenty-one (21) broad strategic priorities were identified. These priorities were grouped into system-wide and sub-sector priorities which were further aggregated into strategic themes. The strategic themes and corresponding priorities are shown in Table 1.

In developing the plan, we ensured alignment between the 2015-2020 ESDP and the goals outlined in regional and international frameworks. While at this juncture, Saint Lucia does not have an explicitly stated national development plan, we are aware of several implicit priorities:

- 1) nutrition and food security;
- 2) climate adaptability and environmental sustainability;
- 3) wellness and combating lifestyle diseases;
- 4) promulgation of ICTs;
- 5) peace, happiness and security;
- 6) employability and entrepreneurship and
- 7) 21st Century, quality, equitable and affordable education.

By engaging the Permanent Secretaries of the various government ministries, we've attempted to obtain some measure of alignment with that implicit agenda.

Table 1- Summary of the Strategic Themes and related Priorities

	STRATEGIC THEME	STRATEGIC PRIORITIES
CROSS-CUTTING PRIORITIES (system -wide)	Alignment of Purpose: National and Regional Alignment, Harmonization & Gender Equity	<ol style="list-style-type: none"> 1. Democratization of education and training 2. Gender equity and human rights 3. Alignment of education and training outcomes with the national and regional development agendas
	Service Excellence and System Integration	<ol style="list-style-type: none"> 1. Service excellence: efficient, effective and responsive service delivery from the MOE 2. Inter and intra sector Integration and collaboration
	Educational Leadership, Governance and Accountability	<ol style="list-style-type: none"> 1. Enhancing the administrative capacity of the MOE 2. Effective, leadership, governance and system structure 3. Recruitment and retention of quality staff 4. School climate, culture and structure. A system-wide culture of excellence and accountability for performance
	Resource Stewardship and Risk Management	<ol style="list-style-type: none"> 1. Fiscal stewardship and allocation of education financial resources 2. Growth and sustainability of funding for education and training 3. Cost containment: resource efficiency and asset utilization 4. Disaster management and risk mitigation

	STRATEGIC THEME	STRATEGIC PRIORITIES
SUB-SECTOR PRIORITIES	Education as a Human Right	1. Democratization of education and training: Increasing accessibility and affordability of education for all learners across every subsector
	Learner Achievement	1. Learner achievement and effective transitioning throughout the education system
	Quality of the Education System	<ol style="list-style-type: none"> 1. Quality and rigor of education: education that enables holistic development and empowers learners to achieve their best in accordance with their interests and abilities while maintaining global standards for education 2. Effective teaching and learning: educators competent, licenced, resourced, and well-placed to be effective in driving learner achievement 3. Innovative learner support systems: efficient and effective support systems that enable learners to achieve their full potential
	Education Infrastructure and Capacity	<ol style="list-style-type: none"> 1. Technology Integration and Innovation in teaching and learning 2. Strategic partnerships: effective parent/community/industry/school partnerships enabling learners and schools to excel 3. Facilities and Infrastructure conducive to effective learning, and that are safe and

Finally, the 2015-2020 ESDP is aspirational in nature. In spite of our limited resources, we have not compromised on the desire to shape, through effective transformation, the makings of a best-in-class education system. We are of the view that our learners deserve the best that we can offer. Consequently, we've sought to benchmark our ESDP against education sector strategic plans from countries in Europe, Africa, Asia and the Caribbean. We are indeed proud of what we've accomplished – that is, the collective wisdom of more than 500 individuals who participated in some form in helping to shape the future of education in Saint Lucia.

OUR VISION AND MISSION

VISION

An education system that shapes the development of a literate, numerate, skilled, life-long learner; one who is values-driven, globally adaptable, and contributing meaningfully to the development of self, community, nation, and the region.

MISSION

To enable all learners to realize their full potential in their fields of interest by facilitating affordable, equitable quality educational experiences that empower them with the knowledge, skills, and values conducive to achieving successfully in a 21st century environment.

Our Core Corporate Principles

The sheer role and responsibility of the education system requires that it be committed to delivering the best education affordable to learners at all levels. As we pursue excellence in education, we will be guided by corporate principles that we believe cut across our education value chain.

Quality

Build a culture of quality across the education system. We must demonstrate an uncompromising commitment to quality: quality of education, quality of facilities and the environment, quality of administrative leadership, quality of instructional leadership, quality of employees, and the quality of our relationships with our partners and community.

Partnerships

The delivery of education is a complex and expensive undertaking. We will meet our challenges by leveraging partnerships with community, regional and international institutions and our local stakeholders.



Innovation

The explosive growth in the capabilities of technology, coupled with its increasing affordability, will foster innovative ways to ultimately deliver the best education to our learners. In particular, we must explore the potential for using these technologies to deliver quality education to differently-abled learners in the system. Delivery of the “best education” cannot be fully accomplished by remaining attached to antiquated teaching methods and technologies. Our learners have changed and so must we. We must be innovative in both our content and delivery as opportunities continue to avail themselves.



Accessibility and Affordability

We are fully cognizant of the social and economic challenges many of our learners face. St. Lucia is a developing economy with significant levels of unemployment and underemployment. Recognizing the power of education and training to positively impact the trajectory of one's quality of life, it is incumbent upon us to ensure education is both affordable and accessible to the most vulnerable in our society. We must endeavour to deliver education and support services to learners in the most affordable manner without compromising our commitment to quality.



Our citizens come from backgrounds which vary on dimensions such as gender, ethnicity, social strata and geographical location. It is imperative that we ensure all of our learners and their family members are treated with respect and dignity irrespective of their “station” in life. They must be presented with the same information and given the same opportunities to succeed.

Agility

In the face of constantly changing economic conditions, technology, expectations of learners and their parents, the national development agenda and educational trends and best practices, our education system must embody a certain degree of flexibility and agility if it is to respond positively and in a timely manner to these factors. Every attempt must be made to develop systems and processes that reduce bureaucracy while maintaining accountability and oversight. Systems, structures and skills at various levels of the education system must be aligned in such a way that our education system will continue to remain relevant and have the ability to deliver value to our learners and stakeholders.



Our Core Values and Beliefs

Our values are critical to how we intend to function as an eco-system. Beyond the simple statement of values, we articulate specific practices that reflect our seven (7) values making them explicit in a way that promotes accountability for our actions.

Equity

We will live this value by...

1. Providing the necessary support to all learners.
2. Ensuring fairness in the delivery of instruction to all learners (addressing all biases and prejudices).

3. Providing equal opportunity for learners to realize their interests and fulfil their needs
4. Ensuring equitable conditions throughout the education system

Creativity

We will live this value by...

1. Collaborating with all stakeholders in seeking creative solutions for the challenges in the education sector.

2. Empowering teachers and learners by providing them with the resources, technological and other wise, to achieve desired learning outcomes.
3. Promoting a learner-centred approach to the curriculum that allows learners to express their creativity and responds to individual learning styles and developmental stages.
4. Providing an enabling environment where school leaders and teachers will facilitate learners in constructing their own learning.
5. Integrating creative and performing arts into the teaching of the core curriculum.

Accountability

We will live this value by...

1. Promoting dialogue and feedback between:
 - a. Teacher and teacher through regular observation of peer classroom practices together with feedback.
 - b. Public and MOE/ school personnel through increasing public awareness of MOE responsibilities with various avenues for providing feedback.
 - c. Parent and school personnel through PTA and students' councils.

- d. Instructional supervisors and MOE personnel and school personnel.
- e. Student and teacher/ parent/ MOE personnel.

2. Holding teachers and principals accountable for school performance.
3. Holding learners accountable for their active participation in their learning.
4. Holding parents accountable for their support in the teaching-learning process.
5. Holding instructional supervisors (CAMDU, DEOs) accountable for providing instructional guidance in schools.

Respect

We will live this value by...

1. Advocating for the constitutional rights of others.
2. Promoting tolerance for others regardless of age, gender, religion, ethnicity, race, sexual orientation, etc.
3. Acting in a manner that is consistent with (acceptable) norms, values and culture.
4. Emphasizing the value of education in the development of self, community, country and region.
5. Demonstrating sensitivity to the environment.

Flexibility

We will live this value by...

1. Responding to the developmental needs of learners.
2. Providing differentiated curriculum and instruction.
3. Facilitating activities that enhance student learning.
4. Accommodating learners with exceptionalities.

Diversity

We will live this value by...

1. Providing an open educational environment that appreciates and ensures inclusion.
2. Respecting individual differences of all learners within the learning environment.
3. Providing a variety of teaching approaches/strategies that cater to the multiple intelligences of learners.



Self, National and Regional Pride

We will live this value by...

1. Promoting respect for national and regional symbols, institutions and figures.
2. Encouraging individuals to pay homage to our national figures.



3. Assuming ownership for national symbols, institutions and figures.
4. Creating the avenue for one-on-one interaction between learners and national figures.
5. Promoting instructional practices that emphasize respect for self, developing self-worth and nurturing a positive self image, self-esteem and moral disposition.



Our Philosophy of Education

Our philosophy of education is articulated in the various statements that follow. We are of the view that a strong philosophical foundation is critical to the success of the education system, and that the philosophical foundation must serve to bind our efforts and energies to bring about meaningful results for all learners and the country as a whole.

LEARNERS

- Education is a basic human right.
- Education provides a positive image of self, family, and society.
- Every child wants to learn.
- Education is a life-long process.
- Education must be innovative and responsive to the needs of the learner (learning styles) and the wider society.

EDUCATORS

- We believe that our educators should be highly skilled and motivated.
- We believe that we should provide continuous professional development for our educators to enable them to keep abreast with changing educational trends.

TEACHING & LEARNING

- Learning is a two-way process where teachers can also learn from students.
- Learning should be relevant.

LEADERS

- Education should develop future leaders.
- Education system should be led by qualified, competent, empathetic leaders who are able to motivate and influence and carry out the mandate.

STAKEHOLDERS/PARTNERSHIPS

- Community (local, regional and international), churches, private sector, are partners in the education system.

PARENTS

- Parents should play an active role in the development of their child/children.
- Parents are the first teachers; they know their children and as such must play an integral role in their education

INTELLIGENCES

- Every learner can be developed to their full potential (beyond academics).
- Education facilitates multiple intelligences through differentiated instruction, critical thinking, and problem solving.

SOCIAL JUSTICE

- Education is a pillar for self respect and respect for others.
- Education must promote and defend the rights of all citizens, and must promote fairness, justice and equality for all.

SOCIAL MOBILITY

- Education has the power to positively impact one's quality of life and to provide opportunity for social and economic mobility. As such, education must be seen as the great equalizer and must be afforded to every citizen without prejudice.

FUNDING OF EDUCATION

- Educating our population is a very onerous undertaking. We believe in universal access to education from pre-school through secondary school. At the post-secondary level, we believe the burden of education ought to be shared but shared in a manner which does not preclude the economically vulnerable from accessing a quality education.

TECHNOLOGY

- Education should produce learners who are technologically savvy and can compete in the current and future technological environment.



Our Stakeholder Value Promise

We believe our success ought to be judged by the value we create for all of our key stakeholders. By explicitly articulating our value proposition, we make it clear how we intend to serve our stakeholders. What we offer is a reflection of what our stakeholders have indicated as expectations and what we believe is within our mandate and capacity to deliver.

Learners

We will work to ensure that every learner has an equal opportunity to realize his/her full potential. We will focus on achieving the kinds of educational outcomes that will drive the ability of our learners to function globally and make a meaningful contribution to their lives and the lives of the people around them. We will modernize our curriculum to reflect the state of knowledge in the respective fields; we will update our instructional capacity and approaches to reflect best practices; and we will provide the assessment, supports and technology for learners that will maximize achievement. We will also ensure a quality and standard of education that will be recognized anywhere in the world. We will increase opportunities for second chance learning. We will provide skills training that are in keeping with the needs of industry.

