GOVERNMENT OF ST. LUCIA

MINISTRY OF EDUCATION, HUMAN RESOURCE DEVELOPMENT, YOUTH AND SPORTS

EDUCATION SECTOR DEVELOPMENT PLAN

2000 - 2005 and beyond

Volume I

February 2000

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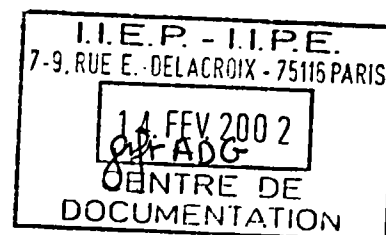
Foreword

This Education Sector Development Plan is the product of a long and involved process of technical work, and community and stakeholder participation spanning almost 10 months of effort. We were convinced that the way forward in education was to develop a medium to long-term perspective that would enable us to move away from crisis management to strategic direction.

For us, the process of the sector plan formulation, preparation and refinement was as important as this the final product. The process was critical because it brought together the best local expertise, international experience and grass roots consultation in an interactive way that facilitated the emergence of consensus. Twenty-seven meetings were held all over the country with teachers from every District and with parents and interested community members to discuss the draft Plan and to receive critical feedback and recommendations. The feedback received from these stakeholders was published in a document entitled "Synthesis of Public Feedback on the EDP" and many ideas were incorporated in the final Plan. A National Consultation on the Sector Plan brought together representatives of civil society, educators, students, teachers union, etc. to undertake a final review of the Plan.

With the publication of the Plan, a Donor's Dialogue is to be convened with regional and international multilateral agencies and the private sector to examine the possibilities for partnership inherent in the Plan. It is also intended that this Plan will be examined with the local private sector to identify meaningful avenues of partnership for its implementation.

What is also unique about this Sector Development Plan is the fact that there are built in monitoring and implementation mechanisms that will be utilized to guide its implementation and that these are supported by empirical indicators of achievement as well as detailed capital and recurrent costings for all initiatives. A great deal of effort was also put into the identification of intersectoral linkages so that every major initiative seeks to reinforce and complement other efforts aimed at improving the education system.

We look forward to working with all of our teachers, students, parents, Denominational Authorities and other stakeholders in making this Plan a reality and in achieving its fundamental goals. Our children deserve nothing less.

Mario Michel
Deputy Prime Minister &
Minister for Education, Human Resource Development, Youth & Sports

EXECUTIVE SUMMARY

**By Wisdom a house is built,
And through understanding it is established;
Through knowledge its rooms are filled
With rare and beautiful flowers
- Proverbs 24: 3-4**

This Education Sector Development Plan sets out the mission, values and principles, philosophy of education, expected outcomes, key policy objectives and priorities to continue educational development in St. Lucia to 2005 and beyond. The primary purpose of the Plan is to raise levels of achievement for all learners to enable them to benefit as individuals, and also contribute to national and regional socio-economic development. The Plan covers the whole of the education sector from early years to tertiary level. It also focuses on technical and vocational education and training, including information technology, adult and continuing education, human resource development, youth and sports. It takes account of regional and national policy objectives, as well as provisions in the Education Act that became law in January 2000.

The mission of the Ministry of Education, Human Resource Development, Youth and Sports is included. This is to ensure equity of access, increased opportunity and quality services in the areas of education, human resource development, youth and sports for the continuous development of the people of St. Lucia.

The intended aim of the Plan is to create a learning society that places premium value on learning so that the outcome will be learners who are able to express themselves verbally and are functionally literate; numerate and computer competent; skilled in science, technology and its application; committed to the values of civilised living; physically fit and participating in sport; citizens who exercise greater individual independence and judgement combined with a stronger sense of personal responsibility for the attainment of common goals; citizens who exercise integrity, sound moral judgements and spiritual strength, national pride and civic responsibilities.

A series of priorities have been established for the Ministry and for each component of the education sector. An action plan has been drafted for each priority with clear targets to be achieved within a set time scale and financial framework.

Major priorities include:
- Strengthening the capacity of the Ministry of Education to deliver the Plan within the framework of the new Education Act
- Establishing school boards empowered to draft school improvement plans, and with a degree of financial autonomy
- Increasing access and quality of pre-school provision by working in partnership with the community and private sector
- Increasing levels of literacy, numeracy, and skills of information technology of all learners
- Improving the quality of primary education and changing its culture
- Increasing access to achieve universal secondary education of a high quality
- Enhancement and expansion of special education
- Restructuring adult education to include continuing education skills training and personal enrichment
- Co-ordination of national and overseas training
- Development of a network of libraries as tele-information centres
- Developing national policies for youth and for sports

The Plan has been costed and should be affordable within the context of the Government of St. Lucia (GOSL) economy and external grants and loans. Implementation of the Plan will require a phased increase in both capital and revenue expenditure in the education budget to secure improvements in all sectors, as well as contributions from the STABEX funds and other sources.

ABBREVATIONS

BERP	Basic Education Reform Project
CAMDU	Curriculum and Materials Development Unit
CEO	Chief Education Officer
CXC	Caribbean Examinations Council
DEO	District Education Officer
DFID	Department for International Development
ECE	Early Childhood Education
ECDC	Early Childhood Development Centres
EDF	European Development Foundation
ESDP	Education Sector Development Plan
EEU	Evaluation and Examinations Unit
EU	European Union
GOSL	Government of St. Lucia
GTZ	German Overseas Aid Organisation
HRD	Human Resource Development
HRM	Human Resource Management
IT	Information Technology
ICT	Information Communication Technology
LMIS	Labour Market Information System
LMS	Local Management of Schools
MIS	Management Information System
MOE	Ministry of Education, Human Resource Development, Youth and Sports
MOF	Ministry of Finance
MTSP	Medium-Term Strategy Paper
NGOs	Non-Governmental Organisations
NTB	National Training Board
OECS	Organisation of Eastern Caribbean States
PS	Permanent Secretary
PSC	Public Service Commission
SALCC	Sir Arthur Lewis Community College
SEN	Special Educational Needs
SIP	School Improvement Plan
SLTU	St. Lucia Teachers' Union
SMT	Senior Management Team
SMART	Specific Measurable Achievable Relevant Time Line
STR	Student Teacher Ratio
TA	Technical Assistance
TDO	Tertiary Development Officer
TOR	Terms of Reference
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Education Scientific and Cultural Organisation
USE	Universal Secondary Education
VP	Vice Principal

INTRODUCTION, PURPOSE AND BACKGROUND

This Education Sector Development Plan (ESDP) represents the outcome of a six-month process. This process began by acknowledging previous work undertaken to identify the direction and priorities of the education system and carrying out appraisals of each sub-sector of the system, including the roles and responsibilities of the Ministry itself, from educational, social and financial perspectives. This initial work provided both quantitative and qualitative evidence to support the selection of priorities and strategies leading to the creation of a first draft of the ESDP by officers of the Ministry, colleagues from schools and a team of five Department for International Development (DFID) consultants all working together. The key policy objectives in the draft were discussed with the Honourable Minister for Education and the Honourable Parliamentary Secretary.

The publication of this initial draft was followed by a series of consultation meetings with parents, teachers, students and other stakeholders at venues across the country that engendered considerable additional discussion and debate leading to a number of revisions. Finally, after further consultation through the media, and following analysis of written responses from individuals as well as local, national and overseas organisations, a national consultation conference was held. This final version of the Education Sector Development Plan reflects the contributions made by all those involved in this process
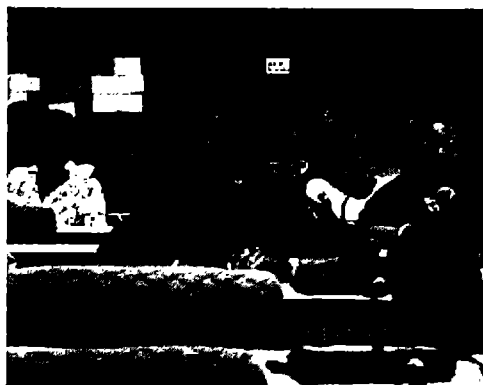
The fundamental <u>aim</u> of the Plan is to _raise the levels of achievement of all learners._

Schools/institutions and teachers will be at the centre of change with increased training being provided, along with greater provision of learning resources within classrooms.

There is an expectation that there will be a change in the 'culture' in schools and other centres of learning, though **increased local management by principals and School Boards leading to a greater emphasis on learner-centred approaches.**

The Ministry will undergo a parallel culture change by transforming itself from a **command** centre to a **service** centre. The capacity of the Ministry to deliver the Plan will be strengthened through <u>the continued integration of the Departments of Human Resource Development and Youth and Sports into the ESDP activities.</u>

The <u>purpose</u> of the EDP is to provide an overall strategic direction, based on a broad consensus of all stakeholders, for the development of education and training in St. Lucia until 2005 and beyond. It sets out the overall mission, principles and values of the education system and lists the intended outcomes, which are cross-referenced to the key policy objectives and priorities.

Following this, there is identified for each component of the system the:

* Key policy objectives
* Priorities for 2000-2005
* Activities and strategies
* Required results and implementation time scales
* Responsibilities, resource and costing implications

The order of presentation of these components remains the same throughout the Plan and is detailed at the beginning of the action plans.

The process for managing, monitoring and evaluating the overall ESDP and its constituent parts is set out in a monitoring protocol which envisages a series of annual, formative reviews being undertaken.

The Plan has been costed and recognition given to the different sources that may provide the required resources. The GOSL will fund some priorities while finance for others will be sought from grants and loans from the European Union, DFID, CDB and others. Details of this may be found in the financial schedule.

There is an annex to the ESDP, which is contained in a separate volume, which presents the initial situational analyses and more detailed information. This provides a basis for understanding the background of much of the ESDP as well as providing a perspective on many of the issues, which it is intended that the ESDP will address.

Finally, it should be recognised that the ESDP is a strategic document: a statement of an intention and commitment to act over the next five years and beyond. As such, it cannot cover every detailed proposal or set out the precise content of each activity. Indeed, in a changing world, there will be constant alteration and updating of the detailed plans in light of the changing external environment and in light of experience gained and further information received. The strategic plan will, therefore, be supplemented by annual operating plans that will record, year by year, and the specific programmes to be followed in each component of the Plan.

MISSION, PRINCIPLES AND VALUES

MISSION STATEMENT

The mission statement of the Ministry of Education, Human Resource Development, and Youth and Sports is:

To ensure equity of access, increased opportunity and quality services in the areas of Education, Human Resource Development, Youth and Sports for the continuous development of the people of St. Lucia.

This mission may best be accomplished by creating an education system in which the Ministry, together with all its institutions and staff, is committed to national development and totally focussed on the needs of students, youth and sports persons. By the year 2005, the Ministry and its institutions will be characterised as an open learning organisation that:

- Is action and service oriented with a problem solving approach
- Is accountable, transparent and fair to all internal and external stakeholders in its operation
- Is managed in a participatory and team focussed style with staff empowered to work with initiative and creativity
- Incorporates technology to maximise productivity, efficiency and informed decision-making
- Is staffed by disciplined, adequately trained, highly motivated and competent persons working with a strong common purpose

PRINCIPLES AND VALUES

The following principles and values will be adopted throughout and underpin developments: -

Achievement - the prime function of the Plan is to raise the standard of achievement in all aspects of education, and in particular in literacy and numeracy to support life-long education.

Classroom culture will be changed from teacher-centred to learner-centred, with fun and enjoyment being central to learning.

Schools and other learning organisations will be the focus of the education system within which the Ministry of Education, Human Resource Development, Youth and Sports (MOE) will be transformed from a command centre to a service centre, providing greater autonomy and site-based management.

Quality - the main business of the entire education system will be the provision of quality educational opportunity for all.

Collegiality will be fostered so that schools are managed in a democratic way so as to involve stakeholders in decision-making and decision-taking.

Equity will continue to be addressed through the deployment of trained staff and through the promotion of equality of opportunity and treatment for all learners.

Access to educational opportunities will continue to be increased in pre-primary, secondary, special, tertiary and adult education institutions while universal access to primary education will be maintained.

Efficiency will be improved through restructuring the MOE to focus on delivery and monitoring of the progress of this Plan, and in effecting changes within each teaching institution to optimise allocation and use of resources.

Effectiveness will be increased through measures to motivate teachers, provision of incentives, training of principals and closer supervision by District Education Officers of learning institutions.

Relevance will be assured by reviewing and revising the curriculum offered to learners of all ages so that it more closely matches the development needs of individuals and the State.

Partnerships will continue to be fostered with the community and private sector to create greater involvement in, and ownership by, stakeholders in educational development leading to increased valuing of education.

Environments will be improved so that they are safe, secure and more conducive to effective teaching, learning and sports.

New technologies will be adopted as tools to continue to improve teaching and learning and to ensure that learners in St. Lucia are technologically literate to be able to access regional and worldwide employment opportunities.

Consultation and dialogue will continue between the MOE and partners to ensure that the Plan is constantly reviewed and updated on a rolling programme to meet new needs as they are identified.

Capacity building will continue to be a priority in the MOE and learning institutions to assist in the efficient delivery of the Plan.

Teamwork, collaboration and consultation will continue to be developed in the MOE, and between ministries, to keep the Plan on track.

Decisions will be based on data and research findings.

Civic responsibility, character building and moral values will be promoted, and young people encouraged to join clubs and recreational groups, and undertake voluntary work.

Spiritual Strength, will be cultivated through the maintenance of religious rights and responsibilities and the encouragement of religious education in schools.

Human Resource Development will be focused on diversified and life-long learning to improve the quality of life for all citizens, and will be flexible and responsive to individual, organisational, sectoral and national needs.

Sustainability will continue to be a guiding principle in decisions about actions to ensure the long-term success of the Plan.

Participation in sports will be encouraged with the integration of physical education and sports into the school curriculum.