Educators

We will provide the kind of enabling environment for educators that will allow them to excel in their profession; be phenomenal role models to our students; enable them to tool and retool when necessary in order to remain current and relevant and to reward and recognize those who go above and beyond the call of duty.

Parents

We will offer parents the opportunity to partner with our schools in the pursuit of their children's success. We will, where opportunities exist, help empower parents to be effective supports at home for their school age children. We will endeavour to share with parents, on a timely basis, the types of information that will assist them in providing meaningful guidance for their children.

Community

We believe communities should be part of our schools and training institutions as much as these institutions are part of their communities. We will work to enhance the integration of our schools, training institutions and our community. We will endeavour to imbue in our learners, a sense of responsibility for their communities and the need for them to contribute to their development. Likewise, we will create the opportunities for the communities to support their schools and training institutions socially, financially, and emotionally.

Educational Partners

In an increasingly complex and networked world juxtaposed against a resource-challenged background, we are immensely aware of the value that local, regional and international education partners can contribute to a quality education system. We will continue to forge meaningful partnerships that allow for mutuality while creating synergies with our vision for the education system. We will not only work to improve and sustain our current valuable relationships; we will also emphasize the creation of new ones that will positively impact all levels of the education system.



Our Learner Declaration of Excellence

In formulating this education sector strategy, we've paid close attention to how our primary stakeholders - our learners - define excellence. Using their knowledge and wisdom, we've developed an excellence charter which we refer to as a Learner Declaration of Excellence. The charter speaks to all those involved in shaping the education system making it very clear what needs to exist in order to be considered an excellence-focused education system.

When we arrive at a great school we expect...

- A welcoming environment, greeted by teachers and other staff with a good attitude and a strong sense that they care about our learners.
- A safe, clean, and comfortable environment conducive to learning.
- Well-cared for facilities that exceed the minimum standards for learning facilities.
- To see conformance with UNICEF's Effective School (formerly Child Friendly School) policy.
- To be provided with information we need in a courteous manner.
- A willingness to welcome our parents, family members and our community partners into our learning institutions.

In our experience at a great school we expect ...

- An attitude of "our learners above all else".
- To be treated with equity, fairness, compassion and respect. We expect to be loved for one cannot teach whom they do not love.
- A comfortable and friendly atmosphere where school feels like a second home; where the school cares about the whole person and we care about our school.
- To be engaged in a way that helps to create long-lasting positive memories – that when we revisit long after we have moved on, we feel a strong sense of nostalgia.

- The kind of experience that will make us life-time ambassadors for our learning institutions and the education system as a whole.
- To witness a true partnership between our learning institutions, our parents and our community, in the pursuit of our education.

In the education we receive at a great school we expect...

- To be exposed to world-class cutting edge information that will ensure that we could function anywhere in the world.
- To be challenged (learning to learn; learning to do, learning to be).
- To be given every opportunity to be our best and to express our knowledge and understanding in multiple ways, each equally valued.
- To be given every opportunity to find our true talent and maximize our potential.
- Learning to be meaningful and relevant and enable our social and economic mobility, and our long-term quality of life.
- That our achievements will make our parents, our community and our nation proud.

In the delivery of education at a great school we expect...

- Our teachers to be at the cutting edge of their profession and to be passionate about education.
- Our teachers to be motivated and to have expectations of their students that will drive them to achieve.
- A recognition and acceptance of our different learning styles and that our teachers will have the skills and competencies to reach every learner.
- Our teachers to take full advantage of ICT in making learning fun, effective and efficient.
- Assessments and exams will not be used as vehicle to stigmatize learners but rather as a mechanism for supporting student learning and achievement.
- The kind of leadership from school administrators and the Ministry of Education that will propel our schools towards best practices in education.
- Our learning institutions to be well-resourced and equipped to meet the learning needs in a modern school environment – 21st century facilities for 21st century learning.



Section 04 Cross-Cutting Priorities

Introduction

In developing our strategy for the education system, it was imperative to examine both vertical and lateral perspectives. We heard many comments from our stakeholders about the existence of a silo-culture within the education system; the notion that each subsector tends to work independently, making it difficult to create a seamless positive experience for those engaging with the system. Several issues arise from such a culture. They include: duplication of effort, significant levels of inefficiency, lack of information sharing and barriers to seamless transition across the subsectors – such as transition from primary to secondary, or secondary to tertiary. Going forward, we are committed to a more integrated approach to planning and delivery of education in Saint Lucia. The outcomes we hope to achieve from an integrated approach include elimination of the challenges identified above; a lowering of the system's overall cost structure; enhancing the utilization of scarce resources; improving the effectiveness of stakeholder engagement, improving job satisfaction among those working within the system and ultimately, providing a positive educational experience for all learners.

Our ESDP emphasizes four strategic themes that form the pillars of our approach to sector-wide integration. These are:

- A. *Alignment of Purpose*
- B. *Service Excellence and System Integration*
- C. *Educational Leadership, Governance and Accountability and*
- D. *Resource Stewardship and Risk Management*



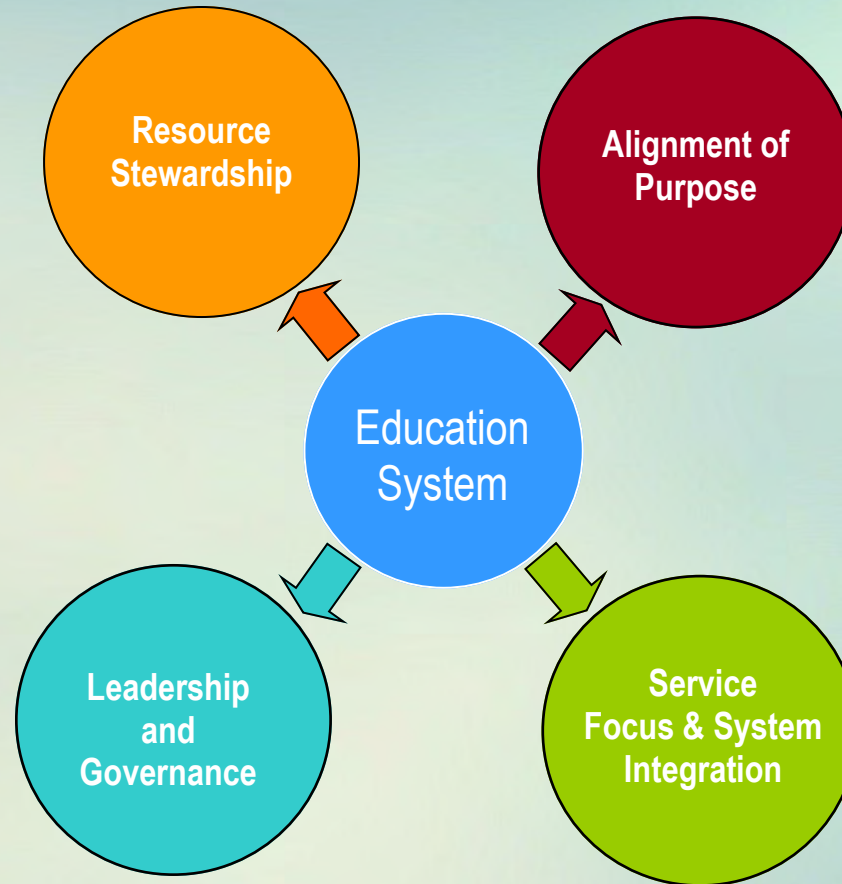


Fig. 1: Crosscutting Themes

Each theme reflects a number of strategic priorities and each priority is associated with a number of desired outcomes or results. The next several paragraphs expound on the strategic themes, their corresponding outcomes, initiatives for accomplishing the outcomes, and the performance measures and indicators that determine the level of progress on the strategic priorities.

A. Strategic Theme: Alignment of Purpose: National and Regional Alignment, Harmonization & Gender Equity

Strategic Priorities:

1. democratization of education and training;
2. gender equity and human rights;
3. alignment of education and training outcomes with the national and regional development agendas.

B. Strategic Theme: Service Excellence and System Integration

Strategic Priorities:

1. service excellence: efficient, effective and responsive service delivery from the MOE;
2. inter and intra-sector integration and collaboration.

C. Strategic Theme: Educational Leadership and Governance and Accountability

Strategic Priorities:

1. enhancing the administrative capacity of the MOE;
2. effective leadership, governance and system structure;
3. recruitment and retention of quality staff;
4. school climate, culture and structure: A system-wide culture of excellence and accountability for performance.

D. Strategic Theme: Resource Stewardship and Risk Management

Strategic Priorities:

1. fiscal stewardship and allocation of education financial resources;
2. growth and sustainability of funding for education and training;
3. cost containment: resource efficiency and asset utilization;
4. disaster management and risk mitigation.

A. Strategic Theme: Alignment of Purpose for the Education System

In order for a nation to develop through leveraging its human assets, it must commit to the creation of a literate and numerate society. As such, education must be accessible and affordable to all citizens. The education system must also strive to provide equal opportunity for both boys and girls, and eliminate all forms of gender discrimination. While it may be safe to say that gender discrimination in schools is not a critical issue, the disparity between the performance of boys and girls is cause for concern. Boys' dropout rates are higher, and girls outperform boys in virtually all subject areas. While the performance of girls ought to be commended, the gap between the performances of the two genders suggests the need to understand how boys learn, and to examine whether the current orientation of the education system is designed to effectively facilitate the education of boys.

Priority 1: Democratization of education and training

Desired Outcomes

- Improved accessibility and availability of learning materials and resources.
- Harmonization and standardization of policies, programmes and services across the education system.
- Affordable access to education and training at all levels.

Measures and Indicators

- Gross Enrolment Rate by level (GER).
- Net Enrolment Rate (NER) by level.
- Gross Intake Rate (GIR).
- Net Intake Rate (NIR).
- % of students with the prescribed learning materials for their grade level within the first month of school.

- National standards and guidelines for learning outcomes, curriculum, and learning materials in place at the primary and secondary level.
- Attendance rates by gender and level.

Initiatives/Actions

- Revise the Education Act to reflect compulsory age and access to various levels of education as well as to reflect the provision of support services.
- Allocate resources across and within all levels of the education system based on identified needs of learners.
- Strengthen corporate partnerships at the local, regional and international level by building the capacity of our leaders to source, access and manage available funding. Consider capacity building in proposal writing, record keeping, budgeting and maintaining accountability, and the development of stewardship skills.
- Revise and ratify all draft policies and standards for curriculum and instruction.
- Increase the capacity of the Student Support Services Unit to assist learners at all levels with special attention to those with exceptionalities.

Priority 2: Gender equity and human rights

Desired Outcomes

- Closing the performance gap between boys and girls.
- Enhanced performance of all learners, particularly those at-risk.
- Equality and equity in education irrespective of socio-economic, religious, ethnic, gender, etc. background of children.

Measures and Indicators

- Pass Rate (PR) by gender.
- Dropout rate by gender at all levels.
- Gender Parity Index (GPI).

- Gross Intake Rate (GIR), NIR, GER, NER by Gender.
- School Completion Rate (SCR) by gender.
- Participation rate for girls in TVET disciplines.
- Parental rating of the quality of services for students with exceptionalities.

Initiatives/Actions

- Apply research-based best practices into the learning needs of male and female students.
- Develop and implement programmes to target areas of need according to gender.
- Collaborate with other Ministries in developing programmes to target learners at risk due to economic and social challenges.
- Provide continuous training for teachers at all levels to improve pedagogical and andragogical practices, especially with respect to special needs learners.
- Employ developmentally appropriate pedagogical and assessment practices with regular accountability for performance.
- Mandate the use of differentiated instructional practices to cater to multiple intelligences and diverse learning needs.
- Establish an anti-discrimination policy to promote zero tolerance to discrimination against learners.
- Review and expand the capacity of the Student Support Services Unit to provide enhanced support to disadvantaged students.
- Develop a recruitment strategy to increase the participation of girls in non-traditional education and training (e.g. TVET, engineering, etc.).

Priority 3: Alignment of education and training outcomes with the national and regional development agendas

Desired Outcomes

- Improved alignment between education and training and current and future labour market demands.
- Educational and training outcomes help drive outcomes for the national development strategy.
- Enhanced regional harmonization of education and training.
- Educational and training outcomes reflect commitments to pertinent international and regional frameworks such as EFA, MDG, and the OESS.
- Improved levels of literacy and numeracy.

Measures and Indicators

- The Education Strategy subsumes MDG, EFA and OESS goals.
- Level of satisfaction of other Ministries with the ESDP as a catalytic factor in the realization of their respective development plans.
- % of schools teaching CVQ curriculum.
- Annual work plan reflecting alignment with local, regional and international agendas.
- % of schools providing pastoral care.

Initiatives/Actions

- Use the results of Labour Market Needs survey to revise curriculum at all levels.
- At the secondary and tertiary levels, incorporate learning experiences into the curriculum that develop an appreciation for and an understanding of the world of work.
- At the primary and secondary school levels, incorporate learning outcomes and experiences that develop requisite knowledge, skills and attitudes pertaining to (1) nutrition and food security (2) Climate adaptability and environmental sustainability. (3) Combating lifestyle diseases. (4) Promulgation of ICTs (5) Peace, happiness and security. (6) Employability and entrepreneurship.
- Develop and implement competency based curricula linked to the CVQ/NVQ framework.
- Develop annual work plans for the ESDP priorities while ensuring alignment with priorities of other government ministries, the OESS, EFA and MDGs.
- Develop explicit policies, minimum standards and best practice guidelines for the pastoral care of learners at all stages.
- Enhance the integration of pastoral care at all levels of the education system.
- Enhance the training of teachers to provide pastoral care.

B. Strategic Theme: Service Excellence and System Integration

The MOE has the primary responsibility for shaping and shepherding the education system, in conjunction with critical partners and stakeholders. To effectively deliver on the mission and vision for education, it is imperative that an integrated approach is used to design, manage, and govern the system. Further, the MOE must ensure that it has the appropriate administrative structure and internal capacity to lead the system.

Priority 1: Efficient, effective and responsive service delivery

Desired Outcomes

- Enhanced communication and service relationship between the MOE, its collaborative agencies and its clients.
- Enhanced responsiveness of the MOE to the needs of its sub sectors.
- Improved productivity and efficiency in service delivery.
- Improved information sharing within the various units of the MOE.

Measures and Indicators

- % of targeted services meeting or exceeding agreed upon service standards.
- % of schools receiving satisfactory ratings from industry.
- % of clients rating the MOE as a service focused organisation.

Initiatives/Actions

- Conduct a comprehensive service delivery and communication audit/review of the MOE to determine critical service issues.
- Establish a Service Excellence Committee (SEC) with the mandate to receive client complaints and concerns about service delivery. Allow the committee to have oversight for service performance.
- Conduct a review of the core business processes of the MOE (the internal value chain) to identify opportunities for improvements.
- Develop strategies and establish protocols for sharing information within the MOE and from the MOE to the public.
- Improve televised programmes and re-instate the MOE magazine to share information with the public.
- Forge stronger and formalized partnerships with the Business community and NGOs such as NCF to provide financial, technical, material and other support to education.

Priority 2: Inter sector integration and collaboration

Desired Outcomes

- Strengthened inter-sectorial collaboration and integration.
- Establishment of relevant protocols and linkages between various ministries.
- Reduced cost of service delivery.

Measures and Indicators

- Annual number of projects reflecting inter-sectorial collaboration with the MOE.
- Annual number of new and ongoing projects/initiatives supported by partners.
- Existence of Database of partners in education, identifying name of partner, area of collaboration, type of support, date and duration of support.

Initiatives/Actions

- Work in partnership with other Ministries, employers, parents, business community, NGO's to secure appropriate resources and support for schools by establishing formal links based on area of need (e.g. school feeding, breakfast programmes, school gardens, internships, training, etc.).
- Encourage partners to participate in future education endeavours by recognizing their contributions in various forms.
- Invite partners to dialogue with the MOE on ways they can assist in the implementation of the ESDP.



C. Strategic Theme: Educational Leadership, Governance and Accountability

Meeting the varied needs of our learners at all levels in the education system requires a model of devolved leadership and governance. There is a need for a leadership and governance model that leverages the flexibility and responsiveness of a school-based management system within a framework of central oversight from the MOE. The sheer complexity of the education system makes it necessary to have distributed leadership and governance in order to achieve results for our learners. Further, the disparity in student achievement among schools and among different regions of the country, as witnessed in the 2013 Education Statistical Digest, sounds a clarion call for a rigorous system of accountability. Hence, transforming our education system will require a deliberate framework for leadership, governance and accountability.

Priority 1: Enhancing the administrative capacity of the MOE

Desired Outcomes

- Greater strategic alignment of the capacity and structure of the MOE with respect to the sector strategy.
- Effective administration and leadership from the MOE.

Measures and Indicators

- Skills coverage ratio for key administrative positions.
- % of administrators with formal training in education administration or a related field.
- Level of alignment between the structure of the MOE and the administrative needs of the ESDP.

Initiatives/Actions

- Review the existing organisational structure to improve alignment with the ESDP and to improve efficiency and effectiveness of core business processes.
- Consistent with the updated organisational structure, develop an HR strategy to address any strategic skills gaps. As part of the HR strategy development process, conduct a leadership and management skills audit of the MOE to ascertain gaps in administrative capacity. Use the results of the audit to enhance the administrative capacity of the MOE.
- Provide continuous training in strategy execution and performance management for all administrators including HODs and policy officials.
- Develop a certificate programme in educational administration and leadership and have all current administrators without formal training in administration complete the programme.

Priority 2: Effective, leadership, governance and system structure

Desired Outcomes

- Improved leadership, management and governance of public schools.
- Enhanced stakeholder engagement (including PTAs) in the governance of schools.
- Enhanced leadership among students and integration of students in school governance.

Measures and Indicators

- % of leaders with a satisfactory leadership effectiveness score (LES) – This requires the development of a multi-dimensional framework for assessing leadership.
- Number of districts with a properly functioning School Board.
- Satisfaction rating of the School Boards by stakeholders (parents, community, educators).
- Perceived effectiveness of school leadership and accountability by parents, teachers and wider school community.
- % of schools with functioning PTAs.
- % of schools with active Student Councils.

Initiatives/Actions

- Establish a set of leadership standards and performance indicators. Use the standards to conduct annual 360 evaluation of school leaders by educators, students and parents.
- Establish a model for building effective internal supervisory capacity.
- Decentralize school management through the establishment of district school boards for public schools. In addition, develop the operating model/framework for district school boards and the implementation plan. Ensure inclusion of a wide range of stakeholders on school boards, management groups and governing bodies to play an active role in the management of public schools.
- Work with Parent Teacher Associations at all schools to improve their presence and functionality as an active catalyst in promoting accountability in school performance.
- Strengthen the use of data in school management in order to improve students' performance and school effectiveness and efficiency.
- Provide training in leadership and management to ECE centre administrators.
- Establish student councils at all schools to give students a voice in school management/affairs.
- Recruit a wide range of stakeholders to participate on school boards. Encourage management groups and governing bodies to play an active role in the management of public schools.
- Institutionalize a principal assistant programme to provide principals with administration support.

Priority 3: Recruitment and retention of quality staff

Desired Outcomes

- Sustainable levels of quality talent within all areas of the education system.
- Breadth and depth in competence of educators meeting and/or exceeding the instructional needs of schools.

Measures and Indicators

- Staff attrition rate by discipline and reason.
- Skills shortage by school district.
- Annual number of new recruits by district/by school.
- % of trained and graduate teachers by discipline, school, district.
- Availability and level of use of communities of practice.
- % of teachers who receive professional development training annually by discipline.

Initiatives/Actions

- Conduct regular and systematic principal and teacher appraisals in conjunction with established teacher professional standards.
- Establish accessible continuous professional development programmes to support career progression for teachers and improved outcomes for learners.
- Set up communities of practice online and face to face using tools like Notesmaster, Edmodo, etc.
- Establish incentives for recruitment of teachers in critical subjects, skills and profile shortages (e.g. science teachers, male teachers).
- Develop a set of professional teaching standards for entry into the teaching profession.
- Professional development and support for teachers and principals: for example literacy, numeracy, instructional effectiveness, and leadership.

Priority 4: Enhancing school climate, structure and promoting a culture of excellence and accountability for performance

Desired Outcomes

- Enhanced motivation and job satisfaction among educators and support staff.
- Enhanced school safety and security.
- Enhanced culture of accountability for school success among all stakeholders.

- Greater recognition for all forms of achievement – both academic and non-academic.
- Continuous improvement in teaching and learning practice.
- Establishment of a professional learning community.

Measures and Indicators

- % of Schools with SDIPs.
- % of staff receiving satisfactory appraisals annually.
- Compliance rate with safety and security standards.
- Recognition and reward system established and executed.
- Job satisfaction rating among teachers, principals and staff.
- Annual number of professional development initiatives.
- Number of administrative interventions promoting accountability (by school).

Initiatives/Actions

- Work with the Teaching Council to guide the certification, professional development, conduct, rewards system and promotion of teachers and principals.
- Recognise outstanding teachers, principals and other school staff on an annual basis.
- Increase opportunities for short and long term professional development for staff.
- Showcase best practices via print and electronic media (booklets, CDs, newspaper, television) and utilize them where appropriate.
- Implement coaching programmes in the delivery of instruction in all schools for new teachers. Assign each new teacher to a mentor within the school.
- Ensure that all schools have an approved safety plan and all staff are knowledgeable of its contents.
- Collaborate with various partners to rehabilitate all elements of school plant to meet safety standards.
- Review and implement the existing maintenance policy and plan.
- Institute a practice of conducting safety drills on a regular basis.

- Adopt a 360 mode of assessing teachers performance (by students, principal, colleagues, parents).
- Mandate teacher-parent conferencing twice per year to discuss students' performance and possible solutions.
- Develop a policy requiring that effective use is made of the results of diagnostic exams and remedial programmes. in order to improve the performance of students with challenges.
- Integrate values education into the curriculum.
- Explore initiatives to encourage greater involvement of the Church in the school's curricula and co-curricular activities.
- Provide support for each school district to conduct action research on areas of concern to its schools on a yearly basis.
- Develop and implement school development and improvement plans (SDIPs) in partnership with stakeholders.



D. Strategic Theme: Resource Stewardship and Risk Management

Educating a nation is an extremely expensive undertaking. Saint Lucia's expenditure on Education averages between 4.6% and 5.2% of GDP. Given that Saint Lucia's economy has seen very low growth in the last few years, coupled with the fact that the country is not rich in natural resources, the funding of education is a major challenge. Consequently, resource stewardship is of paramount importance. The system must find ways to do more with less. We must also find ways to protect the limited resources that currently avails in the system. Finally, we must seek ways to reduce the potential impact of exogenous risks such as hurricanes and earthquakes on the education system. Natural disasters not only create financial challenges, but can lead to loss of life.