Entrepreneurial skills will be developed through the Junior Achievers scheme and other enterprise activities.

Values will be inculcated in schools so that prejudice will be totally eliminated.

PHILOSOPHY OF EDUCATION

The Ministry of Education, Human Resource Development, Youth and Sports sees education as a life-long process with the learner at the core of that process. At the national level, education is the key to global competitiveness, cultural cohesiveness and democratic governance.

We see the need for the education of each individual in three (3) inter-related ways:

A. As a basic human right:

The learner needs broad-based knowledge, selective attitudes, values, communication, information gathering and processing competencies as a basis for continuous learning so that he/she can respond to new opportunities, adjust to social and cultural changes, find workable solutions to life's problems, and be capable of participating in human development in the context of a global village.

B. An activity that initiates, facilitates, accelerates and sustains peaceful development:

Education should always be concerned with the intellectual and skill development of the worker at all levels to manage information, capital, technology and scarce resources, and to offer high quality services in every sector of the economy. The benefits to the learner, their family and fellow citizens should lead to social harmony, political stability and economic well-being.

C. A major force in the transmission of a common culture and common standards of citizenship:

This is vital to the orderly progress and development of all people. The development of sophisticated democratic values and culture requires an intelligent and informed electorate. Education transmits the values, beliefs and culture of a community and in so doing, contributes to the emergence of national identity.

Our philosophy of education is predicated on the following fundamental beliefs:

- Every individual has an equal right to education.

- Every individual has the ability to learn.

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

- Teaching should be centred on the needs and interests of the learner.

- There is a basic set of skills that all students must learn, including reading, writing, communicating in a foreign language, and information and communications technology.

- Knowledge without application is of limited value.

- The learner's total development must be attended to including the spiritual, intellectual, emotional and physical development.

- That learning is cumulative and every developmental stage is important but that the formative years are critical.

- Parents and the community are partners in the education process.

We subscribe fully to the perspectives outlined by the United Nations Education Scientific and Cultural Organisation (UNESCO) International Commission on Education for the 21st Century that identifies 4 major challenges for education:

Learning how to learn - that education must provide the capacity for continuous learning so that the individual and collective stock of knowledge can be renewed and updated.

Learning to do- that learning must be practical, must facilitate personal growth, must foster the development of community and society, and that knowledge must be a tool of individual and collective empowerment.

Learning to live with others - that education and learning must contribute to the growth of tolerance, must strengthen understanding and must promote social harmony and the appreciation and respect for diversity and difference in society.

Learning to be- that learning must enable the individual learner to become a better and more integrated person. Education should facilitate a better understanding of self as a basis for the understanding and appreciation of the other.

OUTCOMES OF THE PLAN

The effectiveness of the Education Sector Development Plan will be judged on its impact on learning at all ages and on the quality of the wider society. There are a number of key areas in which it is expected that the Plan will make a difference. These intended outcomes are listed below; the reference after each outcome relates to the planned activities which will most directly contribute to achieving the intended outcomes as listed in the individual component action plans.

"The product of the Plan will be a learning society: a cultural and social ambience that places premium value on learning in all its forms, so that learners become:

Confident in basic skills...

- Literate to a level which will enable them to function in the world of work and to access opportunities for life-long learning (see primary, secondary and adult education, and special education literacy programmes e.g., B5; C2)

- Numerate to a level where they can apply Mathematics to learn other skills for the world of work and conduct their own financial affairs (see primary and adult education programmes, e.g., C3; N4)

- Computer literate with open attitudes to rapidly changing technologies (see references to Millennium project in primary, secondary and tertiary sector programmes, e.g., C6; K6; D2)

Skilled in relevant subjects and disciplines...

- Skilled in Science, Technology and their application so that learners are technically competent with marketable skills (see primary, secondary and Technical and Vocational Education and Training (TVET) Curriculum Development, e.g., C4; C5; D2; I1; N4)

- Able to communicate in more than one language (see school-based curriculum development and adult education/tertiary plans, e.g., D2)

- Able to appreciate theatre, music and the arts (see developments in tertiary facilities, teacher training and school curriculum, e.g., C5; D2)

Equipped with high levels of personal skills and sense of citizenship ...

- Critical and creative thinkers able to identify and solve problems (see teacher training in new interactive methodology, e.g., F1; I1; L8)

- Self confident, and emotionally secure, with a sense of self worth yet sensitive in the receipt and delivery of criticism (see teacher training and increased support through enhanced education social work, e.g., E12; L8)

- Able to apply knowledge and skills in new situations (see work preparation, counselling, TVET and Human Resource Development (HRD) programmes, e.g., H1; K4; K7)

- Citizens who exercise greater individual independence and judgement combined with a stronger sense of personal responsibility for the attainment of common goal (See adult education programmes and increased parental and community responsibility and influence, e.g,. A5; A6; B7; G1)

- Citizens who exercise integrity, sound moral judgements, national pride and civic responsibilities (see enhanced delegation, local networks and consultation procedures, e.g., E17; A4)

<u>Fit and healthy in body and mind...</u>

- Committed to the values of civilised living: tolerance, democratic practice, partnerships and conflict resolution (see Youth development proposals, increased NGO involvement in developments and measures outlined for special education support, e.g., J1; E18)

- Appreciative and protective of the environment, natural and cultural heritage and sensitive to spiritual and humanist values (see curriculum developments in all sectors, e.g., C4; D2;)

- Healthy, physically fit and participating in sport (See enhanced sports facilities and provision, e.g., C1; J2; J3; M1; M4)

- Hardworking with positive work ethics (See TVET and HRD programme and measures to counteract in-discipline, e.g., C7; C12; D4)

Even achieving excellence in the traditional content, teacher-centred approach to teaching and learning is insufficient to develop the characteristics above, and enable learners to contribute to social and economic development. The ESDP, therefore, has a wide range of inter-related priorities and actions that will meet the stated outcomes and lead to higher achievement by all and include the provision of additional support to those with special education needs.

KEY POLICY OBJECTIVES

The education policies of the GOSL are aligned to the Organisation of Eastern Caribbean States (OECS) Education Reform Strategy. Many of the actions within the Plan will continue to bring education in St. Lucia closer to fulfilment of the OECS Strategy.

OECS POLICY
(ECERP)

- Strengthen teacher education
- Develop financial sustainability of educational reform
- Establish electronic networking of Ministries of Education
- Strengthen management of Ministries of Eduation
- Expand stakeholder awareness and participation
- Develop MIS
- Strengthen curriculum development and implementation

The new Education Act (1999) contains a number of key policy objectives that inform the Plan, along with statements made by the Honourable Minister of Education:

1. MINISTRY OF EDUCATION, HUMAN RESOURCE DEVELOPMENT, YOUTH AND SPORTS:

Change the culture of the MOE from a command centre to a service centre

- Implement the Action Plan emerging from the staff retreat on Organizational Change in the Ministry.

- Provide on-going training for staff members in customer service, computer applications and job functions at the Ministry

- Strengthen and restructure the MOE and enhance school supervision, support and monitoring

- Empower schools by the introduction of site-based management and the appointment of Boards of Management with a degree of financial autonomy

- Increase the % of the budget allocated to learning resources

- Increase accountability by establishing a formal school review system

- Decentralise school support by restructuring Districts and re-designating the role of Education officers

• Establishment of an Education Information Management System

• Support the introduction of Information Technology in schools through the Millennium project

• Continue to develop partnerships with other ministries, agencies and Non Governmental Organisations (NGOs)

• Maintain enhanced levels of communication, information and consultation with parents and other stakeholders

• Resource education provision equitably

• Review and renew the curriculum to create a National Curriculum (5-16)

• Negotiate new appointment procedures and introduce legislation/regulations to enable redeployment of teachers to create equity of Student Teacher Ratios (STRs) and numbers of trained teachers in the short-term and to support Local Management of Schools (LMS) in the medium-term

• Require that schools open 195 days (39 weeks) for instruction

• Improve access to instructional materials by introducing a textbook rental scheme

• Implement zero tolerance policy on drugs and violence

2. EARLY CHILDHOOD EDUCATION:

Continue to facilitate development of pre-primary provision by the private sector

• Publish and implement regulations

• Monitor and supervise to ensure compliance with the regulations

• Sanction use of spare space in primary schools for use by pre-schools as it becomes available

- Facilitate a smoother transition from early childhood education to primary education with joint programmes and training

- Introduce parenting programmes for pre-school parents

3. PRIMARY EDUCATION:

Change the culture of classrooms from teacher to learner-centred

- Initiate diagnostic assessment for speech, hearing and sight disabilities on entry to school

- Introduce new primary curriculum

- Develop a learning support system

- Build a new school in Castries to eradicate the shift system

- Continue to replace open classrooms and upgrade other facilities with appropriate recreational and staffing facilities

4. SECONDARY EDUCATION:

Continue to work towards universal 5-year secondary education by 2005

- Build two new secondary schools

- Articulation of technical and vocational education with traditional grammar education

- Extend and upgrade existing school facilities including TVET

- Introduce a school catchment area or zoning system with a degree of parental choice

- Introduce new curriculum

5. SPECIAL EDUCATION:

- Expand and support special education provided by NGOs

- Develop a policy on special education

- Increase access and upgrade facilities and resources for special education

- Continue moves towards integration of Special Education Needs (SEN) students in mainstream schools

- Facilitate/provide access for the physically handicapped to schools

- Build a new special unit in the South of the Island

6. TERTIARY:

- Increase access to 15% by 2010 as per CARICOM policy

- Expand range of programmes and accreditation available at Sir Arthur Lewis Community college (SALCC)

- Strengthen operating structures and arrangements at SALCC

- Expand tertiary physical facilities and geographic locations

- Develop enhanced articulation with external accredited providers

- Increase cost recovery measures for tertiary and university education

7. ADULT AND CONTINUING EDUCATION:

Increase access to 15% by 2010 as per CARICOM policy

- Re-structure adult education to make it more community oriented and pro vide greater opportunities in skills training and personal enrichment aimed at increasing opportunities for out of school individuals to pursue CXC and other such academic courses

- Introduce a credit accumulation system and certification

- Introduce a National Examination to accredit functional literacy and numeracy

- Introduce voluntary work and attachments to social institutions (e.g., hospitals and day care centres).

- Increase access to post compulsory school age education

- Enhance the range of courses and programmes with national, regional and international accredited qualifications

8. HUMAN RESOURCE DEVELOPMENT:

- Expand the number of scholarships by at least 50%

- Introduce a registration system for providers of training

- Introduce a modular accreditation system for vocational training

- Introduce accreditation of training providers and regulation of distance education

- Establish a national employment resource centre

- Strengthen private sector contribution

9. LIBRARY SERVICES:

Provide an enhanced network of libraries equipped as tele-information centres

- Increase the range of written material and electronic data available in all libraries

- Work with schools and other education providers to support the development of a learning society that is literate and skilled in information processing

- Support the training and development of staff to meet the demands of operating libraries as community- based information centres

10. YOUTH AND SPORTS:

Develop a national youth policy

Develop a national sports policy

- Integrate Physical Education and Sports into the school curriculum

- Upgrade and extend community and school sports facilities infrastructure, and develop a national stadium and national cricket ground

- Provide support to national sporting organisations

11. TECHNICAL AND VOCATIONAL EDUCATION:

Develop and implement a national policy for TVET in St. Lucia

- Review TVET programmes in schools and across all education levels

- Develop range and content of TVET provision together with facilities

- Establish an organisation structure for TVET

- Establish career guidance and work introduction programmes

12. TEACHERS AND TEACHER TRAINING:

Improve the quality of education provision through the development and support of teachers

- Conduct training needs assessment and provide training for teachers especially in Science, Technology and Mathematics

- Train/qualify all primary school teachers in the service and employ an all graduate teaching force in the secondary sector with training in pedagogy by 2005

- Introduce pre-service training as soon as possible

- Introduce a career path for teachers

- Train principals in local management of schools and instructional leadership and provide them with the appropriate support in the strengthening of institutional administration

- Require all teachers to attend in-service programmes on teaching methodology

- Support training for teachers in areas of special educational needs

- Improve qualifications and expertise of infant teachers

13. EDUCATION SOCIAL WORK:

Ensure the health, well-being, safety and security of staff and students

- Support and increase access to the Education Trust Fund for pre-school parents and others

- Investigate the feasibility of introducing a system of home and hospital tuition for sick children

- Provide for the nutritional requirements of children

- Provide additional counselling and social support services to parents and children

14. ASSESSMENT AND EXAMINATIONS:

Improve student assessment and course certification

- Review the role and purpose of the Common Entrance Examination

- Develop programmes for the continuous assessment of students

- Assure accreditation, transferability and articulation of tertiary programmes across all sectors (i.e., tertiary college, adult education, youth and sports and HRD)

- Further develop the validity and reliability of standards tests

PRIORITIES

In order to achieve the policy objectives, a range of strategic actions will be required. A number of key priorities has been identified for each component of the education system which together will contribute to the achievement of the intended outcomes. In practice, activities within the different components of the system will interact with each other and extend across different sectors.

1. MINISTRY OF EDUCATION, HUMAN RESOURCE DEVELOPMENT, YOUTH AND SPORTS

MISSION:

To ensure equity of access, increased opportunity and quality services in the area of education, human resource development, youth and sports for the continuous development of the people of St. Lucia.

PRIORITIES:

1. Review and enact the new Education Act

2. Implement a new structure for the Ministry to encourage and sustain the provision of coherent and co-ordinated services

3. Develop working procedures to enhance joint working and cross-functional management

4. Improve administration and Management Information System (MIS) from the Ministry level to school level and further refine programme budgeting and resourcing mechanisms, including procurement procedures

5. Strengthen capacity for partnership, consultation and inter-agency/ministry working

6. Clarify and implement decentralisation activities and establish District Offices in all 8 Districts

7. Increase management capability of Ministry and institutional leaders

8. Develop performance management of Ministry, its institutions and agents

9. Reduce the current list of textbooks and introduce an instructional material rental scheme

10. Review the role and function of the GOSL UNESCO Commission

2. EARLY CHILDHOOD EDUCATION

MISSION:

To provide a safe and stimulating environment for young children and to empower parents and

caregivers to play a dynamic role in the holistic development of each child through quality education and support services.