Priority 1: Resource Stewardship

Desired Outcomes

- Schools, training institutions and libraries in compliance with minimum standards for education infrastructure.
- Equitable distribution/provision of critical learning resources.
- Elimination of financial waste.
- Improved value for money investments in education.
- Greater synergies among ministries to eliminate duplication and optimize spending.

Measures and Indicators

- Annual dollar savings from joint initiatives with other Ministries.
- Compliance level with the value for money assessment (VMA) policy.
- % of schools and libraries in compliance with minimum standards for education infrastructure.

Initiatives/Actions

- Establish a financial sustainability committee involving heads of departments and units with the mandate to identify initiatives for saving options and to also identify funding opportunities.
- Establish a joint bulk procurement initiative across the subsectors within the MOE in areas of commonality such as textbooks, stationary, technology, etc.
- Develop a VMA model and a corresponding policy for enforcement aimed at promoting value for money for major investment decisions in education.
- Develop a multi-dimensional model for system-wide allocation of educational resources among schools and libraries.
- Establish an asset utilization task force to explore and recommend strategies for maximising the utilization of schools and libraries. Emphasis should be placed on revenue-based initiatives as well as initiatives that create greater value for the local community.

Priority 2: Growth and sustainability of funding for education and training

Desired Outcomes

- Increased funding / financing for proper maintenance of schools and acquisition of resources to promote ICT integration.
- Improved resources for all sectors with particular emphasis on TVET.
- Enhanced private sector engagement in the funding of education.

Measures and Indicators

- Revenue as % of the overall education budget.
- Education budget as % of GDP.
- % of non-government finance in Education.
- Budget allocation by sub-sector.

Initiatives/Actions

- Consider the establishment of an educational levy. Hold consultations with the public and the business community to determine the most appropriate mechanism for implementing such a levy.
- Explore opportunities for private-public partnerships (PPP) in the development of school infrastructure.
- Develop a patron-sponsorship strategy that allows for naming of parts of schools after donors.
- Establish a National Education Foundation and encourage donations to the foundation from the public, local businesses, St. Lucians in the diaspora, and other international agencies.
- Work with the industrial sector to develop a strategy that explores the use of SALCC as a training facility for staff in TVET disciplines.
- Using best practices, develop an effective school-based fundraising strategy. Deploy the model at the level of schools and school districts.

Priority 3: Cost Containment: Resource efficiency and asset utilization

Desired Outcomes

- Enhanced efficiency and productivity in public spending on education.
- Entrenchment of “reduce, recycle, re-use” as a philosophy for enhancing resource efficiency.
- Greater utilization of physical assets.

Measures and Indicators

- Return on Assets (ROA) for Schools.
- % of school budget generated from alternative uses of physical assets.
- Number of sustainability initiatives undertaken within a school district.

Initiatives/Actions

- Initiate a cost containment exercise involving an operational audit of schools to ascertain principal cost drivers and develop strategies for optimizing the cost structure of school plants.
- Require schools to develop revenue-based strategies for the school plant on evenings and weekends within the confines of the Education Act e.g. adult literacy initiatives, community events, and cultural performances.
- Develop an environmental sustainability strategy for schools aimed at better utilization of inputs as well as a reduction in the need for new resources. Engage the students in recycling initiatives that help to lower operating costs.

Priority 4: Management of risks to the education infrastructure

Desired Outcomes

- Enhanced resilience to the impacts associated with various risk factors (political, health, climate change, disasters, social change etc.).
- Mitigation measures developed and in place in the event of disasters.
- Greater responsiveness to demographic shifts and the impact on education planning.

Measures and Indicators

- % of Schools with emergency management plans.
- A policy on disaster recovery for all schools ratified and implemented.
- Effective mitigation measures developed and in place in the event of natural disasters.

Initiatives/Actions

- Develop a risk profile for all educational institutions within each school district in order to better understand where the critical vulnerabilities exist. Use the data to develop a risk reduction strategy for each district.
- Develop a national disaster management policy for all educational institutions across the country.
- Review, update and harmonize disaster management plans for schools and libraries.
- Ensure all schools have an emergency management plan.



Section 05 Sub-Sector Priorities



Introduction

A critical examination of stakeholder data, the results of an environmental scan, the 2013 education statistics for Saint Lucia, and the accomplishments and challenges under the 2009-2014 ESDP has led us to focus on four (4) core strategic themes to guide the subsectors. These themes are such that they are aptly appropriate for each educational subsector. However, the specific priorities and desired outcomes for each theme and the corresponding initiatives to achieve the outcomes may vary from subsector to subsector. We organize this section of the ESDP by first highlighting the strategic priority, desired outcomes and performance measures and indicators. We subsequently show the specific initiatives that will be undertaken by each subsector to achieve the desired outcomes. In so doing, we hope to 1) breakaway from the silo-approach to the system, and 2) allow for the identification of potential opportunities for creating synergy across the subsectors.

Our subsector priorities can be classified under four themes as follows:

Strategic Theme: Education as a Human Right

Strategic Theme: Learner Achievement

Strategic Theme: Quality of the Education System

Strategic Theme: Education Infrastructure and Capacity



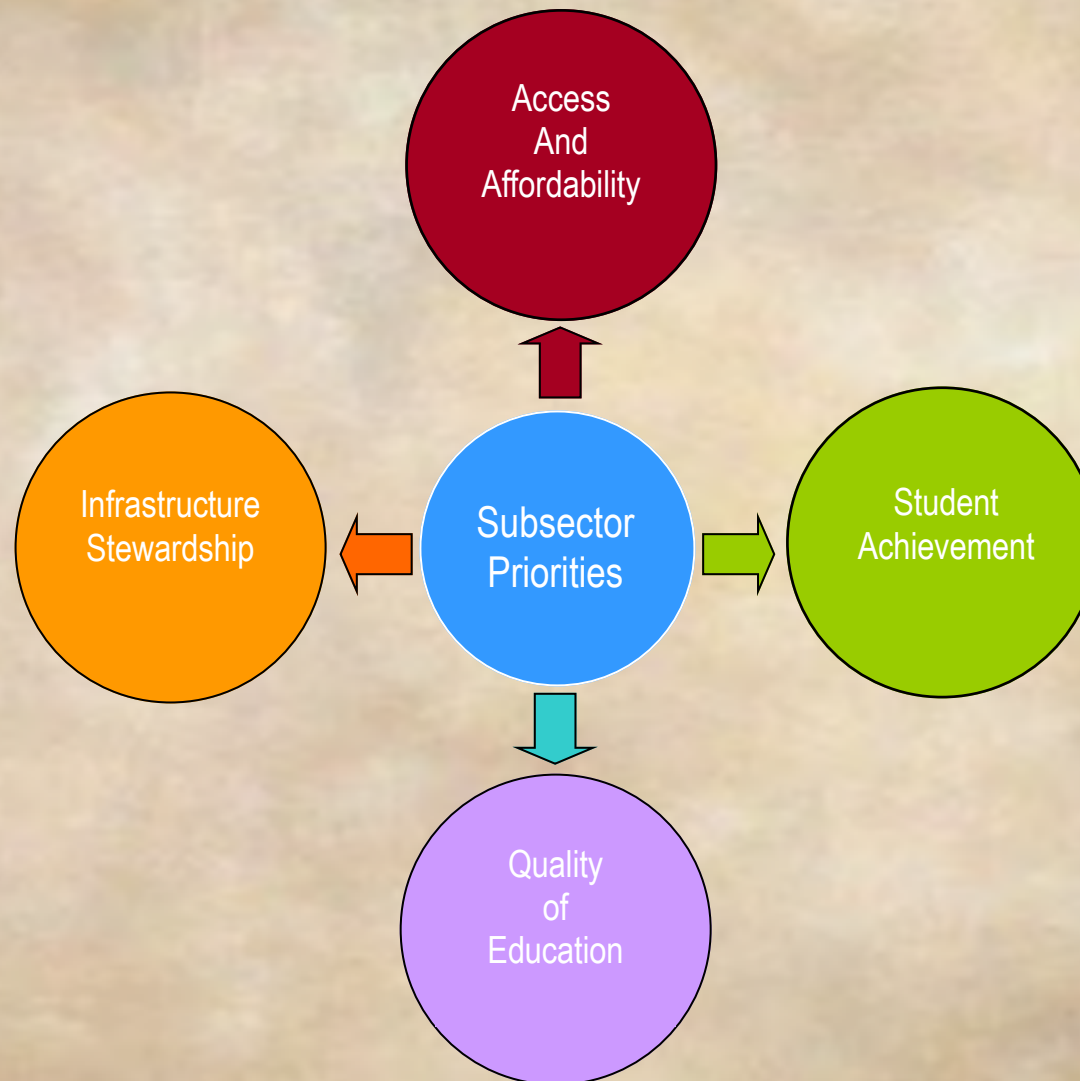


Fig. 2: Subsector Themes

The strategic priorities associated with each theme are as follows:

A. Strategic Theme: Education as a Human Right

Strategic Priorities:

1. Democratization of education and training: Increasing accessibility and affordability of education for all learners across every subsector.

B. Strategic Theme: Learner Achievement

Strategic Priorities:

1. Learner achievement and effective transitioning throughout the education system

C. Strategic Theme: Quality of the Education System

Strategic Priorities:

1. Quality and rigor of education: Education that enables holistic development and empowers learners to achieve their best in accordance with their interests and abilities while maintaining global standards for education.
2. Effective teaching and learning: Educators competent, licensed, resourced, and well-placed to be effective in driving learner achievement.
3. Innovative learner support systems: Efficient and effective support systems that enable learners to achieve their full potential.

Strategic Theme: Education Infrastructure and Capacity

Strategic Priorities:

1. Technology integration and innovation in teaching and learning.
2. Strategic partnerships: Effective parent/community/industry/school partnerships enabling learners and schools to excel.
3. Facilities and infrastructure conducive to effective learning, and that are safe and secure.

A. Strategic Theme: Education as a Human Right

While Saint Lucia offers its citizens universal access to primary and secondary education, the same cannot be said for early childhood education. Currently, there is insufficient capacity in the ECE subsector. The GER and NER for ECE were 43.5% and 42.4 % respectively for 2012/13. There are fewer than 150 ECE centres in the country. That NER suggests the need to more than double the number of ECE spaces. The GOSL is intent on making ECE universal. To that end, an ECE policy has been developed and implemented.

The transition rates from secondary to tertiary education are not readily available in the education statistical digest. However, it is safe to say that given the existence of a secondary school dropout rate of between 1-3% as well as the fact that not all students attain CSEC requirements for transitioning to SALCC or are able to afford the cost of doing so, the transition rate from secondary to tertiary is likely less than the transition rate from primary to secondary education. Consequently, there is a need to examine accessibility and affordability of education at the tertiary level and beyond.

Priority 1: Democratization of Education and Training: Increasing accessibility and affordability of education for all learners across every subsector

Desired Outcomes

- Universal quality early childhood education and development.
- Harmonized and standardized policies, programmes and services within all sectors of the education system.
- Improved affordability of and accessibility to quality education and educational resources for all subsectors.

Measures/Indicators

- Enrolment rate by all levels.
- Participation rate in NSDC, LLL, TVET programmes.
- Existence of standardized textbooks for every grade level.
- Transition rates across sectors.
- % of requests for assistance being honoured.
- A fully-zoned education system.
- Existence of standardized facilities fees.
- Ranking of the cost of education in the OECS by level.

Subsector Initiatives

Early Childhood Education Initiatives

- Develop appropriate legislation toward compulsory ECED.
- Develop a strategy for the sustainable funding of ECD.
- Establish an Early Childhood Council to guide practice and policy in the ECD sector.
- Expand and institutionalize the Roving Caregivers Programme (Home Visitation) to target vulnerable families.
- Develop a strategy for phasing in capacity for Pre-K, beginning with the most vulnerable areas and taking full advantage of excess capacity in primary schools.
- Establish an accreditation board with oversight for regulating and licensing the operation of ECD centres.
- Create 'mobile centres' in vulnerable communities.
- Work to expand the number of spaces at existing primary schools to cater to disadvantaged students.
- Develop an incentive programme to encourage the opening of centres in high risk areas with limited access to ECD spaces.



Primary Education/Secondary Education/Special Needs Education Initiatives

- Strengthen corporate partnerships at the local, regional and international levels by building the capacity of our leaders to source, access and manage available funding. (Proposal writing, record keeping, budgeting and maintaining accountability, developing stewardship skills).
- Identify and develop revenue generating programmes and activities in schools in connection with extant or new curricular items. (Arts, craft, publishing students' poetry and written material, Jounen Kwéyòl, holidays, agribusines, Junior Achievement programmes).
- Expand the production of school based farming as output for the feeding programme within schools. Engage community partners in providing mentoring experiences and voluntary services in farming.
- Engage sewing students at NELP in the production of uniforms for students at a reduced cost.
- Increase the capacity of the Student Welfare programme (book rentals) to meet the needs of a larger number of students. Improve accountability of parents in maintaining and returning books. Ensure all needy students receive textbooks regardless of performance. (Remove requirement for report books to sustain the programme, achievement should not be a factor that determines continuation in the Student Welfare programme).
- Encourage schools to explore alternative methods of obtaining books (class sets, etc.).
- Institute a programme to develop capacity among PTAs to be able to effectively support school activities and revenue generating options.
- Ensure that all students who are attending special education schools located outside their communities have affordable means of transportation.
- Increase the capacity of health services to make assessment of students with special educational needs more affordable.
- Increase the capacity of current schools to serve children with exceptionalities by increasing the number of teacher aides.

- Expand special education student support services to all primary schools and increase the number of secondary schools offering this service.
- Increase the number of teachers at special schools with specialized training in teaching children with exceptionalities.
- Expand categories of excellence awarded at national level to include children with exceptionalities.

Tertiary/Life Long Learning Initiatives

- Develop an articulation strategy which promotes the establishment of MOUs with regional and international institutions in order to reduce the overall cost of obtaining post-secondary education.
- Develop an online programme strategy to improve both affordability and access for students and adult learners. Explore collaborative arrangements with UWI Open Campus and other international institutions to develop the online programme strategy.
- Encourage the business community to finance training for their staff and to contribute towards student bursaries.
- Recruit and train quality faculty suitable for online instructional delivery.

TVET Initiatives

- Develop a strategy for infusing TVET (e.g. OECS Skills for Inclusive Growth Project) curricula throughout the education system.
- Develop a strategy for increasing the number of qualified faculty capable of engaging in TVET instruction.
- Develop and implement a concerted strategy of creating TVET Centres of Competence in a subset of schools around the island. Ensure effective distribution of these centres of competence to ensure accessibility for those interested in TVET.

B. Strategic Theme: Learner Achievement

Student achievement in both academic and non-academic areas is an issue of great concern. Girls continue to outperform boys by significant margins. Pass rates in STEM courses at the CSEC level continues to be problematic. In 2012/13, only 26.4% of those completing CSEC exams passed 5 or more courses. On average 60% of students pass English A while only 31.6% pass Mathematics (Grades 1, 2 or 3).

Student performance on the National Assessments (NAs) shows 70% meeting the minimum standards at Grade 2 and a 61% at Grade 4. As we move to the higher levels, the pass rate decreases. A detailed examination of students' performance across our education system will show a system in need of transformation. We are committed to making the kinds of changes that will lead to a quantum improvement in student achievement.

Priority 1: Learner Achievement and Effective Transitioning Throughout the Education System

Desired Outcomes

- Students meet or exceed the minimum performance standards for the learning outcomes at their level that allows them to effectively transition vertically and horizontally through the education system.
- Effective preparation of students in life skills to optimize holistic growth and development.
- Enhanced provision of timely and appropriate learning interventions informed by diagnostic testing procedures.
- Standardize school readiness developmental assessment/screening.
- Meet the special education needs of all children along the spectrum of learning abilities (gifted as well as challenged).
- Improved learning and developmental outcomes for all children at all levels of the education system.
- Seamless transitioning (vertically and horizontally) within the education system and eventually into the world of work for all learners with particular attention given to special needs learners.
- Enhance literacy levels across grades.

Measures/Indicators

- Results of Grades 2 & 4 National Assessment, CEE & CSEC.
- Number of files accompanying students moving on in the system; number of readiness programmes developed and implemented at each entry level (K, Grade 3, Form 1 & Tertiary).
- Mathematics scores at all levels.
- % of students reading fluently by the end of Grade 2
- Science performance at all levels
- TVET performance at all levels
- Programmes developed to meet special education needs of students

Subsector Initiatives

Early Childhood Education Initiatives

- Design a national curriculum that focuses on child-centred principles and harmonization between the different educational phases with a focus on emergent literacy.
- Review and enhance existing curriculum guides for use by early childhood practitioners at each level.
- Strengthen the collaboration between ECD and primary level in developing the curriculum and learning outcomes.
- Review and formalize the transition process from Preschool to Kindergarten and Grade 1 in order to ensure compatibility in curriculum content and teaching strategies and approaches.
- Provide professional training for Kindergarten teachers to enable effective transition.
- Establish administrative policies at primary schools to ensure that teachers who are assigned to Kindergarten grades are adequately trained.
- Include approaches that will optimize holistic development of children.

- Revise and standardize current interventions (access to K-screening, diagnostic testing) to be able to be effective in providing interventions for learners to know what their needs are and to meet them appropriately.
- Standardize school readiness developmental assessment/screening.
- Cater to the special education needs of all children along the spectrum of learning abilities.

Primary Education/Secondary Education/Special Needs Education Initiatives

- Establish a set of national standards for learning outcomes for each grade level.
- Establish benchmarks for student performance and integrate these benchmarks into the learning process.
- Develop and implement strategies to enhance literacy and numeracy skills among students.
- Strengthen the capacity of all PE teachers in the areas of literacy and numeracy. Take advantage of PD days to conduct the appropriate workshops.
- Eliminate the practice of grade-based assessments in primary schooling. Train teachers in outcomes-based assessment and use assessments to adjust curriculum.
- Conduct a national review of current pedagogical and assessment practices used at each grade level. Use the results to create national guidelines for developmentally appropriate pedagogy and assessment approaches for each grade level.
- Develop a strategy to enhance the use of varied pedagogical practices in the classroom employing differentiated instructional practices and applying multiple intelligence theory and practice in pedagogy.
- Develop a policy for harmonizing assessment practices used across the primary sector for both special needs and general education schools.
- Conduct grade level training and coaching programmes for teachers to enhance developmentally appropriate practices and build peer accountability.
- Work with educators to develop the skills needed to leverage technology in teaching and learning. Use technology to create blended learning opportunities such as the use of video lectures, flipped classroom, collaborative learning, etc.

- Increase teachers' understanding of the neurobiological and learning differences between boys and girls to ensure their application of this knowledge in pedagogical strategies that foster improved achievement in both boys and girls.
- Implement best practices in education among and within schools and districts such as cross age tutoring, peer tutoring, swapping of teachers within and among schools, mentoring and coaching for teachers, buddy systems, to facilitate feedback.
- Provide for students to receive diagnosis and intervention services of specialists within the education system, including occupational therapists, speech and language therapists, physiotherapists, and psychologists.
- Provide training and certification to teachers and aides of students with exceptionalities.
- Establish an inspectorate for special schools and special education student support services.
- Create a standardised EMIS across all school levels.
- Train and coach teachers in managing transitions at critical levels, Kindergarten, Grade 3 and Form 1 to enhance teachers' understanding of students' needs for adapting to the new demands of schooling.
- Increase the number of vocational training programmes targeted towards students with exceptionalities.
- Enhance pathways for students with exceptionalities to engage in post-secondary programmes.
- Increase the number of post-primary options for students with exceptionalities.
- Build and strengthen corporate partnerships to facilitate the placement of students with exceptionalities for training and ultimately employment opportunities.

Tertiary/Life Long Learning Initiatives

- Train teachers/facilitators in differentiated learning strategies to meet the diverse learning needs (adult learners).
- Introduce remedial courses for all levels in Math and English that allow students to repeat the course without repeating the whole year. Courses may run after school or during summer vacation.
- Review and improve the teaching and learning strategies used by educators at the tertiary/LLL level. Run workshops in andragogy as part of professional development.

Establish a teaching effectiveness unit at SALCC to provide support and training for faculty engaged in teaching young adults and adults both at SALCC and other national training centres.

TVET Initiatives

- Build capacity of numeracy/ literacy programmes in existing community centres, schools etc.
- Execute a national literacy survey. Use the results to build capacity of numeracy/ literacy programmes in existing institutions, community centres, schools, etc.
- Train individuals to diagnose learning impairments (Education Psychology) and provide interventions where appropriate.
- Establish career guidance counselling programmes that facilitate diagnostic, numeracy and literacy skills.
- Establish a national diagnostic tool to be used at all levels of the education system.



C. Strategic Theme: Quality of the Education System

Academic and non-academic achievement is intricately linked to the quality of the education system. In order to achieve our stated mission and vision for all learners, we must design and implement a learner-centred education system that reflects quality and rigour. The education system must meet global standards for education and must be harmonized with educational systems within the OECS and wider CARICOM region. Our system must have teachers with the instructional competence needed to deliver world-class curricula. Consequently, the training of our educators with 21st century competencies is of paramount importance. Recognizing that learners are heterogeneous with varied interests, learning styles and intelligences, we must ensure the existence of an effective support structure to enable our learners to meet their full potential in accordance with their interests.

Priority 1: Quality and Rigor of Education: Education that enables holistic development and empowers learners to achieve their best in accordance with their interests and abilities while maintaining global standards for education.

Desired Outcomes

- Development of global citizens who are equipped with 21st century skills.
- Greater flexibility and autonomy in pedagogy, andragogy and assessment to meet the diverse needs of learners
- Diversity in subject offerings and certification.
- Enhanced curriculum to ensure grounding in citizenship education, civics, cultural studies, music, art, theatre and life-skills.
- Enhanced integration of TVET in mainstream education.
- Expanded scope and scale of TVET in line with current and future needs of the global market.
- A modernized and improved set of learning outcomes for all levels within the education system.

- Emphasis on shared values and ethics in education ensuring developmentally appropriate practices to nurture creative thinking, reasoning and problem solving skills.
- Increased alternative pathways for successful completion at all educational levels.
- Learner-focused curriculum that meets international standards of excellence.
- Enhanced delivery of education and training to meet the learner-centred educational outcomes with an emphasis on the holistic development of learners.

Measures/Indicators

- The development, ratification and deployment of a national curriculum reflecting best practice trends and significant stakeholder engagement.
- % of schools with CVQ curriculum being taught.
- Enrolment in adult learning programmes.
- Number of pathways for secondary school completion.
- Number of subjects offered at secondary schools.
- The perceived effectiveness of assessment and evaluation strategies used by teachers and trainers.
- The number of CVQs awarded annually.
- Number of PLAR conducted.
- Number of schools offering Citizenship Education, Civics, Music, Art, Theatre, Life Skills.
- % of students achieving at least 5 CSEC subjects including English and Maths annually.
- % of trained professionals at the various levels of education by subject (e.g. ECE, HFLE, SEN, Multiple Intelligences etc.).
- Enrolment in TVET subjects at all levels.
- Existence of functioning LMIS.