PRIORITIES:

1. Establish, monitor and enforce regulations governing the operation of all Early Childhood Centres within the parameters of prescribed legislation and minimum standards

2. Institute mechanisms and processes designed to bring about a unified system of early childhood education

3. Revise and reform the existing curricula in early childhood

4. Provide training for pre-school and kindergarten teachers to harmonise curricula and enhance quality teaching and learning experience

5. Organise and implement a literacy development intervention programme for marginalised families

6. Increase access to Early Childhood Education by 30%

7. Expand parent/community partnership in education on a national basis

8. Establish model Early Childhood Development Centres in all 8 Districts

9. Establish well-equipped recreational facilities for young children in various communities

3. PRIMARY EDUCATION

MISSION:
To provide every child with the opportunity to develop mentally, socially, spiritually and physically, and be imbued with a joy and desire for learning so as to enable him or her to function meaningfully as a useful and productive citizen in an ever changing environment.

PRIORITIES:

1. Screen all children on entry for hearing, sight and speech disorders and nutrition levels which affect learning

2. Diagnose and develop literacy skills

3. Diagnose and develop numeracy skills

4. Provide learning support and remedial services to address specific needs (including provision for gifted children

5. Continue to review and develop the curriculum together with procedures for continuous assessment of students and programmes

6. Introduce multi-media technology and information technology at all primary schools

7. Develop positive behaviour management

8. Promote and strengthen school/community partnerships including parent voluntary assistance to the schools Ensure improved transition from primary to secondary phases

9. Rehabilitate and construct schools to address congestion and provide adequate recreational and sporting facilities in the schools

10. Create individual classrooms

11. Provide differentiated teaching resources

12. Raise the achievement level of boys

4. SECONDARY EDUCATION

MISSION:
To provide a stimulating and conducive environment for teaching and learning to enable every student to develop to their fullest potential so as to proceed to higher learning and become productive citizens in their field of work.

PRIORITIES:

1. Build two new schools and extend 10 existing schools

2. Develop and implement policy and strategy for TVET in secondary schools

3. Review all curricula and assessment and testing procedures

4. Review equipment and materials needs as a result of curriculum revision, including TVET provision

5. Analyse the implications for the curriculum of the use of Information Technology (IT) in teaching and learning

6. Introduce computer assisted learning

7. Establish a committee to follow up the Report on Discipline in Schools (1998)

8. Implement recommendations of the Committee on Discipline

9. Establish student councils in every secondary school

10. Establish a Disciplinary Board

11. Promote drug-free programmes and conflict resolution in schools

5. SPECIAL EDUCATION

MISSION:
To provide educational, social, recreational and vocational services to students with disabilities, so as to facilitate their full inclusion into society.

PRIORITIES:

1. Adopt a policy statement and legislation

2. Enhance and expand Special Education Programmes delivered by Special Schools

3. Provide of disability screening and diagnostic assessment facility

4. Provide public and parent education

5. Provide special education support and remedial services in mainstream schools from pre-school through to tertiary level education

6. Provide alternative assessment means to facilitate the inclusion of students with special needs in all national and other examinations

7. Provide computer literacy programmes for students with special needs and use of IT to enhance learning of students with special needs

6. TERTIARY EDUCATION

MISSION:
To provide (in the main through the Sir Arthur Lewis Community College) increased access to relevant tertiary and post - compulsory school age education and training, responsive to the needs of clients in an

open, comprehensive and flexible learning environment, dedicated to quality and the pursuit of excellence. This will be achieved through a timely and efficient response to the needs of diverse clients, and to the economic, social and other challenges facing the St. Lucian society.

PRIORITIES:

1. Review and expand programmes

2. Review structures and operating arrangements including the expansion of physical facilities in an orderly and systematic manner

3. Enhance access to course and provision

4. Increase services to students

5. Strengthen management and administration including increasing staff and student involvement in the management of the College

6. Review and improve staff training and professional development, staff assessment and staff welfare system

7. Assume a sub-regional orientation in the approach to further tertiary development

7. ADULT AND CONTINUING EDUCATION

MISSION:

To provide community-based education that is part and parcel of the development thrust to improve the lives of the St. Lucian people. Community education incorporates basic education, civics education, sharing of information and enrichment programmes.

PRIORITIES:

1. Restructure of the programme to include continuing education, skills training and personal enrichment

2. Collaborate with Public and Private sectors in programme formulation and delivery

3. Develop a new system of instruction including modules, credit base and distance teaching mode and establish a certification and accreditation system with

4. Introduce a programme of parental education in collaboration with school boards, PTAs and other stakeholders

5. Ensure that programmes are executed/delivered by capable, well-trained persons

6. Progressively increase clientele and increase access to programme from 5,000 to 15,000 over the three-year period 1999-2001.

8. HUMAN RESOURCE DEVELOPMENT

MISSION:

To provide opportunities to improve and develop the skills and attitudes of persons at the national level through the provision and co-ordination of national and overseas training; establishment of a framework for regulating local human resource development training providers; establishment and maintenance of mechanisms for certification and accreditation of educational institutions; and the enhancement and strengthening of the institutional framework.

PRIORITIES:

1. Establish a National Training Board for the management of HRD nationally and effectively manage scholarships and long-term training

2. Accreditation of institutions and HRD training providers

3. Registration and regulation of private training providers

4. Institutional strengthening in all sectors including distance learning provision

5. Increase private sector involvement

9. LIBRARY SERVICE

MISSION:

To provide quality library and information services to all citizens and to develop programmes that will help them to become independent users and life-long learners.

PRIORITIES:

1. Develop a network of libraries as tele-information centres

2. Enhance the range and quantity of written and electronic materials and resources

3. Contribute to partnerships and joint working with other information, education and community development providers

4. Establish sufficient management and professional staff with access to planned training and qualification opportunities

5. Expand outreach services

10. YOUTH AND SPORTS SERVICE

(This relates mainly to Youth and sports activities in schools - it is only one part of the work of the Department of Youth & Sports)

MISSION:

To facilitate meaningful development of young people so that they can, in turn, participate in, and contribute to the social, economic, spiritual, educational and political life of the nation.

PRIORITIES:

1. Develop a Youth Policy for St. Lucia

2 Develop a Sports Policy for St. Lucia

3. Establish and maintain youth skill and entrepreneurial centres

4. Develop accredited programmes for youth skills

5. Introduce health education and youth counselling services

6. Revise and implement a physical education and sports curriculum in all schools

7. Enhance the development of youth councils, youth and sports organisations and sports provision and competitions

8. Further develop training opportunities for youth leaders and sports coaches

9. Upgrade and improve sports facilities infrastructure, including a National Stadium and national cricket ground

10. Develop and implement a youth programme within the school system

11. TECHNICAL AND VOCATIONAL EDUCATION

MISSION:

To create a workforce with a sound educational background and appropriate employment related skills and attitudes acquired through school or further education and training which will be able to benefit from continuous employment within a changing economic climate.

PRIORITIES:

1. Develop a National TVET policy and organisation structure

2. Review and develop TVET programmes and equipment

3. Establish a national system of accreditation

4. Develop a range of provision and curricula for technical vocational education in schools and in other education and training programmes (Special attention will be paid to information computer technology in this process)

5. Establish work preparation programmes and guidance counselling in schools

12. TEACHERS AND TEACHER TRAINING

MISSION:

To enhance the personal and professional development, support and deployment of teachers so as to continuously improve curriculum and subject range and ensure the adoption of student-centred approaches to teaching.

PRIORITIES:

1. Develop expertise and qualifications of early years staff

2. Professionalise the teaching force, improve depth and range of subject competence by forming an all graduate and pedogogically qualified secondary teaching force

3. Provide training in wider areas of content [including sports, Physical Education (PE) and the arts] as well as modern teaching and learning methods

4. Enhance the expertise of teachers in relation to special needs

5. Provide training for TVET teachers

6. Train teachers in use of IT

7. Improve selection and deployment of teachers

8. Develop interactive teaching methods

9. Enhance the value of the B.Ed teacher programme

13. EDUCATION SOCIAL WORK

MISSION:
To ensure that all students of primary schools have equitable access to a range of psychosocial support services in order to enhance their social, emotional and academic performance.

PRIORITIES:

1. Enhance the nutrition of school children

2. Assist the welfare of students and staff through provision of safe, secure healthy and supportive learning environments

3. Appoint a counsellor in each District

4. Provide suitable accomodation for sick children in (or available to) each school

14. ASSESSMENT AND EXAMINATIONS

MISSION:
To provide valid and confidential information on student achievement and progress through planned assessment and examination provision.

PRIORITIES:

1. Enhance minimum standard tests

2. Develop continuous assessment programme

3. Ensure security of examinations

4. Review and improve all examination currency and certification

MONITORING PROTOCOL FOR THE ESDP

This protocol is intended to be used to assess the performance of the ESDP against key objectives on an annual basis. Monitoring will be an integral part of the implementation process and will be undertaken on a systematic and continuous basis to enable the Plan to be modified at any point during a year.

A series of baseline indicators have been established covering key educational, social and financial variables, along with the means of verification and methodologies for data collection and analysis where necessary. All indicators will be desegregated by sub-sector and gender.

A reporting format is proposed which will enable the GOSL, general public and donors to determine progress. Preparation of the report will be the responsibility of the Corporate Planning Unit which will function as the ESDP Manager.

Implementation and monitoring:

The following actions will be undertaken to ensure that each priority in the ESDP is addressed: -

An ESDP Steering Committee will be established to oversee the Plan and in particular to offer operational and policy guidelines on implementation. It will be chaired by the Permanent Secretary (PS) and serviced by the Corporate Planning Unit. Membership will be drawn from each of the sub-sectors and include representatives from schools/college, teacher associations as well as officers of the MOE.

The head of unit or a named person with responsibility for 'driving' the action plan for each priority will produce a fully operationalised annual plan and present it to the ESDP Plan Manager before the end of each calendar year.

The annual operational plans should specify the rationale for the priority, include SMART targets and list in greater detail the sequence of activities to be undertaken. Wherever possible, the success criteria or indicators should specify what students will do or have learned as a result of the activities. This will facilitate monitoring at the school and classroom levels. When complete, the operational annual plans should be added to the ESDP as annexes.

Each named person should be linked to a member of the Senior Management Team (SMT) of the MOE and meet with them on a monthly basis to discuss progress and agree on any modifications or change of action.

The SMT should meet on a monthly basis to discuss progress on the overall plan with the philosophy that "the Plan is what we do and what we do is in the Plan".

Short written progress reports should be commissioned from named persons on a rolling programme so that each person submits a report every 6 months.

The PS should meet with the Hon. Minister to report progress on a quarterly basis.

In an annual education address to Parliament, the Minister should be requested to include a progress report on the ESDP so that it becomes available to the press and general public. A copy of this address should be sent to donor organisations.

An annual review meeting should be convened by the ESDP Manager of all named persons and others to evaluate overall progress, modify the Plan and add actions for future years. Judgements of success should be made against the vision and purposes as well as the indicators listed below. This review should coincide with the production of the Annual Work Plan and linkages made between the two Plans.

Every two years, a programme of consultations at district and national levels will be held with parents and other stakeholders to inform people on progress and gain feedback on developments.

Every two years, an external organisation will be invited to appraise progress and provide objective feedback to further inform the monitoring process. Local assessors, drawn from participants, will form part of this team so as to ensure openness, participation and increase local capability in monitoring and evaluation.

Framework and Performance Indicators for Monitoring the Plan

Monitoring the implementation of education reform is guided by the use of key indicators. The performance indicators set out in the ESDP communicate the expectations or requirements necessary for achieving critical results in the education service. They clearly communicate to stakeholders the major social, economic and educational challenges facing the system.

The indicators of the ESDP have been presented by Analytic Themes that represent a particular conceptualisation of the education system and a framework for analysing education reform. The performance indicators both qualitative and quantitative are formulated as target indicators to facilitate the setting of goals and measuring progress.

Analytic Themes

1. Demographic, Social and Economic Context
2. Administration, Planning and Supervision of Education
3. Access
4. Resources
5. Teaching-Learning Process
6. Systems Output
7. Learning Outcomes
8. Equity

The matrix of indicators presents a list of performance indicators to be used to assess the status of the education system in relation to themes 1 - 7. A measure of Equity will be discerned through the subsequent disaggregation of data by issues, such as gender, socio-economic status, age, location and other relevant issues.

The seven themes should guide education sector analyses, project preparation, performance monitoring and satisfying the information needs of major donor agencies. The themes are also consistent with those selected by the OECS Education Reform Unit for measuring education reform in the sub-region.

With the support of all agencies responsible for data collection, the Ministry will be armed with performance measures to detect changes in the education service and be better able to manage the education reform process.