Subsector Initiatives

Early Childhood Education Initiatives

- Provide participatory and diverse learning environments in which teachers make curriculum content engaging, relevant and meaningful to students' lives.
- Ensure the professional certification of all ECED Practitioners.
- Provide support as well as a regulatory framework for ECD Centres to ensure compliance with UNICEF's Effective Schools (Formerly CFS) guidelines.
- Incorporate values-based instruction in curriculum and provide professional development opportunities for educators on how to teach values-based curricula.
- Develop stand-alone programmes that seek to strengthen the values-culture of our learners.

Primary Education/Secondary Education/Special Needs Education Initiatives

- Develop a feedback structure to ensure teachers and principals model appropriate interpersonal skills in the school setting.
- Review and update curriculum for PE/SE/SNE.
- Provide participatory and diverse learning environments in which teachers make curriculum content engaging, relevant and meaningful to learners' lives.
- Train HFLE teachers for the effective implementation of the HFLE programme.
- Institute UNICEF's Effective Schools programme at all primary schools.
- Increase opportunities to use current ICT devices in teaching and learning.
- Create opportunities for exercise of civic responsibilities to fellow citizens, including those with exceptionalities.
- Promote the use of differentiated instructional practices to cater to multiple intelligences and diverse learning styles.
- Build capacity among teachers to be able to effectively assess student progress and achievement against learning and developmental outcomes without the need for testing.

- Embrace instructional practices driven by data analysis. Inform instructional practices using evidence of what works and what does not.
- Promote the use of action research within individual schools to inform teaching and learning practices.
- Increase capacity of SEN teachers to implement a variety of teaching strategies.
- Enhance the integration of TVET at the primary school level.
- Increase the capacity of special education centres to offer skills-based education.
- Ensure education is experiential, infusing curriculum content with direct experiences and dynamic hands-on activities.
- Expand the integration of co-curricular activities into primary curriculum.
- Ensure visual and performing arts are part of the curriculum at all special schools.
- Provide adequate resources to foster effective visual and performing arts programmes.
- Build capacity among educators to create curriculum adaptations to cater to the peculiar needs of students with exceptionalities.
- Review and enhance the curricula of primary schools, CARE, Secondary Schools, NELU and NSDC to promote synergy among the subsectors.
- Increase second chance opportunities to accommodate learners needing to pursue additional CSEC subjects.

Tertiary/Life Long Learning Initiatives

- Develop a workshop on learner-centred teaching practices and ensure that all faculty members undertake the training as part of faculty professional development.
- Review curriculum to reflect the current and changing needs of the labour market. Engage the business community to inform curriculum changes that improve alignment with labour market requirements.
- Provide access to appropriate technology to support learner-centred teaching and learning.

- Implement a Centre for Instructional Support to work with faculty to build competence in student-centred teaching and instructional design.
- Provide retraining and retooling of faculty in appropriate pedagogy to reflect soft skills.
- Develop and implement policy requiring that every learner across the education system be exposed to TVET experience e.g. woodworking, culinary arts and agriculture.
- Conduct research and development activities through collaboration with other agencies to establish a labour market information system that inform subject offerings at the national level.
- Benchmark SALCC's programmes to ensure parity with highly recognized international 2-year colleges.

TVET Initiatives

- Provide competency based training for all teachers involved in TVET training.
- Develop greater opportunities for industry internship programmes for learners by working in partnership with the business community.
- Train teachers to learn how to nurture problem solvers and critical thinkers.
- Develop and implement national life and employability skills curricula at all levels.
- Provide increased access to appropriate technology in support of the creation of a learner-centred environment.
- Develop educators to effectively facilitate learning and assessment. Educators must possess the emotional intelligence and technological skills to contribute effectively to the system.
- Implement a design and technology curriculum at the lower secondary level.
- Develop a harmonised framework that facilitates the transfer of credits and allows for matriculation, etc.
- Develop a public relations campaign aimed at de-stigmatizing TVET in addition to promoting the benefits of TVET education to all learners.
- Use the labour market survey results to influence the priority list for training.
- Ensure that national training centres are matriculated throughout (offering CVQ certification to learners).

Priority 2: Effective Teaching and Learning: Educators competent, licensed, resourced, and well placed to be effective in driving learner achievement

Desired Outcomes

- Enhanced teaching capacity and competence.
- Enhanced technological literacy for effective delivery of curriculum.
- Improved culture of professionalism among educators.

Measures/Indicators

- % of qualified teachers at all levels.
- % of teachers with a B.Ed.
- Student/teacher ratio at all levels.
- % of teachers trained in differentiated instruction.
- % of licensed teachers.
- % of graduate teachers.

Subsector Initiatives

ECE Initiatives

- Establish minimum requirements for working within the sector.
- Require participation in relevant professional development activities and training and in particular training in the use of ICT in teaching and learning.
- Introduce a regime of professional certification for eligible practitioners.

- Establish an organized body to represent the interest of practitioners at community, educational district and national levels.
- Include authorized practitioner representative in national policy making institutions such as the Council on ECE.
- Provide specialized training in ECE to all educators. Begin with schools with special needs learners.
- Increase the availability of technological resources for each ECE Centre for improved efficiency in administration of the centre.

Primary Education/Secondary Education/Special Needs Education Initiatives

- Increase practicum requirement for students at DTEEA (SALCC) with more time spent in practice.
- Develop teachers' and principals' interpersonal skills with a focus on training in communication, conflict management and emotional intelligence to be followed by modeling of appropriate behaviours for students.
- Develop a policy on professional development for all educators and principals. Institute an annual educators conference to ensure educators are kept abreast with best practice trends and the latest teaching and learning technologies.

Tertiary/Life Long Learning Initiatives

- Establish a quality of teaching and instructional aide unit at SALCC.
- Provide opportunities and incentives for faculty development in online teaching and in the use of ICT for teaching and learning.
- Introduce required courses in the use of ICT in Teaching and Learning as part of the teacher certification programme at SALCC.

TVET Initiatives

- Conduct GAP Analysis to determine current capacity and competence of teachers in relation to the requirements for TVET.
- Implement interventions to bridge the gaps using strategies such as industry attachments and other forms of professional development activities.
- Utilise competent part-time teachers to offer training in NSD Centres.
- Constantly monitor training to ensure that teachers exhibit the appropriate capacity and competence.
- Conduct GAP analysis to determine current technological literacy of teachers versus requirements and establish developmental plans for each teacher.
- Develop strategic alliances with industry etc. to help enhance technological literacy among educators.
- Promote the integration of TVET at the lower schools.
- Enhance the effective monitoring of schools by CAMDU, DEO's etc. and give feedback for improvement where appropriate.
- Promote professionalism through existing structures such as the principal association, TVET Association and teachers union.
- Establish a licensing system for TVET teachers that will set standards for practice.



Priority 3: Innovative Learner Support Systems: Efficient and effective support systems that enable learners to achieve their full potential

Desired Outcomes

- Improved support services catering to the diverse needs of learners.
- Reduction of barriers to learning (finance, nutrition, health etc.).
- Enhanced use of assessments for strengthening the success of learners.
- Recognition, promotion and inclusion of multiple intelligences.
- Enhanced early identification for targeting the needs of students with exceptionalities.

Measures/Indicators

- Parental satisfaction with the quality of support received from the schools and the MOE.
- The student/counsellor ratio by district.
- % of students receiving assistance from support programmes.
- Annual number of students tested for exceptionalities vs. the request for testing by sex, level and grade.

Subsector Initiatives

Early Childhood Education Initiatives

- Strengthen the capacity of parents, guardians and caregivers in the home to provide the appropriate support especially early stimulation and nutrition for children from birth to 3 years.
- Expand the availability of institutionalized provision for children with special needs especially the birth to 3 age cohort.
- Retrofit available spaces at ECE Centres and primary schools to cater to special needs ECD children.
- Collaborate with other Ministries to develop programmes that target children at risk.
- Provide training for practitioners to cater to special needs learners.



Primary Education/Secondary Education/Special Needs Education Initiatives

- Provide training and coaching for teachers in the employment of best practice assessment strategies and the use of data for setting performance goals.
- Ensure a standardised EMIS is instituted throughout all levels.
- Develop strategies to enhance collaboration among the “school team” to respond to students’ needs in a multi-disciplinary manner (physical education teacher, music, class teacher, special needs teacher, principal, parent and other community members as necessary).
- Strengthen the bursary/school feeding system to support vulnerable learners.

Tertiary/Life Long Learning Initiatives

- Review current support services to students. Benchmark current services against best-in-class institutions and engage students in the development of a student-centred service strategy
- Develop a funding strategy for equipping post secondary institutions with the means to increasingly accommodate students with physical and learning challenges (e.g. wheel chair ramps, reading aids, hearing aids, audio books, visual aids)
- Increase the number of student bursaries through partnership with the private sector.
- Develop a set of standards for ensuring accessibility for learners with physical and learning challenges at all post secondary institutions and libraries (e.g. SALCC, NSD centres, etc.)

- Institute a facility to support students with literacy and numeracy challenges – e.g. a Student Success Support Centre that would provide counselling, tutoring support, study skills training, peer support, etc.

TVET Initiatives

- Institute an annual professional development plan for TVET practitioners (industry attachments, in-service training).
- Develop a TVET resource bank readily accessed by individuals/groups/institutions in the system.
- Assign teachers to schools based on their qualification, experience and demonstrated competence in the specific TVET area.
- Establish a national qualification framework that allows for different pathways and articulation to further education and training.
- Institute an employment levy on the private sector to fund TVET and make TVET more affordable.
- Upgrade or establish facilities consistent with minimum standards for all educational institutions including libraries.
- Institute systems to manage TVET resources such as routine inventories, maintenance of equipment, etc.
- Ensure that all facilitators are also trained as assessors.
- Ensure the application of CBET modalities in assessment to determine competence of learners.
- Form a national assessors group to promote collaboration, effective moderation, set standards, plan assessments etc.
- Implement appropriate intervention measures to help students achieve competence in the TVET discipline.

D. Strategic Theme: Education Infrastructure and Capacity

A quality education system requires more than world-class curricula and educators in order to be truly successful. It requires safe and secure learning spaces; it requires quality physical plants conducive to learning; and it requires an ICT and learning resource infrastructure that allows the training and educational development of our learners for a 21st century world. Our stakeholders, in their feedback to us, emphasized grave concerns over the quality of school infrastructure with strong concerns for the safety of children. Students, in their feedback, raised concerns with the inadequate integration of ICT in teaching and learning. They expressed a very strong desire to be taught using many of the ICT tools available today. Finally, parents expressed a strong desire for greater recognition of the role of PTAs, the need for resources, and the need for their integration in school management. Research shows a strong positive correlation between school performance and the existence of effective partnerships between parents, school and community.

Priority 1: Technology Integration and Innovation in Teaching and Learning

Desired Outcomes

- Enhanced integration of ICT in teaching and learning in pursuit of improved learner performance and assessment as well as lower system costs associated with the delivery of education.

Measures/Indicators

- The % of teachers with formal training in the use of ICT in teaching and learning by subsector, district, and school.
- A national ICT policy ratified and executed.
- % of schools meeting minimum standards for ICT integration.
- % of school with adequate internet access for teaching and learning.

Subsector Initiatives

Early Childhood Education Initiatives

- Provide a furnished computer resource area/room/mobile unit for each government ECD centre.
- Provide training to Pre-K teachers in using the technology for instruction.
- Provide a computer for management use in public early childhood centres.
- Provide Internet access to public early childhood centres.