Monitoring Indicators

	Baseline Indicator	Target 2001	Target 2002	Target 2003	Target 2004	Target 2005
Demographic, Social & Economic Context						
Apparent net intake rate (Primary)	101.4	101.4	101.4	101.4	101.4	101.4
Gross Enrolment Ratio (Primary - Infant , Junior)	111.8	111.8	111.8	111.8	111.8	111.8
Gross Enrolment Ratio (Primary - Senior)	22.5	20.61	15.74	10.59	5.30	0
Gross Enrolment Ratio (Secondary - Public & Private)	73.9	78.02	83.51	89.01	94.50	100
Adult illiteracy rate; % of population 15+ that is illiterate	10					
1997 worldbank estimates (PAD-Disaster Project)						
Unemployment rate of youth (15 - 34)	24.5					
Administration, Planning & Supervision of Education						
% of schools with school boards	2.0	21.6	41.2	60.8	80.4	100
% of schools evaluated	0	20	40	60	80	100
% schools linked to the EMIS	23.8	49.2	74.6	100	100	100
Access						
Net intake rate (primary)	73	82.0	91.0	100	100	100
Transition rate (primary -secondary)	53.36	67	75	82	90	100
Transition rate (secondary-tertiary)	5	8.0	11.0	14.0	17.0	20
Net Secondary Enrolment (public and private)	65.9	73.9	79.9	85.9	92.9	98
Resources						
% capital expenditure for school expansion at secondary level *	3.4	14.3	14.3	14.3	14.3	14.3
% expenditure for upgrading of facilities **	22.4	35	35	22	20	20
% expenditure for supplies/materials ***	1.3	2.0	2.7	3.4	4.1	4.8
Participation rate in Book Rental Scheme	NA	38.1	39.8	41.6	43.3	45
% primary students participating in school feeding programme	24.6	27.7	30.8	33.8	36.9	40.0
Community contributions as % of government expenditure on education	NA	0.10	0.12	0.15	0.17	0.20
School funds as a % of government expenditutre on education	NA					
Public expenditure on education as % of GNP	7.2	9.03	10.48	9.89	9.67	9.22
% recurrent expenditure on salaries and wages	65.83	51.88	43.97	47.67	49.51	52.38
% recurrent expenditure on training & workshops	4.3	3.33	3.89	3.80	4.11	4.30
% recurrent expenditure on technical assistance	0.1	0.68	0.48	0.19	0.02	0.02
% certified/qualified teachers at primary level	78.3	80.64	82.98	85.32	87.66	90
% graduate teachers at secondary levels	54.8	59.84	64.88	69.92	74.96	80
% of teachers teaching multi-grade classes (primary)	0.74	0.56	0.37	0.19	0	0
Ratio of computers to students (Secondary Schools)	1 : 93	1:65	1:51	1:43	1:38	1:34
Average square feet of school area per student	NA					15
Utilisation rate of specialised rooms	NA					100
% students with all textbooks	NA	80	85	90	95	100
% teachers with full set of curriculum guides (Primary)	100	100	100	100	100	100
Teaching-Learning Process						
Teacher attendance rate (Secondary)	89.3	90	92	94	96	98
Teacher attendance rate (Primary)	89.5	90	92	94	96	98
Number of classrooms as % of total classes	79.5	75	85	90	95	100
Student/teacher ratio (Primary)	27	28	28.5	29	29.5	30
Student/teacher ratio (Secondary)	20	21	21.5	22	22.5	23
Average teaching loads per day at secondary level	6	6	6	6	6	6
% schools with development plans	NA	25	60	75	95	100
Systems Output						
Repetition Rate (primary)	3.8	3.5	3.25	2.5	2	1.5
Repetition Rate (secondary)	0.42	0.4	0.35	0.3	0.25	0.1
Student Attendance Rate (primary)	88	90	92	94	96	98
Student Attendance Rate (secondary)	93.5	95	96	97	98	98
School life expectancy	12 yrs	12 yrs	12 yrs	12 yrs	12 yrs	12 yrs
Overall assignment rates in CEE	53.36	70	75	82	90	100
Assignment rates in CEE for males	42.39	43	46	47.5	49	49.5
%students sitting a minimum of 5 general/technical O' Levels including English and Mathematics	57.1	64.68	72.26	79.84	87.42	95
%students passing a minimum of 5 general/technical O' Levels including English and Mathematics (one sitting)	27.7	37.16	46.62	56.08	65.54	75
Learning Outcomes						
Transition rate to the world of work	NA					
employment rate	69.4					

Reporting Format example				
Baseline Access Indicator	**1999 Measure**	**2000 Target**	**2000 Achieved**	**2001 Target**
Pre-School	50%	60%	55%	60%
Primary	98%	98%	98%	98%
Secondary	50%	60%	58%	65%

Comments - access increased by only 5% in pre-primary due to lack of premises. Target of 5% increase per year still considered realistic for this sub-sector. Access to primary school maintained at the 'virtual' 100% level. Secondary roles on target to achieve Universal Secondary Education (USE) in spite of 2% shortfall in places in year 2000.

FINANCIAL SCHEDULE

EDP TOTAL COST ELEMENTS BY SECTOR

	RECURRENT COSTS												
	Civil Works	Goods	Local	Overseas	Local	Overseas		Capital		Operating		Recurrent	
		Equipment	Training	Training	Experts	Experts	Other	subtotal	Salaries	Maintenance	Other	subtotal	TOTAL
Ministry													
2000-2001	$0	$5,100,000	$20,000	$0	$0	$160,000	$0	$5,280,000	$0	$0	$44,000	$44,000	$5,324,000
2001-2002	$330,000	$340,000	$170,000	$57,000	$40,000	$170,000	$0	$1,107,000	$95,000	$200,000	$44,000	$339,000	$1,446,000
2002-2003	$660,000	$80,000	$180,000	$0	$0	$20,000	$0	$940,000	$175,000	$202,000	$49,000	$426,000	$1,366,000
2003-2004	$330,000	$40,000	$65,000	$0	$0	$0	$0	$435,000	$310,000	$206,000	$49,000	$565,000	$1,000,000
2004-2005	$0	$0	$65,000	$0	$0	$0	$0	$65,000	$0	$210,000	$49,000	$259,000	$324,000
TOTAL	$1,320,000	$5,560,000	$500,000	$57,000	$40,000	$350,000	$0	$7,827,000	$580,000	$818,000	$235,000	$1,633,000	$9,460,000
Early Childhood Education													
2000-2001	$0	$30,000	$0	$0	$15,500	$0	$55,000	$100,500	$21,600	$0	$0	$21,600	$122,100
2001-2002	$165,000	$270,000	$170,111	$0	$0	$0	$0	$605,111	$42,000	$10,500	$0	$52,500	$657,611
2002-2003	$453,600	$150,000	$21,600	$0	$0	$0	$0	$625,200	$90,000	$32,500	$0	$122,500	$747,700
2003-2004	$680,400	$225,000	$0	$0	$0	$0	$0	$905,400	$162,000	$46,500	$0	$208,500	$1,113,900
2004-2005	$680,400	$225,000	$0	$0	$0	$0	$0	$905,400	$234,000	$65,500	$0	$299,500	$1,204,900
TOTAL	$1,979,400	$900,000	$191,711	$0	$15,500	$0	$55,000	$3,141,611	$549,600	$155,000	$0	$704,600	$3,846,211
Primary Education													
2000-2001	$0	$72,000	$15,000	$0	$50,000	$100,000	$0	$237,000	$0	$0	$105,000	$105,000	$342,000
2001-2002	$5,374,460	$1,826,332	$75,000	$55,000	$200,000	$100,000	$0	$7,630,792	$0	$0	$315,000	$315,000	$7,945,792
2002-2003	$4,810,616	$200,000	$231,500	$55,000	$20,000	$100,000	$0	$5,417,116	$0	$82,000	$315,000	$397,000	$5,814,116
2003-2004	$1,600,000	$0	$221,500	$0	$0	$0	$0	$1,821,500	$0	$82,000	$315,000	$397,000	$2,218,500
2004-2005	$1,600,000	$0	$160,000	$0	$0	$0	$0	$1,760,000	$0	$82,000	$315,000	$397,000	$2,157,000
TOTAL	$13,385,077	$2,098,332	$703,000	$110,000	$270,000	$300,000	$0	$16,866,409	$0	$246,000	$1,365,000	$1,611,000	$18,477,409
Secondary Education													
2000-2001	$0	$1,000,000	$0	$0	$0	$0	$0	$1,000,000	$0	$0	$10,000	$10,000	$1,010,000
2001-2002	$12,818,750	$1,353,000	$0	$0	$0	$75,000	$500,000	$14,746,750	$0	$0	$10,000	$10,000	$14,756,750
2002-2003	$12,818,750	$120,000	$0	$0	$0	$75,000	$500,000	$13,513,750	$2,706,000	$676,500	$10,000	$3,392,500	$16,906,250
2003-2004	$12,818,750	$0	$0	$0	$0	$0	$0	$12,818,750	$5,412,000	$1,353,000	$10,000	$6,775,000	$19,593,750
2004-2005	$12,818,750	$0	$0	$0	$0	$0	$0	$12,818,750	$8,120,000	$2,030,000	$10,000	$10,160,000	$22,978,750
TOTAL	$51,275,000	$2,473,000	$0	$0	$0	$150,000	$1,000,000	$54,898,000	$16,238,000	$4,059,500	$50,000	$20,347,500	$75,245,500
Special Education													
2000-2001	$70,000	$122,000	$30,000	$125,000	$100,000	$0	$0	$447,000	$197,600	$8,000	$59,000	$264,600	$711,600
2001-2002	$540,000	$327,000	$30,000	$125,000	$55,000	$0	$0	$1,077,000	$382,400	$17,000	$59,000	$458,400	$1,535,400
2002-2003	$420,000	$197,000	$55,000	$105,000	$0	$0	$0	$777,000	$505,400	$22,000	$59,000	$586,400	$1,363,400
2003-2004	$1,970,000	$142,000	$50,000	$145,000	$0	$0	$0	$2,307,000	$610,400	$26,500	$59,000	$695,900	$3,002,900
2004-2005	$2,520,000	$110,000	$25,000	$145,000	$0	$0	$0	$2,800,000	$725,400	$101,500	$59,000	$885,900	$3,685,900
TOTAL	$5,520,000	$898,000	$190,000	$645,000	$155,000	$0	$0	$7,408,000	$2,421,200	$175,000	$295,000	$2,891,200	$10,299,200

EDP TOTAL COST ELEMENTS BY SECTOR

	Civil Works	Goods	Local	Overseas	Local	Overseas		Capital		Operating		Recurrent	
		Equipment	Training	Training	Experts	Experts	Other	subtotal	Salaries	Maintenance	Other	subtotal	TOTAL
Tertiary													
2000-2001	$5,780,000	$115,000	$0	$160,000	$30,000	$50,000	$2,720,000	$8,855,000	$130,000	$883,250	$45,000	$1,058,250	$9,913,250
2001-2002	$5,020,00	$780,000	$0	$260,000	$30,000	$0	$20,000	$6,110,000	$280,000	$677,250	$45,000	$1,002,250	$7,112,250
2002-2003	$6,660,00	$890,000	$0	$60,000	$30,000	$0	$20,000	$7,660,000	$515,000	$839,500	$45,000	$1,399,500	$9,059,500
2003-2004	$8,160,000	$770,000	$0	$60,000	$10,000	$0	$20,000	$9,020,000	$515,000	$1,049,750	$45,000	$1,609,750	$10,629,750
2004-2005	$2,740,000	$700,000	$0	$60,000	$10,000	$0	$20,000	$3,530,000	$515,000	$638,000	$45,000	$1,198,000	$4,728,0
TOTAL	$28,360,000	$3,255,000	$0	$600,000	$110,000	$50,000	$2,800,000	$35,175,000	$1,955,000	$4,087,750	$225,000	$6,267,750	$41,442,750
Adult and Continuing Education													
2000-2001	$0	$108,000	$10,768	$0	$7,165	$90,000	$150,000	$365,933	$115,000	$0	$6,000	$121,000	$486,933
2001-2002	$0	$155,000	$0	$0	$0	$0	$100,000	$255,000	$95,000	$6,300	$6,000	$107,300	$362,300
2002-2003	$0	$165,000	$0	$0	$0	$0	$50,000	$215,000	$75,000	$6,300	$6,000	$87,300	$302,300
2003-2004	$0	$175,000	$0	$0	$0	$0	$50,000	$225,000	$65,000	$6,300	$6,000	$77,300	$302,300
2004-2005	$0	$185,000	$0	$0	$0	$0	$50,000	$235,000	$65,000	$6,300	$6,000	$77,300	$312,300
TOTAL	$0	$788,000	$10,768	$0	$7,165	$90,000	$400,000	$1,295,933	$415,000	$25,200	$30,000	$470,200	$1,766,133
Human Resource Development													
2000-2001	$0	$0	$0	$3,488,000	$30,000	$0	$0	$3,518,000	$0	$15,000	$0	$15,000	$3,533,000
2001-2002	$0	$0	$0	$3,836,800	$0	$0	$150,000	$3,986,800	$0	$45,000	$40,000	$85,000	$4,071,800
2002-2003	$0	$0	$0	$4,185,600	$0	$0	$1,000,000	$5,185,600	$0	$195,000	$40,000	$235,000	$5,420,600
2003-2004	$0	$0	$0	$4,883,200	$0	$0	$0	$4,883,200	$0	$195,000	$40,000	$235,000	$5,118,200
2004-2005	$0	$0	$0	$5,232,000	$0	$0	$0	$5,232,000	$0	$195,000	$40,000	$235,000	$5,467,000
TOTAL	$0	$0	$0	$21,625,600	$30,000	$0	$1,150,000	$22,805,600	$0	$645,000	$160,000	$805,000	$23,610,600
Library Service													
2000-2001	$0	$92,000	$0	$0	$0	$0	$0	$92,000	$0	$103,000	$0	$103,000	$195,000
2001-2002	$0	$56,000	$148,800	$0	$0	$0	$0	$204,800	$37,200	$111,000	$0	$148,200	$353,000
2002-2003	$0	$81,000	$118,800	$0	$0	$0	$0	$199,800	$37,200	$124,000	$0	$161,200	$361,000
2003-2004	$0	$520,000	$118,800	$0	$0	$0	$0	$638,800	$68,200	$134,000	$0	$202,200	$841,000
2004-2005	$0	$20,000	$28,800	$0	$0	$0	$0	$48,800	$68,200	$149,000	$0	$217,200	$266,000
TOTAL	$0	$769,000	$415,200	$0	$0	$0	$0	$1,184,200	$210,800	$621,000	$0	$831,800	$2,016,000
Youth and Sports													
2000-2001	$0	$31,000	$7,500	$0	$2,000	$0	$52,000	$92,500	$69,300	$20,000	$0	$89,300	$181,800
2001-2002	$0	$250,000	$90,000	$0	$0	$0	$0	$340,000	$99,300	$630,000	$0	$729,300	$1,069,300
2002-2003	$0	$200,000	$0	$0	$0	$0	$0	$200,000	$120,000	$620,000	$0	$740,000	$940,000
2003-2004	$0	$150,000	$0	$0	$0	$0	$0	$150,000	$120,000	$620,000	$0	$740,000	$890,000
2004-2005	$0	$150,000	$0	$0	$0	$0	$0	$150,000	$120,000	$620,000	$0	$740,000	$890,000
TOTAL	$0	$781,000	$97,500	$0	$2,000	$0	$52,000	$932,500	$528,600	$2,510,000	$0	$3,038,600	$3,971,100
Tech. and Vocational Education													
2000-2001	$4,818,500	$781,300	$134,300	$70,000	$85,000	$42,900	$80,000	$6,012,000	$68,500	$5,000	$0	$73,500	$6,085,500
2001-2002	$5,898,500	$4,390,866	$300,000	$360,000	$48,000	$0	$60,000	$11,057,366	$68,500	$41,250	$10,000	$119,750	$11,177,116
2002-2003	$3,776,000	$400,000	$50,000	$360,000	$22,950	$0	$0	$4,608,950	$113,500	$272,893	$250,000	$636,393	$5,245,343
2003-2004	$1,900,000	$925,000	$50,000	$360,000	$0	$0	$0	$3,235,000	$113,500	$215,393	$80,000	$408,893	$3,643,893