Primary Education/Secondary Education/Special Needs Education Initiatives

- Ensure all teachers are ICT competent and can integrate ICT into pedagogical practices.
- Demonstrate effective use of ICT in instructional practice with this reflected in performance appraisal documents.
- Integrate ICT into the teaching/learning experience for all subject and content areas including for students with exceptionalities.
- Ensure all students are given exposure to ICTs and develop skills towards job readiness.

Tertiary/Life Long Learning Initiatives

- Provide access to information databases resources that give improved access to global information.
- Develop an online strategy for SALCC as a means of expanding accessibility to its programme offerings.
- Develop a teaching and technology strategy aimed at increasing capacity to use ICT among faculty.
- Develop a strategy for long-term funding of SALCC's ICT infrastructure.
- Establish a required course in ICT integration in the teacher certification programme to build capacity for ICT integration in the education system as a whole.
- Ensure that every classroom at SALCC has access to Wi-Fi.

TVET Initiatives

- Integrate simulated programmes into teaching and learning practices in order to cut costs in education delivery.
- Expand the current infrastructure to support ICT-based teaching.
- Provide training and monitoring of teachers to ensure the use of ICT in teaching and learning.
- Incorporate the use of ICT in teaching and learning as a criterion on performance appraisals for educators.
- Increase access to global information databases.

Priority 2: Strategic Partnerships: Effective Parent/Community/Industry/School Partnerships enabling learners and schools to excel.

Desired Outcomes

- An enhanced culture of stakeholder engagement as a principal driver of school performance.
- Stronger integration and partnership between the education sector and the business sector in order to improve alignment between market needs and school curricula.
- A culture of engagement and empowerment of parents in supporting and advocating for their children's education.
- Enhanced strategic partnerships to support school-based outcomes with an emphasis on non-traditional partners and philanthropic organisations.

Measures/Indicators

- The % of Schools with functioning PTAs (ECD, primary and secondary).
- % of schools hosting activities and functions reflecting community/parent/school partnerships (ECD, primary and secondary).
- The annual average number of activities per school reflecting community/parent/school partnerships (ECD, primary and secondary).
- The annual dollar value of sponsorship to schools from the business community and NGOs.

Subsector Initiatives

Early Childhood Education Initiatives

- Support the formation and operation of parent support groups and programmes at all ECD centres.
- Develop modules and training for providers of home day care services to ensure the provision of adequate and appropriate developmental programmes.
- Promote the value of EC services in parent and community groups.
- Facilitate partnerships between agencies and NGOs responsible for children's welfare and the private sector to promote ECD as an integral part of nation building.

Primary Education/Secondary Education/Special Needs Education Initiatives

- Establish an effective national PTA to support and maintain accountability in schools.
- Design and establish district school boards or school management committees in every school district. The model for the district school boards or school management committees need to be supported by an appropriate policy framework.
- Incentivize all schools to institute effective PTAs that will foster parental involvement in providing accountability and support. Provide a how-to guide on running PTAs as well as adequate resource supports to enable the PTAs to function.
- Increase parental involvement in classroom activities through increased communication (BBs, communication books, emails, WhatsApp, etc.) and engagement in classroom activities such as reading for students, mentoring, farming, etc.
- Establish parent support groups in all special schools to nurture parents' understanding of disabilities and foster a sense of community.
- Formalize inter-ministerial/inter-agency relations/MOU in service of students with exceptionalities and their families.

Tertiary/Life Long Learning Initiatives

- Establish a viable Academic Advisory Council (AAC) for each Division at SALCC. The AAC's role is to provide the link between the institution and the world of work, and to advise on needs of the business community so as to promote alignment and relevance of SALCC's programmes.
- Design service-learning programmes that foster a link between students and their communities.

TVET Initiatives

- Strengthen partnerships between schools and private sector (adopt-a-school partnership in specific TVET areas based on company's capabilities - e.g. hotels adopting a food and nutrition programme at a school).
- Explore the institution of an employment levy on private sector (to assist in funding TVET programmes at the national level).
- Strengthen zoning initiative to ensure that students attend institutions within or in close proximity to their communities.
- Mandate that school boards include at least two members from the community in its structure.
- Conduct labour market surveys (LMS) at least once every three years. Convene meetings with the parties concerned to discuss results of LMS and the training/preparation required to access the vacant jobs. Appoint a committee to implement recommendations.
- Implement a system for employers to pay for training such as an employment tax levy on private sector to fund educational programmes in a specific area.

Priority 3: Facilities and Infrastructure conducive to effective learning, and that are safe and secure.

Desired Outcomes

- Proper infrastructure at learning institutions including libraries to cater to the persons with special needs.
- Safe and secure teaching and learning environment that meet minimum standards for operation.
- Enhanced compliance with the Child Friendly/Effective Schools guidelines.

Measures/Indicators

- % of schools conforming to UNESCO's Child-Friendly/ Effective Schools guidelines.
- % of schools with appropriate accommodation for learners with special needs.
- The annual % of schools with safety and security violations.
- The number of safety and security violations by type.
- % of schools meeting or exceeding the minimum international standards for school infrastructure.
- Parental satisfaction with learning facilities.

Subsector Initiatives

Early Childhood Education Initiatives

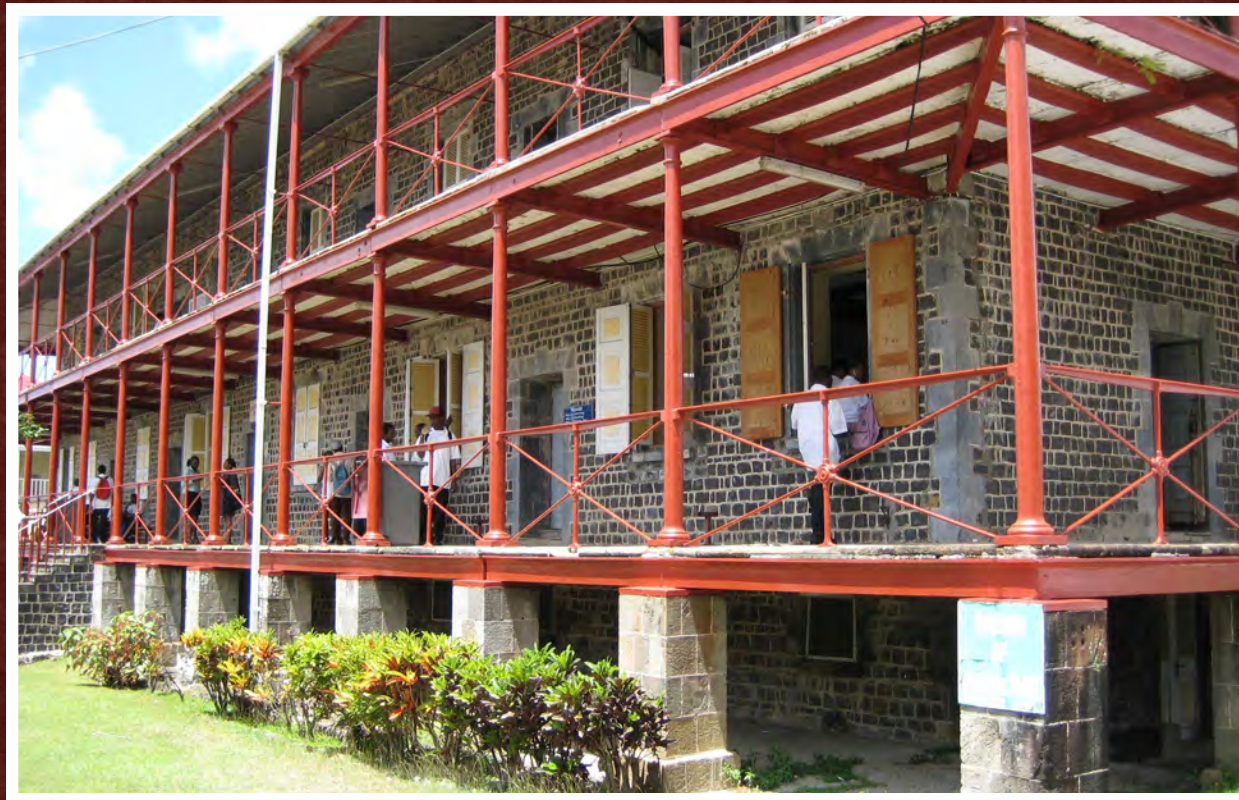
- Conduct an audit of existing government-operated centres. Incorporate the requirements for child-friendly schools in the audit model. Using the results, develop an appropriate rehabilitation strategy to meet minimum standards of operation. Ensure the rehabilitation strategy addresses the requirements for special needs learners.
- Establish national standards and guidelines for opening of new centres.
- Use the results of the infrastructure audit to identify schools not meeting the national standards. Develop a medium to long-term rehabilitation plan to meet compliance requirements.

Primary Education/Secondary Education/Special Needs Education Initiatives

- Mandate that students with physical limitations are facilitated within the school.
- Review, update and approve safety and security plans for all schools.
- Transform and repurpose classrooms to make them stimulating, print rich, and reflective of students' work.
- Display school safety policies and procedures in all classrooms.

Tertiary/Life Long Learning Initiatives

- Adopt international standards for tertiary education facilities. Review the current infrastructure of all government-funded tertiary institutions to determine gaps between their current state and the standards.
- Establish benchmarks to enhance the infrastructure of SALCC.
- Develop a facilities master plan for SALCC and other tertiary institutions in accordance with their strategic plans. Ensure the plan is aligned to the programmatic goals of the institutions.
- Conduct a safety and security audit of all post secondary institutions. Using the risk and vulnerability profile of the institutions, develop and implement a safety and security improvement plan.





TVET Initiatives

- Implement public awareness campaign to heighten consciousness regarding persons with special needs and the need for their accommodation within the education system as it pertains to TVET.
- Adopt best practice guidelines for the design and construction of new facilities to cater to individuals with special needs.
- Conduct assessment of current facilities to identify deficiencies regarding provision for special needs. Implement suitable inventions where possible.
- Institute/adopt regulations regarding occupational health and safety (OHS) regulations in all TVET institutions.
- Ensure that all institutions have the pertinent OHS standards regarding practice, equipment, signage, processes etc.
- Train educators and staff in OHS procedures.
- Institute a schedule of routine inspections of facilities to ensure compliance with OHS procedures.



Section 06 Execution of the Strategy

Introduction

Research has shown that 80% or more of strategic plans fail at the execution stage. Developing the strategic plan is far easier to realize than the execution of that plan. The development of a plan is typically measured in weeks or months, while its execution is measured in years. As such, successful execution requires a well-designed process and commitment to that process and a disciplined approach to execution. Several key drivers of successful execution are discussed in this section.

Legislative and Policy Imperatives

The desire to transform the education system will necessitate a number of legislative and or policy imperatives. These include among others:

1. a revision of the Education Act of 1999;
2. a national policy on school-based management and governance;
3. a national policy on the establishment and implementation of school boards;
4. a national TVET Policy;
5. a national ICT and Open Education Resources (OER) policy for schools;
6. a curriculum and assessment policy;
7. a adult education policy;
8. a policy on the creation of Centres of Competence/Centres of Excellence;
9. a policy on the standardization of Learning Outcomes for ECE, PE, SNE and SE;
10. a schools and libraries infrastructure policy.

This list is by no means exhaustive. As the various strategies within the plan are expounded upon, the need for supportive legislative instruments will become clearer.