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EDP TOTAL COST ELEMENTS BY SECTOR

SECTORS	CAPITAL COSTS								RECURRENT COSTS				
	Civil Works	Goods Equipment	Local Training	Overseas Training	Local Experts	Overseas Experts	Other	Capital subtotal	Salaries	Operating Maintenance	Other	Recurrent subtotal	TOTAL
2004-2005	$1,900,000	$575,000	$50,000	$360,000	$0	$0	$0	$2,885,000	$113,500	$215,393	$80,000	$408,893	$3,293,893
TOTAL	$18,293,000	$7,072,166	$584,300	$1,510,000	$155,950	$42,900	$140,000	$27,798,316	$477,500	$749,930	$420,000	$1,647,430	$29,445,746
Teachers and Teacher Training													
2000-2001	$50,000	$170,000	$60,000	$0	$100,000	$0	$0	$380,000	$162,659	$15,000	$0	$177,	$557,659
2001-2002	$50,000	$280,000	$90,000	$0	$25,000	$0	$0	$445,000	$237,659	$50,000	$0	$287,659	$732,659
2002-2003	$0	$20,000	$40,000	$0	$25,000	$0	$0	$85,000	$237,659	$50,000	$0	$287,659	$372,659
2003-2004	$0	$20,000	$0	$0	$25,000	$0	$0	$45,000	$237,659	$50,000	$0	$287,659	$332,659
2004-2005	$0	$20,000	$0	$0	$25,000	$0	$0	$45,000	$237,659	$50,000	$0	$287,659	$332,659
TOTAL	$100,000	$510,000	$190,000	$0	$200,000	$0	$0	$1,000,000	$1,113,295	$215,000	$0	$1,328,295	$2,328,295
Educational Social Work													
2000-2001	$100,000	$0	$30,000	$0	$15,000	$0	$0	$145,000	$0	$0	$0	$0	$145,000
2001-2002	$1,840,000	$175,000	$0	$100,000	$0	$0	$0	$2,115,000	$316,400	$35,000	$0	$351,400	$2,466,400
2002-2003	$340,000	$175,000	$0	$100,000	$0	$0	$0	$615,000	$722,800	$35,000	$0	$757,800	$1,372,800
2003-2004	$340,000	$175,000	$0	$100,000	$0	$0	$0	$615,000	$999,700	$35,000	$0	$1,034,700	$1,649,700
2004-2005	$340,000	$175,000	$0	$100,000	$0	$0	$0	$615,000	$1,316,100	$35,000	$0	$1,351,100	$1,966,100
TOTAL	$2,960,000	$700,000	$30,000	$400,000	$15,000	$0	$0	$4,105,000	$3,355,000	$140,000	$0	$3,495,000	$7,600,000
Assessment and Examinations													
2000-2001	$0	$0	$25,000	$0	$0	$0	$0	$25,000	$0	$0	$0	$0	$25,000
2001-2002	$0	$30,000	$0	$0	$0	$0	$0	$30,000	$0	$225,000	$20,000	$245,000	$275,000
2002-2003	$0	$0	$0	$0	$0	$0	$0	$0	$0	$300,000	$20,000	$320,000	$320,000
2003-2004	$0	$0	$0	$0	$0	$0	$20,950	$20,950	$0	$300,000	$20,000	$320,000	$340,950
2004-2005	$0	$0	$0	$0	$0	$0	$0	$0	$0	$300,000	$20,000	$320,000	$320,000
TOTAL	$0	$30,000	$25,000	$0	$0	$0	$20,950	$75,950	$0	$1,125,000	$80,000	$1,205,000	$1,280,950
Grand Total	$123,192,477	$25,834,498	$2,937,479	$24,947,600	$1,000,615	$982,900	$5,617,950	$184,513,519	$27,843,995	$15,572,380	$2,860,000	$46,276,375	$230,789,893

FINANCIAL SUMMARY BY SECTOR													
SECTORS	2000 - 2001		2001 - 2002		2002 - 2003		2003 - 2004		2004 - 2005		Total		Grand Total
	Cap.	Rec.	Cap.	Rec.	Cap.	Rec.	Cap.	Rec.	Cap.	Rec.	Cap.	Rec.	
A Ministry	$5,280,000	$44,000	$1,107,000	$339,000	$940,000	$426,000	$435,000	$565,000	$65,000	$259,000	$7,827,000	$1,633,000	$9,460,000
B Early Childhood Education	$100,500	$21,600	$605,111	$52,500	$625,200	$122,500	$905,400	$208,500	$905,400	$299,500	$3,141,611	$704,600	$3,846,211
C Primary Education	$237,000	$105,000	$7,630,792	$315,000	$5,417,116	$397,000	$1,821,500	$397,000	$1,760,000	$397,000	$16,866,409	$1,611,000	$18,477,409
D Secondary Education	$1,000,000	$10,000	$14,746,750	$10,000	$13,513,750	$3,392,500	$12,818,750	$6,775,000	$12,818,750	$10,160,000	$54,898,000	$20,347,500	$75,245,500
E Special Education	$447,000	$264,600	$1,077,000	$458,400	$777,000	$586,400	$2,307,000	$695,900	$2,800,000	$885,900	$7,408,000	$2,891,200	$10,299,200
F Tertiary	$8,855,000	$1,058,250	$6,110,000	$1,002,250	$7,660,000	$1,399,500	$9,020,000	$1,609,750	$3,530,000	$1,198,000	$35,175,000	$6,267,750	$41,442,750
G Adult and Continuing education	$365,933	$121,000	$255,000	$107,300	$215,000	$87,300	$225,000	$77,300	$235,000	$77,300	$1,295,933	$470,200	$1,766,13
H Human Resource Development	$3,518,000	$15,000	$3,986,800	$85,000	$5,185,600	$235,000	$4,883,200	$235,000	$5,232,000	$235,000	$22,805,600	$805,000	$23,610,600
I Library Service	$92,000	$103,000	$204,800	$148,200	$199,800	$161,200	$638,800	$202,200	$48,800	$217,200	$1,184,200	$831,800	$2,016,000
J Youth and Sports	$92,500	$89,300	$340,000	$729,300	$200,000	$740,000	$150,000	$740,000	$150,000	$740,000	$932,500	$3,038,600	$3,971,100
K Technical and Vocational Education	$6,012,000	$73,500	$11,057,366	$119,750	$4,608,950	$636,393	$3,235,000	$408,893	$2,885,000	$408,893	$27,798,316	$1,647,430	$29,445,746
L Teachers and Teacher Training	$380,000	$177,659	$445,000	$287,659	$85,000	$287,659	$45,000	$287,659	$45,000	$287,659	$1,000,000	$1,328,295	$2,328,295
M Educational Social Work	$145,000	$0	$2,115,000	$351,400	$615,000	$757,800	$615,00	$1,034,700	$615,000	$1,351,100	$4,105,000	$3,495,000	$7,600,000
N Assessment and Examinations	$25,000	$0	$30,000	$245,000	$0	$320,000	$20,950	$320,000	$0	$320,000	$75,950	$1,205,000	$1,280,950
Total	$26,549,933	$2,082,909	$49,710,619	$4,250,759	$40,042,416	$9,549,252	$37,120,600	$13,556,902	$31,089,950	$16,836,552	$184,513,519	$46,276,375	$230,789,893
GRAND TOTAL	$28,632,842		$53,961,378		$49,591,669		$50,677,502		$47,926,502		$230,789,893		

DETAILED SUB-SECTOR ACTION PLANS

ACTION PLANS BY EDUCATION SUB-SECTOR

PRESENTATION ORDER OF SUB-SECTOR ACTION PLANS

Revised:
February 2000

MINISTRY ACTION PLAN

ACTION PLAN FOR MINISTRY - A

ACTION PLAN FOR MINISTRY					
Priorities	**Strategies**	**Expected Results**	**Time-scale**	**Person**	**Funding Source Responsible**
1. Review and enact new education act and produce schedule.	• Determine inspection and supervision format	• Formal inspection, supervision and performance reporting in place	2000	DCEO (ES)	
	• Establish advisory boards and standing committees	• National advisory boards/committees with standing committees operating	2000	PS	
	• Establish school boards	• School boards piloted and introduced	2001	CEO	
	• Establish standing consultation framework with sports associations/industry and commerce/community groups	• Consultation and partnerships developed across the sector	2000	DCEO (AP)	
	• Pass Education Act • Circulate Act to all stakeholders	• Education Act operating and regulatory guidelines in use	2000 -2001	PS	
	• Prepare and circulate interpretative legal schedule	• Schedules in place for all aspects of the Act	2000	PS	
2. Implement a new structure for the Ministry to encourage and sustain coherent and co-ordinated services	• Create Curriculum Support and Co-ordination (CSC)	• CSC operating as per proposals	2000	PS	
	• Define EODs role (complete appointment of 2 additional) in eight districts and provide	• District education offices operating as co-ordinating and monitoring centres for additional staff	2000 - 2004	CEO whole Ministry	
	• Develop new job descriptions for all changed posts	• All staff to be aware of job function and responsibilities	2000	DPS/AS-HRM	
	• Phase in new structure as per proposed organogram. (CEO to hold central co-ordinating role)	• CEO appointed, Head of Corporate Planning appointed, DPS to manage CS	2000	PS/ CEO/ DPS	
		• DCEO (AP) operating • DCEO (ES) appointed • All other posts in place	2000 2000 2000	 PS PS	

ACTION PLAN FOR MINISTRY					
Priorities	Strategies	Expected Results	Timescale	Person	Funding Source Responsible
3. Develop working procedures to enhance joint working and cross functional leadership	• Develop management procedures manual and establish management meeting cycle	• Manual and meetings operating	2000	PS/ CEO/ DPS HCP	
	• Enhance internal communication processes	• Range of documents and publications for all participants created	2000 - 2005	DPS	
	• List standing cross-functional teams and joint committees with identified leaders	• Standing cross-functional groups established	2000- 2001	PS	
	• Develop district education co-ordination programme	• Networks within communities created to cover all aspects of Ministry operations; Annual district education development plans in place	2000 - 2005	EODs	GOSL
4. Improve administration, MIS systems and further refine programmme budgeting mechanisms	• Computerisation of personnel and student records	• All records in database are up-to-date	2000	DCEO/ (CP)	
	• Determine rules for communication authority	• Officers at all levels able to sign appropriate letters	2000	PS/ DPS/ CEO	
	• Revise programme and cost centre budgets to coincide with new structure	• Programme managers using cost centres and programme areas	2000 - 2000	ACC	
	• Set income targets for cost recovery activity	• Income generation increased	2000	DPS ACC	
	• Review correspondence procedures	• Correspondence received direct by officers, standards set for reply times	2000	CEO	
	• Review funding arrangements for SALCC	• Commencing with teacher training department, introduce unit cost funding system	2000	PS	
5. Strengthen capacity for partnership, consultation and inter-agency/ ministry groups working	• Review all inter-agency relations and formalise consultation groups	• New groups established	2000	DCEO (AP)	
	• Encourage the creation of teacher subject panels	• Teachers undertaking subject development in own	2000	CSC	

ACTION PLAN FOR MINISTRY					
Priorities	**Strategies**	**Expected Results**	**Time-scale**	**Person**	**Funding Source Responsible**
	• Form district education networks and advisory groups	• Co-ordination and consultation enhanced at district level	2000 ongoing	EOD	
	• Develop bi-annual consultation programme with parents and develop national PTA consultation forum	• Increased parent participation in education decision making	2000 ongoing	PS	
	• Review inter-ministry communication and form standing groups	• Standing groups formed with other Ministries	2001	PS	
	• Review relationship/responsibilities with TSC	• Role/responsibility of education Ministry clarified	2000	TSC Chair/ PS/CEO/ AS-HRM	
6. Implement decentralisation systems	• Define role/function of district education offices	• Eight fully operational districts	2000	CEO	
	• Review all central Ministry activity within individual departments/units to extend delegation/decentralisation programme	• More strategic management and less operational detail at senior and central Ministry level	2000-2005	PS/ CEO/ DPS/ HPS	
	• Establish School Boards and run a pilot scheme with select schools	• Extension of pilot	2000 - 2002	DCEO/EO/ Principals	DFID
	• Engage Technical Assistance in LMS (26 weeks over 3 years)	• Experience and expertise in LMS to be shared across the State	2000 - 2003	PS	DFID
	• Arrange overseas attachments for principals in pilot schools (5 x 2 weeks)	• Informed principals and Board members able to take valid and reliable decisions	2001	TA	DFID
	• Train Principals and senior teachers in site-based management	• Improved school management	2002	TA	GOSL
	• Phase in School Boards and train all members	• School boards operating	2003 - 2005	CEO EODs	
	• Issue guidelines and regulations to indicate equity of resourcing and cost sharing	• Greater awareness of basis of resource schools amongst stakeholders	2000	PS	Japan

ACTION PLAN FOR MINISTRY					
Priorities	**Strategies**	**Expected Results**	**Time-scale**	**Person**	**Funding Source Responsible**
	regulations to indicate equity of resourcing and cost sharing	of resource schools amongst stakeholders			
	• Undertake parental cost sharing study	• Clarity and commonality of fees charges and levies	2000	DCEO (CP)	
	• Establish parent teacher associations where these do not exist	• PTAs operational and effective in all schools	2000-2002	DCEO (Instruction)	GOSL
7. Increase resource allocation to the primary sector to increase equity	• Review the formula for allocation of resources to primary sector and adjust over a period of years to secure equity between sectors • Allocate resources based on needs analysis	• Equitable disbursement of finances in devolved budgets • All schools equitably resourced	2000 - 2003	PS/ DCEO (CP)	Japan
8. Develop performance allocation to the ministry its institutions and agents	• Establish common PTRs across schools (recognising needs of infant sections	• PTRs operating finances in devolved budgets	2000	PS	
	• Publish annual inspection and performance reports and results	• Reports issued annually to all stakeholders	2001 ongoing	QA	
	• All individual institutions to issue annual performance (measured in student/participation terms)	• School performance figures published	2001	QA	
	• Develop formal programme of school supervision	• Improved standards of achievement	2000 onwards	DCEO instruction	
	• Improve school data, record keeping and internal monitoring in key performance areas	• Greater accountability	2000 onwards	DCEO Instruction, EO team and principals	
9. Introduce text book rental scheme	• Complete review of curriculum and agreeto reduced book list	• 100% access to textbooks by children	2000	PS DCEO instruction	
	• Publish price lists and inform parents of core book list and prices	• Parents aware of book requirements			

ACTION PLAN FOR MINISTRY

Priorities	Strategies	Expected Results	Time-scale	Person	Funding Source Responsible
10. Review role of National Commission of UNESCO	rental at centre and school level • Establish procedures and operating guidelines for sourcing UNESCO funds	• Increased UNESCO resourcing and support for EDP areas	2001	PS	

EARLY CHILDHOOD EDUCATION ACTION PLAN

ACTION PLAN FOR PRE-SCHOOL EDUCATION AND EARLY CHILDHOOD EDUCATION

Priorities	Strategies	Expected Results	Time-scale	Person	Funding Source Responsible
1. Establish and enforce regulations	• Consultation with stakeholders	• Legislation will reflect concerns of all stakeholders	2000	EO Pre-school	
	• Submit regulations for improvement	• Regulations will become law	2000	EO Pre-school	
	• Disseminate regulations for implementation	• Stakeholder awareness and subsequent implementation	2000	EO Pre-school	
	• Monitor the implementation of the regulations	• Attainment of national standards in the operation of all centres	2000 ongoing	EO Pre-school	
	• Establish national goals and achievement targets	• Goals and targets in place	2000	EO Pre-school	
2. Integrate services	• Inter-ministerial collaboration in the provision of ECECD services	• Merging of resources	2002	PS	
	• Submit position paper on integration of services to relevant authorities	• More effective delivery of services	2000	PS	
3. Revise curriculum	• Review draft curriculum	• Curriculum update	2000	Curriculum and training officer	
	• Publication of National Curriculum and pilot	• Improved teaching/learning experiences for children	2000 - 2005		
	• Pilot and test curriculum	• Common standards			
	• Identify learning outcomes				
	• Orientation workshops to introduce new curriculum (3 days X 8 districts X 30 participants @$30)	• Curriculum implemented	2002	Training officer	
4. Training	• Training sessions for pre-school personnel and kindergarten teachers in collaboration with district education Officers. Eight 3-day workshops each for 40 pts	• Improved teaching/learning environments	2001	Training officer/ curriculum officer	UNICEF

ACTION PLAN FOR PRE-SCHOOL EDUCATION AND EARLY CHILDHOOD EDUCATION					
Priorities	**Strategies**	**Expected Results**	**Time-scale**	**Person**	**Funding Source Responsible**
	• Workshop for pre-school administrators/principals of infants schools 8 X 30 persons	• Enhanced performance of trainees	2000	PS	
	• Establish pseudo-laboratory at the Pre-school Unit as a training centre	• Research and action research base operating	2001		
5. Parent/Child literacy project	• Collaborate with Adult Education and Library Services to organise group sessions for parents and children	• Sensitisation of parents to the importance of reading	2001 - 2005	EO Pre-school	
		• Children's interest in books stimulated at an early age resulting in improved literacy levels	2000 - 2005	Adult Ed and Library Services	
6. Increase access to ECE by 30%	• Establish centres in marginalized communities	• Access to quality EC programmes by marginalized families	2000 - 2005	EO Pre-school	
	• Activation of mobile resource unit, refurbish bus to be used as an ECE Centre	• Exposure of children from deprived families to ECE programmes	2001	EO Pre-school	
	• Develop resource kits to be used by caregivers in the home	• Increase in parental involvement in children's development at the home level	2000 - 2005	EO and team	
7. Expand Parent/ Community partnerships	• Involve community members in the management of facilities and maintenance of centres	• Increased parental involvement and improved facilities	2000	EOD	
	• Seek alternative funding sources, including loans to establish new pre-schools	• New community pre-schools formed	2000 - 2005	EO	
	• Education of parents, prospective parents and intervention programmes targeted at young male.	• Parental involvement and participation in centre-related activities	2001	EO	

ACTION PLAN FOR PRE-SCHOOL EDUCATION AND EARLY CHILDHOOD EDUCATION					
Priorities	**Strategies**	**Expected Results**	**Time-scale**	**Person**	**Funding Source Responsible**
8. Establish model 8 ECD centres	• Solicit assistance from Private Sector and other	• Access to funding, furniture and equipment agencies	2002 - 2005	PS + EO Pre-school	
	• Locate and provide suitable physical facilities	• Provision of safe and stimulating environment for young children		DPU	
	• Design programmes for effective use of facilities			EO Pre-school	
	• Appoint and train staff			EO Pre-school	
9. Establish recreational facilities (number subject to sponsorship by corporate citizens)	• Development committees to be established with assistance from private sector and other agencies	• Students have access to upgraded playing facilities	2002 - 2005	EO Pre-schools	Private sponsorship/ Community
	• Conduct feasibility study to determine locations	• Identification of appropriate sites in areas most deprived		EO pre-school	
	• Determine costs, maintenance and up-keep guidelines	• Facilities established		EO pre-school	

PRIMARY EDUCATION ACTION PLAN

ACTION PLAN FOR PRIMARY EDUCATION - C

	ACTION PLAN FOR PRIMARY EDUCATION				
Priorities	**Strategies**	**Expected Results**	**Time-scale**	**Person**	**Funding Source Responsible**
1. Screen all children _before_ entry to Infant Schools. (Physical and Psychological)	• Establish a joint MOE / MOH policy	• 95% children with disabilities identified	2000 - 2001	PS/CEO	
		• Meet needs of 75%			
	• Select and train nurses in each District (8)	• Nurses deployed	2001	PS of MOH	
	• Establish systems between clinics and schools for testing	• Greater inclusion of children with disabilities in the Mainstream	2000	EODS + Principals, Parents Teachers	
	• Create a Special Unit	• Increased access to educational opportunity			
	• Raise awareness of teachers of the needs of these learners	• 95% increase in performance of learners	2001	EO Special Education	
	• Equip them with techniques on classroom management of moderate disabilities				
	• Refer severe cases to special schools	• Pupils receiving more specialist support	2000	EOs	
2. Development of literacy skills	• Establish a 3-year National Literacy Project to include Remedial Reading, Reading Recovery and Accommodation in Reading		2000 - 2003	PS/DCEO Instruction	DFID
	• Technical assistance in literacy development, full-time for 3 year	• 10% improvement (per year) in literacy skills as measured by KS tests		TA	GOSL
	• Training of principals in instructional leadership (90 x 2 days per year x3)	• Decline in Reading standard halted		TA	
	• Training of <u>trainers</u> in techniques of teaching literacy skills and Remedial Reading skills (8 x 20 days)			Train at M.Ed /MA level	GoSL

ACTION PLAN FOR PRIMARY EDUCATION

Priorities	Strategies	Expected Results	Time-scale	Person	Funding Source Responsible
	• Training of <u>teachers</u> in techniques of teaching literacy skills (School or District based)			Trainers Education	DFID
	• Provision of a culturally relevant reading scheme to each school (90 Reading Schemes @ 2000)			TA	DFID
	• Provision of big books and story books to each school (1,200 classes x 35 per year x 3 x 10EC)			TA	DFID
	• Establish continuous assessment and record-keeping			Eval. And Testing	GoSL
3. Development of numeracy skills	• Establish a 3-year National Numeracy Project	• 10% improvement per year in numeracy skills as measured by KS tests	2003 - 2005	PS / DCEO Instruction	GoSL DFID
	• Technical assistance full-time for 3 years				
	• Training of a Numeracy Co-ordinator in each school (90 x 5 days per year x 3)		TA		
	• Training of <u>trainers</u> in techniques of teaching numeracy skills (8 x 20 days)		2001 ongoing	TA	Peace Corps
	• Training of <u>teachers</u> in techniques of teaching numeracy skills (School or District based)			Trainers	OCOD
	• Provision of 2 x Maths Kits to each school to match revised curriculum (180 kits)		TA	UNICEF	

-ACTION PLAN FOR PRIMARY EDUCATION					
Priorities	**Strategies**	**Expected Results**	**Time-scale**	**Person**	**Funding Source Responsible**
4. Provision of support services to address specific needs including gifted children	• Extension of Peace Corps services and support to all Districts	• All children with SEN supported in learning	2000	EO - SEN	GOSL
	• Develop support materials and services (remediation and accommodation) for slower learners in mainstream	• Under-achieving children receiving additional support	2001	EO - SEN and principals CAMDU	
	• SENCOs nominated and trained in all schools school (90 x 5 days per year x 3)	• SENCOs operating	2002		
	• Implement 13+ Project in 6 pilot schools	• Improved attendance • Students motivated • Relevant curriculum utilized	2001	Project Coordinator /Ed.Officer Sp. ED.	Education Trust Fund
	• Establish programme of support for gifted children	• Support programme in place in all school districts	2001	EO (Special Education)	
	• Establish a policy to support children in hospital or with long-term illness while at home	• Increased Education access by sick children	2001	PS / MOH EO - SEN	
	• Develop a pool of volunteer retired teachers to provide hospital and home tuition	• Pupils receiving instruction/education	2001 EO - SEN	EO (SW)/ Principals	
	• Inform parents about the Education Trust Fund and assist socially deprived families to access it	• All disadvantaged children have uniforms and materials	2000	EO Attendance	
5. Implement new curriculum	• Complete development of the primary curriculum to include arts, technology, citizenship and sports and produce guides	• New curriculum in place and in use	2000	CSC CAMDU	GOSL

ACTION PLAN FOR PRIMARY EDUCATION

Priorities	Strategies	Expected Results	Time-scale	Person	Funding Source Responsible
	• Write and publish differentiated learning materials to support the new curriculum	• Improved teacher / pupil relationships	2001 - 2005	CSC	Schools
6. Introduce Information Technology in all primary schools	• Phased introduction of equipment software and training as set out in the Millennium Project Proposal	• All schools linked to Intranet; 80% teachers Computer literat; Children using computers independently across the curriculum	2000 - 2005	MIS Unit	STABEX Millennium Project
7. Develop positive behaviour management	• Enact code of practice for school personnel	• Safe, secure learning environments	2000	Principals, Teachers	
	• Apply national school rules	• Agreed standards of behaviour between children and adults	2000	EO	Parents
	• Establish a policy to support children in hospital or with long-term illness while at home	• Increased Education access by sick children	2001	St. Georges Univ. /GOSL	
	• Establish Junior Achievers Programmes in schools	• Increase in participants	2000 - 2003		Service Clubs/ GOSL
	• Undertake research into impact of drugs (esp. marijuana) on students	• Incidence of drug abuse drop	2000		GOSL
	• Implement a drug awareness programme				
	• Focus on ethics, moral values and civic pride in assemblies and curriculum	• Children with pride and self - discipline	2000		
8. Promote and strengthen school partnerships	• Establish vibrant and functional PTAs or school /community committees	• Greater ownership' involvement and valuing of education	2000 - 2003	EOs/ Principals, Teachers, Parents	
9. Eliminate the shift system in Castries and create a long-	• Construct one new school for 1,050 students in Castries	• All students attend school in normal school hours	2001	Corporate Planning / Supt. of Works	BERP II