Critical Investments Areas

Without a doubt, this ESDP is ambitious as it is comprehensive. Given limited funding opportunities, funding for the plan will have to come from a reallocation of internal budgetary resources coupled with a strategy to grow funding from external sources. In order to put the education system on a path to transformation, a number of critical investments will be necessary over the next five years:

Giving Young Learners a Head Start: With the onset of universal ECE, investments will be needed in the creation of quality physical environments that are conducive to learning and conform to the Child-Friendly/Effective Schools policy. There will also be a need to develop capacity both in numbers and skills among ECE educators. Successful ECE is predicated on the notion that ECE is a part of the community. As such, there is a need to invest in facilitating effective parental and community involvement in ECE. In vulnerable areas, the partnership between the centres, community and parents will require an infusion of financial resources on the part of the government.

Creating Environments Conducive to Learning: A significant percentage of schools and libraries have physical infrastructure that are in a state of disrepair. The minimum standards for school plants and learning facilities must be enforced and the necessary resources allocated to bring below-standard institutions up to at least the minimum standards. Additionally, the social environment must be conducive to learning. It must be free of bias and discrimination against those who are disadvantaged and vulnerable.

Student Success: There are several factors/drivers that impact student success. Among them, six critical to the Saint Lucian education system are highlighted here. They include:

1. getting an early start which is already discussed above;
2. instructor delivery and technology integration - improving student success will require better leveraging of ICT in teaching and learning along with increased capacity among educators to use ICT. Strategic investments will necessitate the retraining of educators, and equipping schools with a technology platform that meets the minimum standards for ICT integration;
3. the contextual relevance of learning - ensuring that education helps to drive national and economic development. This will require an orientation of TVET in such a way to drive the development of much needed skills. Resources will be needed to support the relevant training programmes;
4. the existence of multiple pathways to success – our current education system offers few pathways to success and it is heavily reliant on summative assessments of student learning from a very early age. This system of early testing creates a body of individuals labelled as failures. There is a need to create multiple pathways to success that will involve alternative forms of assessment and alternative channels of access to education, such as online learning. Creating pathways will require financial resources for training of teachers as well as for the development of the alternative pathways to success;

5. the enterprise view of the process of educating a person – this involves seeing the value chain for learners across the subsectors that represents the education system. Managing student success will require a long view involving effective integration of the learning experiences across the system from Grade K-11. Such an approach will require investment in learning management systems and the training of teachers and principals in the use of these systems;
6. teacher quality and growth – this is seen by many as the linchpin in student success. Without a pool of highly skilled educators, it is difficult to positively impact student success. Here, there is a need to train new teachers and retrain existing teachers given the rapidly changing trends in education.

Reducing the Long-term Operating Cost Structure: Given the need to increase the affordability of education, the option for raising fees to increase revenues is not a viable one. Access to high quality open education resources (OER) to improve teaching and learning presents possibilities for containing costs. It is therefore imperative that a cost compression/cost containment strategy be designed and implemented. This will likely necessitate a major study focused on identifying the key operational cost drivers in the system. In the short-term a consultancy will be required to search for process improvements and to seek effective ways to leverage information technology in cost reduction. External funding may be sought for such an initiative.

Access to Tertiary Education: Most students completing CAPE, an Associate Degree at SALCC, or CVQ certification in a number of areas would like to further their education towards the attainment of a Bachelors degree. Currently, Saint Lucia is not in a position to affordably create and sustain a degree granting institution. Consequently, students will have to rely on regional and extra-regional institutions to achieve certification at the Bachelors level or higher. The overall cost to students for a Bachelors.

degree can be significantly reduced if SALCC strengthens its Associate degree programmes and seek 2+2 articulations with regional and international institutions. Ensuring the quality of the associate degrees will require investments in online resources, improvement in the quality and capacity of faculty, development of a reliable and effective IT infrastructure, and the improvement of the physical plant.

Local Research in Education: In order to improve the education system, we must commit to conducting research on a continuous basis to understand the system and its sources of strengths and weaknesses. It is important that we are able to measure the effectiveness of various strategies and to be able to test/pilot various theories and initiatives. The results of research will enable more effective allocation of our limited resources. There is a need therefore to establish an educational research unit within the MOE and for the MOE to work with the Vaughn A Lewis Research Institute of the SALCC. It would make sense to pursue this idea as an OECS initiative with a single research unit servicing the entire OECS. This is in keeping with the goal of regional harmonization of our education systems.



Critical Success Factors

The success of the strategic plan will be measured by its ability to achieve the mission and vision for the education system. There are several critical success factors that impinge on such ability. These include:

Strategic Alignment

- the purpose and role of the education system must be aligned to the national developmental needs of Saint Lucia;
- the internal capacity and structure of the Ministry of Education, HRD and Labour must match the strategic direction articulated in the plan.

Funding Adequacy

- commitment on the part of government to fund the plan at a viable level;
- diversification of funding sources;
- effective fiscal stewardship;
- a relentless search for ways to do more with less.

Effective internal capacity and capabilities

- the acquisition and development of phenomenal talent in the education system. There is a need for effective educators, world-class leadership among administrators, and staff with a dedication to excellence;
- adequate capacity and capabilities in each key functional domain of the education system – TVET, curriculum development, special needs education, early childhood development, etc.;
- systems and processes capable of meeting the demands created by the need for transformation of the education system.

A culture that embraces change and new challenges

- a leadership and governance culture that inspires educators, staff, and students alike;
- culture by design – the creation of systems, policies, processes, procedures, and a climate that nurtures a culture of performance;
- a results- and execution-focused culture.

Staff and faculty engagement

- faculty and staff must be involved in planning, designing and managing change;
- faculty and staff must feel a sense of belonging to the institution – that their needs and interests are given consideration.

Integration and use of technology

- willingness to use technology in teaching and learning;
- existence of technology friendly processes;
- IT literate staff and administrators;
- readily available computing resources for faculty, staff and students;
- integration of technology in the management of the system in order to drive efficiencies.

Student-centred organisation

- staff and faculty with a strong caring attitude;
- an organisational design that places students and their needs at the heart of its operations.



Monitoring and Evaluation

Without a monitoring system in place, it is virtually impossible to determine whether the strategic plan is creating value for the education system by achieving the intended outcomes associated with the strategic priorities. Effective monitoring requires a clear set of performance measures and indicators linked to the priorities and an efficient data collection system that will assist in measuring the progress using each of the key performance indicators. The data collection system must be such that it is relatively easy to obtain the required information. A system fraught with challenges linked to obtaining performance data will soon lead to an abandonment of data collection efforts.

The strategic plan is a living document and, as such, is subject to periodic review and updating. The development of the strategic plan is predicated on a set of current conditions, stakeholder expectations, assumptions about the micro and macro environments, assumptions about the future and assumptions about available organisational capacity and resources. Further, assumptions are made about cause and effect relationships inherent in the proposed strategies for achieving the various priorities. Over time, conditions can change and assumptions are either validated or invalidated. Consequently, anticipated outcomes may not be realized as planned.

Evaluating the plan and its outcomes are therefore crucial in order to ensure the investments being made are yielding the desired results. Hence, the ESDP should be reviewed and updated annually based on new data and revised assumptions.

Successful monitoring and evaluation of the ESDP require a number of tasks and systems. These include:

- a. the establishment of an efficient data collection system to produce timely data for analysis;
- b. the establishment of baseline data at the start of the implementation of the ESDP. This allows for the measurement of progress on the strategic priorities;
- c. the establishment of an agreed to analytical process/framework for producing a profile of the plan's performance from the data obtained;
- d. the establishment of a process for the production of a formal annual performance report;
- e. creating the internal capacity necessary to enable data collection and analysis;
- f. the establishment of a process for using the annual performance report along with new data from an environmental scan and internal review to update the ESDP.

A failure to monitor, evaluate and update the ESDP on an annual basis will, without exception, lead to failure. As such, the MOE must ensure a system of monitoring and evaluation is put in place at the start of implementation of the ESDP.

Risk Management

All strategic plans carry a risk profile. The likelihood of successful implementation will depend on the extent to which the inherent risks can be anticipated and managed. The following are potential risks to the ESDP:

Risk	Possible Mitigation Strategies
A lack of political-will to implement the entire plan can result in partial, suboptimal execution. Such an approach creates missed opportunities for harnessing synergy between priorities and missed opportunities for collaboration and partnership with national and international organisations.	<p>Develop a communication strategy for the political directorate that enables its understanding of the complexity and intricacy of the ESDP.</p> <p>Develop a profile of undesirable commitment scenarios and the negative impact these scenarios will have on the outcomes of the plan as a way of enhancing political support.</p>
Legislation that is currently out of alignment with the sector priorities creating an inadequate accountability framework for the desired outcomes of the plan.	Determine the legislative changes necessary to bring about alignment between the ESDP and the Education Act. The current Act is the Education Act of 1999. Much has changed since 1999, and as such, the Act needs to be updated.
Fluctuating economic conditions and the failure to secure adequate funding over the tenure of the plan can have devastating results.	Develop a system for sensing and forecasting economic conditions and develop funding strategies for various economic scenarios. It is imperative that both the MOE and the schools seek to diversify their funding sources.
Failure to align the structure of the MOE with the needs of the plan resulting in a lack of appropriate accountability for the inherent priorities.	Ensure that every strategic priority has officers/units who will be held responsible for implementing related initiatives. Review the structure of the MOE and, where necessary, make recommendations for capacity building that will lead to greater efficiency and accountability. Consolidate job functions as well as consider consolidation of internal units to bring about improved quality of service.
Ineffective stakeholder engagement and buy-in. Failure to communicate the plan to critical stakeholders will result in disengagement which can negatively impact areas where partnerships with stakeholders are crucial to success.	Develop a stakeholder engagement strategy that focuses on both communication for information purposes as well as their involvement as partners in execution. Stakeholder partnership networks (SPNs) can be established at all levels of the education system: at the level of the MOE, at the level of the community and at the level of individual schools. These networks can be setup informally, but should have an operating charter that defines their role in supporting the organisation to which they are attached.

<p>Inadequate ICT investment in learning management systems; education information systems (EIS); school technology infrastructure; the integration of schools with the MOE and the inability to create synergy from information sharing and the sharing of resources.</p>	<p>Establish an ICT policy for the entire education system. Create an ICT service unit within the MOE to create a harmonized ICT platform for the MOE and for schools. The ICT platform must be aligned to support the priorities of the ESDP. As part of the ICT strategy, identify a common learning management system for all schools to enable efficiency, synergy, and collaboration among institutions.</p> <p>An Open Educational Resource (OER) Policy is also necessary to facilitate access to and creation of online educational resources.</p>
<p>Inexistent or ineffective monitoring and evaluation of the ESDP</p>	<p>Establish a formal process for execution with a clearly defined annual timetable of activities in support of execution - activities such as: communicating with stakeholders; developing the annual performance plan; developing the programme budget; data collection and analysis; annual performance reporting; reviewing and updating the ESDP; communicating the changes to the ESDP; lobbying the political directorate for support.</p>
<p>Failure to develop a formal execution strategy within the MOE – a strategy that establishes an appropriate execution process; organisational structure; an execution culture; and a system of incentives to drive execution.</p>	<p>Ensure the development of a formal execution strategy that is fully and extensively communicated to all critical partners in the execution process. There is a need for transparency with respect to implementation so that there is a shared understanding of the rollout of the ESDP.</p>
<p>Natural and man-made disasters such as hurricanes, fires, earthquakes, flooding and landslides, etc. causing the diversion of funding away from education.</p>	<p>Develop a risk mitigation strategy for natural disasters. Develop a policy on disaster management which addresses each type of likely disaster and the manner in which schools, the MOE and community will be engaged in addressing the disaster situation.</p>



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