ACTION PLAN FOR PRIMARY EDUCATION					
Priorities	**Strategies**	**Expected Results**	**Time-scale**	**Person**	**Funding Source Responsible**
term plan for upgrading and maintaining schools	• Request technical assistance from an architect and a planner (2 x 3 months) • Upgraded sports facilities	• More conducive learning environments upgraded			
10. Repair to and rehabilitate existing plant	• Convert open halls into individual classrooms using acoustic folding screens.	• More child centred-activity; Reduced stress	2000 - 2005	CEO	
11. Prudent utilisation and management of resources	• Involve principals in planning and implementation of repairs	• Improved quality of repairs and maintenance; Increased cost effectiveness	2000	CEO/Supt. Of Works	
	• Equalise the number of trained teachers between schools	• Improved performance from low achieving schools	2000 - 2003	CEO/PS	
12. Raise achievement level of boys	• Engage Technical Assistance to train teachers in action research (12 weeks over 2 years)	• Greater understanding of the causes for male under-achievement	2000 - 2002	PS / DCEO Instruction	DFID
	• Undertake action research	• Alternative strategies developed	2000	TA / teachers	
	• Discuss and disseminate results	• Strategies piloted	2001	Teachers	GOSL
	• Engage technical assistance to train teachers in action research	• Greater understanding of causes of male underachievement	2000 ongoing	RO	
	• Undertake action research in male under-achievement	• Alternative strategies developed			
	• Discuss and disseminate results	• Overall improvement in male performance			
	• Implement strategies and recommendations arising out of studies				

SECONDARY EDUCATION ACTION PLAN

ACTION PLAN FOR SECONDARY EDUCATION - D

ACTION PLAN FOR SECONDARY EDUCATION					
Priorities	**Strategies**	**Expected Results**	**Timescale**	**Person**	**Funding Source Responsible**
1. Provide universal secondary education	• Build two new schools	• New Schools to accommodate additional 1750 students	2001-2005	DCEO Planning	
	• Extend 10 existing schools	• Increased school places to accommodate additional 4200 students	2001-2005	DCEO Planning	
2. Develop curricula to ensure relevance and continuity	• Develop and implement policy and strategy for TVET in secondary schools	• Coherent curricula in place reflecting life skills, career oriented, and reflecting the future needs of St. Lucia	2000-2002	CSC	GOSL DFID
	• Review all curricula in particular regarding the implications for the use of computers in instruction				
	• TA in curriculum development (26 weeks over two years - EC$150,000)				
	• Broad-based curriculum development including civcs, ethics, arts and technology				
3. To improve learning and teaching facilities and materials including information technology	• Introduce computer assisted learning into the secondary school system	• Policy and strategy developed and strategy implemented	2000-2001	DCEO (Instruction)	
	• Train teachers in the use of computers for instructional purposes, and provide opportunities for ongoing training	• All secondary schools equipped with basic materials and equipment including information technology equipment	2000-2005	DCEO (Instruction) ISIS	External + GoSL
	• Review equipment and materials needed on the basis of revisions due to curriculum development (including TVET provision)	• Enhanced and relevant equipment and materials			

ACTION PLAN FOR ASSESSMENT, TESTING AND EXAMINATIONS					
Priorities	**Strategies**	**Expected Results**	**Time-scale**	**Person**	**Funding Source Responsible**
4. To reduce violence, disruptive behaviour and drug abuse in schools	• Establish committee to review the Report on Discipline in Schools (1998) and make recommendations • Implement recommendations • Establish student councils to participate in school governance and to combat drug use	• 50% reduction in drug use, truancy, bullying, stealing, fighting, attacks on teachers, vandalism, etc.	2000-2005	EO (District) And Principals	GOSL

SPECIAL EDUCATION ACTION PLAN

ACTION PLAN FOR SPECIAL EDUCATION - E

ACTION PLAN FOR SPECIAL EDUCATION					
Priorities	**Strategies**	**Expected Results**	**Timescale**	**Person**	**Funding Source Responsible**
1. Adoption of Policy Statement and enactment of legislation re: Rights of persons with disabilities	• Policy Statement to be reviewed and adopted • Formation of a committee to oversee implementation of policy	• Legitimisation of the rights to education for children with special needs • The assurance of equal opportunities for students with disabilities	2000	PS/ EO (SpEd)	
2. To maintain professional staffing: speech therapist; physio-therapy, and occupational therapist	• Provide training for 2 St. Lucian nationals in speech and language therapy • Employment of Occupational Therapist to co-ordinate programmes for all students requiring physiotherapy • Employment of Physiotherapist to co-ordinate programmes for all students requiring this service	• Consistency and continuity of speech and language programmes • Students with physical 2000 disability will maintain/improve their physical condition • Students will benefit from a variety of support services in O.T. to improve their quality of life	2000 - 2003 2001	PS (EO.Sp.Ed)	STABEX + other external funding sources
3. Further development of Recreational and Sports programmes in special schools	• Survey of existing equipment in schools • Repair/ replacement and further equipment needs equipment • Identify and purchase further equipment needs • Construct multi-purpose court at the school for the hearing impaired	• The development of the whole child • Development of physical skills • Enhanced quality of life for students • Development of sporting skills in students	2000 - 2005	Principals of special EO (SpEd)	St. Lucia National Lottery Private sector
4. To provide and resource a Remedial Centre at the School for Hearing Impaired	• Identify and purchase equipment necessary for the Centre	• Improved educational achievement of children attending school particularly in the Language Arts	2000	EO (SpEd)	School for the Deaf
5. To provide an ear-mould lab at the school for the deaf	• Identify and purchase equipment necessary for the lab	• School for the Hearing Impaired will be self-sufficient in supplying ear moulds to its students	2000	Principal	Society for the Deaf

ACTION PLAN FOR SPECIAL EDUCATION

Priorities	Strategies	Expected Results	Timescale	Person	Funding Source Responsible
ear-mould lab at the school for the deaf	equipment necessary for the lab	Impaired will be self-sufficient in supplying ear moulds to its students			for the Deaf
6. Enclosure of School compounds	• Determine the area to be fenced and purchase and install fencing a) School for the H. I, b) Dunottar School	• Students and school compounds will be more secure	2000 - 2001	Planning Officer	MOE
7. Provision of appropriate IT for special education support	• Ensure Special Education features in the Millennium Plan	• Greater learning opportunities for special school children • Identify suitable equipment	2000	School Principals	STABEX
8. Provision of auxiliary staff for all four special schools	• Interview and appoint 2 teachers' aides • Interview and appoint 2 receptionists • Interview and appoint one caretaker	• More effective care and education of students and school plant	2000 - 2005	Special school principals	GOSL
9. Repair and purchase new furniture	• Survey all schools for necessary repairs	• Improved learning environment • Submit list to MoE • Ensure repairs are carried out • Purchase required furniture	2000 - 2005	Special school principals	GOSL
10. To provide educational and office materials and equipment	• Identify and purchase material	• Improved delivery of service	2001 - 2003	Principals of schools EO Spec Needs	Private sector, MOE, Service orgs.
11.To provide development skills screening Assessor for all children entering the education system	• Collaborate with Min of Health and Pre-school services	• Early identification and remediation	2000 - 2003	Special Needs	MOE/Min of Health

ACTION PLAN FOR SPECIAL EDUCATION

Priorities	Strategies	Expected Results	Time-scale	Person	Funding Source Responsible
12. Provide opportunities for staff development	• Regional and international training for teachers of students with special needs	• Multi-handicapped will receive service to full potential	2001 - 2004	EO Spec Ed MOE: HRD	MOE
	• Access current info. and training in the areas of Special Ed.	• Better quality and more appropriate delivery of services	2000 ongoing	EO Spec Ed	NGOs
	• 50 teachers from the Special Education Schools will attend 3 PDD workshops		2000 ongoing	MOE: HRD	
	• Carry out training seminars for teachers in Special Schools	• Students creative expression will be enhanced	2000 (Drama)\n\n2002 (Music)	Peace Corps volunteers	Peace Corps
	• Provide training for teachers in the Arts		2004 (Art and Dance)		
	• On-going workshops	• Optimum delivery of services for SWDs	2000 ongoing	EO Spec. Ed	GOSL
	• Provide training for all Principals of regular schools in Supervisory Skills in sp. Education				
13. To provide parent-training workshops	• Access resource persons from: Special Schools, SALCC, PCU, MoE	• Parents will be better able to handle and understand children with special needs	2000	Special Needs Assessor	Voluntary Organi-zations
14. Public education using print and electronic media	• Newspaper articles\n\n• Radio and television talk show and panel discussions	• Attitudinal change by members of the public towards persons with disabilities and special needs	Ongoing	Principals of Spec, Schs	Private sector sponsorship
15. To further develop vocational training programmes	• Identify and purchase equipment required; Interview and employ personnel	• Students will acquire skills which will make them employable	2000 - 2003	Principals of Special Schools MoE Personnel	STABEX + GOSL

ACTION PLAN FOR SPECIAL EDUCATION					
Priorities	**Strategies**	**Expected Results**	**Time-scale**	**Person**	**Funding Source Responsible**
16. Establish resource and remedial centres in mainstream schools	• Identify areas/space already present at some schools and transform into suitable quarters for remedial centres • Construct small extensions to other schools to establish a resource room	• Greater achievement by wider range of students and greater confidence/ self-esteem	2001 - 2005	School principals, Special Needs Assessor and Planning	GOSL
	• Appoint a co-ordinator for the new centres	• Effective coordination and implementation of remedial services	2000 - 2005	PS	
17. Improve facilities for Special Education	• Construct replacement centres at Vieux-Fort and Dunnottar • Provide new Spec. Ed. Facilities in Soufriere	• Increased access to better quality Special Education services	2003 - 2005 2000	Planning/ EO Spec. Ed.	
18. Facilitate inclusion of children with physical disabilities into regular schools	• Renovate existing schools to provide access for children with physical disability	• Greater access	2000 - 2004	MOE Donors, NGOs,	BERP
	• All new schools built with ramps, rails and appropriate toilet facilities	• Greater access	2000 - 2005	Planning, EO. Sp. Ed	MOE
19. Provide teachers for special ed services in regular schools	• Utilise existing teachers trained in Special Ed to work with teachers and children with Learning difficulties in their schools • Train teachers in remedial teaching	• Enhanced level of student support	2000 ongoing	EO Spec. Ed	
20. Provide audio-visual materials for children with special needs at libraries	• Liase with Head of Libraries	• Greater access to information at libraries for children with special needs	2002 - 2005	Special Needs	Assessor / Library services

ACTION PLAN FOR SPECIAL EDUCATION					
Priorities	**Strategies**	**Expected Results**	**Time-scale**	**Person**	**Funding Source Responsible**
21. Provision of alternative means of instruction for children with learning difficulties	• Identify and provide special aids (Audio-visual, perceptual-motor)	• Students with special needs access education in a manner suitable to their needs	2003 - 2005	Special Needs Assessor	Private sector/ STABEX

TERTIARY EDUCATION ACTION PLAN

ACTION PLAN FOR TERTIARY EDUCATION - F

ACTION PLAN FOR TERTIARY EDUCATION					
Priorities	**Strategies**	**Expected Results**	**Time-scale**	**Person**	**Funding Source Responsible**
1. Review and improve structures and operating arrangements	• Review overall College structure and arrangements • Conduct management and staff audits • Review all Job Descriptions • Increase computerisation of operations • Develop appropriate quality assurance infrastructure • Implement new proposals	• Improved management system in place • Management and administration of College more responsive to demands of students, staff and community	2000 ongoing	SALCC	SALCC
2. Review and expand programmes	• Introduce registration by courses • Develop a credit scheme • Review Associate degree programmes • Review B. Ed. Structure with UWI • Develop, deliver, and monitor new courses, especially in technical areas • Ensure that all full-time students and staff are computer literate • Deliver a series of seminars/lectures across the island • Offer new courses/programmes in areas of need (e.g., Journalism, Fine Arts) • Expand courses/programmes in:	• Additional course provision • Programmes offered across all departments • Course recognised and articulation agreements in place • Flexible programmes designed • IT programmes in place • Increased range of technical subjects • More flexible programmes developed	2000 ongoing	SALCC	SALCC SALCC GOSL
	Soufriere (Phase I)		2000		SALCC+
	Soufriere (Phase II)		2001		
	East Coast (Phase I)		2002		GOSL
	East Coast (Phase II)		2003		

ACTION PLAN FOR TERTIARY EDUCATION

Priorities	Strategies	Expected Results	Time-scale	Person	Funding Source Responsible
3. Review and improve student services	• Improve Financial aid services to students • Improve Counselling services • Improve P.E. and Sports services • Improve Health services	• Students have access to wider range of services • Greater participation in sports	2000 ongoing	SALCC	SALCC GOSL SALCC SALCC + GOSL
4. Review and improve staff training and professional development, staff assessment, and staff welfare system	• Review staff development policy and develop full professional development strategy • Review staff assessment forms and procedures • Develop and implement staff welfare strategies • Make use of Info. Tec. in communications across the College • Staff training and other arrangements for the Hospitality Institute	• Revised policy agreed and operating • Agreement in place • Increased involvement from staff in monitoring and participating in activity • Display of staff work and revision of staff newsletter • Increased staff welfare and motivation	2000 2000 2000 ongoing 2000	SALCC	 SALCC SALCC GOSL
5. Improve and expand physical facilities in an orderly and systematic manner	• Develop Master Plan for Colleges • Construct/refurbish classroom block multi-purpose court, pavilions, extension to Science Block auditorium/ gymnasium, info-extension centre, exercise gymnasium at OTB DHS Building	• Expansion plan approved and operational • New and improved campus buildings in place and operational • Wider range of students attending • College open on evenings and weekends	2000 2000 2000- 2001 2000 2001 2001-2002 2003 - 2004 2003 - 2004	SALCC SALCC	SALCC GOSL+ SALCC

ACTION PLAN FOR TERTIARY EDUCATION

Priorities	Strategies	Expected Results	Time-scale	Person	Funding Source Responsible
	• Construct Hospitality Institute	• Facilities in place and operational	2000 - 2002	SALCC	EDF + GOSL+
	Phase I		2004 - 2005		SALCC
	Phase II				
	Phase III		2005 -		
	• Expand facilities at College Farm	• Wider range of programmes offered			STABEX + GOSL
	• Improve overall ambience of College:	• Operations of College conducted with greater efficiency and in more pleasant surroundings			SALCC
	Refurbish DHS Kitchen				GOSL+ SALCC
	Improve electrical works at old Morne building				GOSL
	Undertake general maintenance of old Morne building				
	• Implement various other initiatives e.g. New Computer lab, library automation and reorganisation, parking	• Facilities in place and operational	2003 - 2005	SALCC	SALCC
6. Increase staff and student involvement in the management of the College	• Assist in reorganisation and functioning of Student's Council		2000	SALCC ongoing	SALCC
	• Strengthen collaborative, systematic planning at college		2001 ongoing		GOSL
	• Improve Communication channels at College		2001		SALCC
	• Establish system of Faculty Boards				
7. Assume a sub-regional orientation to various aspects of development of the institution	• Strengthen OECS/ TLI Networks	• Status of SL tertiary education raised in region	2000 ongoing	SALCC	SALCC
	• Improve OECS/ TLI Info services				

ACTION PLAN FOR TERTIARY EDUCATION

Priorities	Strategies	Expected Results	Time-scale	Person	Funding Source Responsible
	• Strengthen OECS/ TLI monitoring, accreditation, articulation, certification strategies • Develop Research capabilities	• Adult and post compulsory students receive coherent programme	2000 ongoing		

ADULT & CONTINUING EDUCATION ACTION PLAN

ACTION PLAN FOR ADULT AND CONTINUING EDUCATION

Priorities	Strategies	Expected Results	Time-scale	Person	Funding Source Responsible
1. Restructuring of the Adult Education (AE) Programme to include skills and personal enrichment	• Conduct needs assessment Survey	• Clear idea of prospective Learners' needs	2000	Adult Education Unit	STABEX
	• Presentation of position paper to Cabinet of Ministers for consideration and approval	• Approval from Cabinet	2000	Permanent Secretary	
	• Consultation at national level	• Public will be informed of intention; Public will have an opportunity to provide feedback/input Adjustment of position paper; Easy access to	2000	Unit and Permanent Secretary	
	• Development of data base	• Comprehensive information on Participants of Programme as well as courses offered	2000	Adult Education Unit	
	• Establishment of 3 prototype centres	• Attraction of more learners to programme	2000 - 2005	Adult Education Unit	
	• Phase in new structure (as per prototype centre) into existing centres	• Standardisation centre	2001	Adult Education Unit	STABEX
	• Opening new centre on the above module at a rate of 4 per year	• Increase clientele	Ongoing	Adult Education Unit	
2. Collaborate with public/private sector in programme delivery	• Dialogue with ministries such as Agriculture, Health as regards need/delivery	• Greater co-ordination	2000	Unit and Permanent Secretary	
	• Dialogue with pertinent private sector agencies as regards need/delivery	• Agencies will have clear idea of their role	2000		
	• Put a programme together in response to public and private sector needs	• More embracing programme	2000		

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ACTION PLAN FOR ADULT AND CONTINUING EDUCATION

Priorities	Strategies	Expected Results	Time-scale	Person	Funding Source Responsible
3. Develop new system of instruction	• Identify and deploy specialist for writing of modules materials	• Appropriate teaching/learning	2000	AE Staff	STABEX + GOSL
		• Modules prepared by local & consultants	2000 - ongoing	PS EO Adult Education	Local funding
4. Ensure that capable and well trained persons execute/deliver programmes	• Training and selection of facilitators who demonstrate technical expertise	• Capable facilitators in programme	2000 ongoing	Adult education staff with school principals and EOs	STABEX
	• Organise orientation and periodic upgrading courses for facilitators	• Standardisation centre	2001		
5. Establish accreditation/ certification system	• Co-opt expertise from HRD and Examinations Unit	• Issuance of certificate that is nationally recognised	2001	HRD/ Examination Unit	
6. Increase clientele	• Make maximum use of media; Community campaign/mobilisation	• Significant increase in participation	2000- Ongoing	Adult Education Unit	DFID
	• Undertake community campaign/ mobilisation	• Programme serving approximately 10,000	2000	Communica- tion Unit GIS	

HUMAN RESOURCE DEVELOPMENT ACTION PLAN

ACTION PLAN FOR HUMAN RESOURCE DEVELOPMENT - H

ACTION PLAN FOR HUMAN RESOURCE DEVELOPMENT					
Priorities	**Strategies**	**Expected Results**	**Time-scale**	**Person**	**Funding Source Responsible**
1. National Training	• Ensure the NTB and sub-committees function effectively as specified in the new Education Act	• Policy formed and implemented	2000 onwards	Director HRD	
	• Promote the Income Tax (Amendment) Act No.11 of 1998	• Utilisation of the tax break scheme	2000	Director HRD	
	• Establish a National fund for HRD via the Funding sub-Committee of the NTB	• 50% increase in funds available	2000	Funding Sub-Committee	GOSL
	• Establish a database on sources of finances	• Accessible information	2000	HRD Officer	
	• Continue to develop the annual long-term training needs assessment on a sectoral basis	• Training matched to needs	2000 - 2005	HRD Officer	
	• Expand the number of scholarships available for long-term training	• 50% increase in scholarships	2000	Director HRD	
	• Promote distance learning as part of the national HRD strategy	• Increased numbers in training	2000 - 2005	Director HRD	
	• Collaborate with SALCC and other service providers to develop skills training	• Programmes in skills shortage areas	2001	Director HRD	
	• Assist with the establishment of a National Employment Resource Centre	• Customers accessing career opportunities	2000	PS Director HRD	GOSL
	• Assist with the annual "Career Showcase" programme	• Customers accessing career opportunities	2000	HRD Officer	GOSL
	• Publish an annual information booklet on training and career opportunities	• Customers accessing career opportunities	2001 - 2005	Director HRD	
	• Collaborate with SALCC to upgrade the qualifications of teachers	• Fully trained teaching force	2000 - onwards	Director HRD	
	• Assist the TVET Sub-	• Increased TVET	2000	Corporate	

ACTION PLAN FOR HUMAN RESOURCE DEVELOPMENT

Priorities	Strategies	Expected Results	Time-scale	Person	Funding Source Responsible
	Committee to implement programmes			Planning	
	• Develop opportunities for the physically and mentally challenged	• Specialised training programmes	2000 - onwards	Director HRD/ TVET Sub-Comm.	
	• Continue to support training opportunities for special school teachers	• Specialised training programmes	2000	Director HRD/ EOs	
	• Collaborate with Employers Federation in HRD initiatives	• At least 2 overseas training places per year	2000	Director HRD / Assistant Sec HRM	
	• Negotiate preferential scholarships or reduced tuition rates for long-term training	• Joint programmes	2000	Director HRD	
2. Accreditation	• Establish a National Accreditation Board to evaluate programmes	• Cost effective training	2001	PS	GOSL
	• Publish a list of accredited institutions and approved programmes to guide students accessing training locally or overseas	• Quality standards of accreditation	2000	Director HRD	
	• Establish a policy on the recognition of local professional associations	• Prof Ass. Recognised	2001	PS	GOSL
	• Establish a database of local private training providers	• Information and guidance	2001	Director HRD	
3. Registration and regulating training providers	• Establish a registration system based on criteria	• Recognition of status of quality standards	2001	Accredit-ation Board	
	• Establish legislation to regulate private providers	• Information source	2001	Attorney General	
	• Utilise expertise of District EOs to assess and monitor the operations of private training providers	• Accredited providers	2000	CEO	
	• Publish an information	• Statutes and Regulations	2000	Director	Private

	ACTION PLAN FOR HUMAN RESOURCE DEVELOPMENT				
Priorities	**Strategies**	**Expected Results**	**Time-scale**	**Person**	**Funding Source Responsible**
4. Enhance and strengthen Institutions	booklet on programmes offered by local private training providers • Support HRD activities/projects undertaken by all sectors	• Regular monitoring • Customer information • Joint programmes	onwards 2000 onwards	HRD Director HRD	contributions

LIBRARY SERVICES ACTION PLAN

ACTION PLAN FOR THE LIBRARY SERVICE - I

ACTION PLAN FOR THE LIBRARY SERVICE					
Priorities	Strategies	Expected Results	Time-scale	Person	Funding Source Responsible
1. Establish branch libraries as tele-centres	• Develop and submit project proposals for funding	• Development of branch libraries as information bureaux	2000-1	Chief Lib.	
	• Acquire and equip all branch libraries with computers, copiers, fax machines	• Access to photocopy, internet, and fax facilities islandwide	2000 - 2003	Chief Lib.	
	• Complete development of electronic database	• On-line access to information through established network	2000	Chief Lib.	
	• Establish information network	• Easy access to information and efficient working environment	2000	Library assistants	
	• Purchase microfiche equipment	• Preservation of rare WI/ St. Lucia material	2004	Chief lib.	
2. Enhance range of resources	• Submit proposal for funding to introduce services to blind and visually impaired	• Use of library by handicapped	2000	Chief Lib.	
	• Increase reading stock to adult literacy, large print material, children's books, and periodicals	• Increased range and level of use	2000-2005	Chief Lib.	
	• Increase resources and information on CD-ROM and other electronic data sources	• Greater availability of information resources to all	2000-2005	Chief Lib.	
3. Contribute to partnerships	• Establish a standing committee of the Education Advisory Board responsible for library services	• Increased involvement in national education and public awareness	2000	Chief Lib./ EAB	
	• Develop a National Library Service Network	• Improved access to quality material	2004 - 2006	Chief Lib.	
	• Contribute to the co-ordination and development of the National Documentation Web Site	• Added value to data base of NDC	2000-2001	Chief Lib.	
	• Integrate library contribution to literacy and information service developments in other sectors of education and community	• Increase awareness of among stakeholders	2000-2001	Chief Lib./ Branch Lib.	

ACTION PLAN FOR THE LIBRARY SERVICE

Priorities	Strategies	Expected Results	Time-scale	Person	Funding Source Responsible
4. Training	• Appoint and maintain staffing as per proposed structure	• TQM in efficient delivery of services offered	2000-2001	PS/PSC	
	• Provide a comprehensive programme of professional qualification training	• Training through distance learning to minimise disruption to services	2000-2001	SALCC/ SLAIRS	
	• Establish a programme of in-service training, inc., IT other electronic data sources	• IT literate staff information resources to all	2001 - ongoing		
	• Appoint School Library Coordinator	• Island-wide supervision and development of school libraries/ information centres	2001 -	SALCC/ SLAIRS	
	• Undertake training and development of school library staff	• More effective school libraries	2001 - 2005	Chief Lib.	
5. Expansion of outreach services	• Introduction of services to hospitals and prisons	• Improved access to reading material by patients in hospitals and improved literacy amongst inmates	2002-2004	Chief Lib./ Superintendent of Prisons/ Hospital Administration	
	• Develop programmes for prisons	• Improved education of people in custody	2003	Adult Ed. staff with custodial agencies	
	• Establish mobile library services	• Improved access to reading materials in rural areas inc. those in the National Adult Literacy Programme	2000 onwards	Chief Lib.	

YOUTH & SPORTS ACTION PLAN

ACTION PLAN FOR YOUTH AND SPORTS - J

ACTION PLAN FOR YOUTH AND SPORTS					
Priorities	**Strategies**	**Expected Results**	**Time-scale**	**Person**	**Funding Source Responsible**
1. Develop Physical Education and Sports Policy for schools	• Outline process for policy formulation • Submission to Cabinet of policy process • Establish National Task Force, Steering Committee and Secretariat • Hold consultations with sports leaders and organizations	• Process developed • Approved • Improved education of people in custody • Task force, etc. operating • Consultations completed • Responses received • Policy documents in place	2000-2001 for all strategies	PS/DY&S and/or National Youth Council for all actions	GOSL
	• Launch public awareness campaign • Research sports issues for preparation of draft policy documents • Prepare draft policy documents and hold National Congress to discuss drafts and prepare second draft documents • Form Committee of Representatives and Steering Committee to develop draft policy • Present draft policy • Publish and promote sports policy in media	• Second draft completed • Policy developed • Cabinet approves policy • Greater public awareness of policy	2000-2001 for all strategies	PS/DY&S and/or National Youth Council for all actions	GOSL
2. Revise and implement a physical education curriculum in all schools	• Identify resource personnel • Form a curriculum review committee covering primary, secondary and special schools	• Staff in place • Committee operational • Draft curriculum in place • Revised Curriculum	2000/2001 2000/2001 2000/2001	CAMDU PS-D Y & S	GOSL

ACTION PLAN FOR YOUTH AND SPORTS					
Priorities	**Strategies**	**Expected Results**	**Time-scale**	**Person**	**Funding Source Responsible**
	• Run workshops to solicit ideas for curriculum review and prepare draft curriculum	• Workshops operating	2000/2002		
		• 13+ programme developed	2001/2002		
	• Pilot test curriculum	• Examinations piloted			
	• Conduct workshops on teaching the new curriculum	• Staff in place, system operating	2001/2002		
		• Curriculum integrated	2002/2003 2002/2005		
	• Develop a sports specific curriculum for 13+ post Common Entrance Students				
	• Develop PE and sports examinations		2002/2005		
	• Provide a support system to schools which includes administration, equipment, and training				
	• Integrate PE with Social Studies				
3. Design and implement a national sports programme for all schools	• Develop coaching programmes for schools	• Programmes developed for key disciplines	2000/2001	PS/D-YS	
	• Appoint coaches	• Coaches appointed to serve all major sporting disciplines	2001/2004		
		• Needs of individual schools identified			
	• Conduct study to identify sporting activities to be introduced in schools	• Trained personnel to serve at the school level	2001/2002		
	• Conduct "training of trainers" workshops	• Programmes developed and executed at the district level.	2001/2005		
	• Facilitate the hosting of sports programmes at the district level	• Intensive training provided	2001/2005	PS/D-YS DEOs	
	• Conduct intensive training programs for selected		2001/2002	PS/D-YS	

TECHNICAL & VOCATIONAL EDUCATION ACTION PLAN

ACTION PLAN FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING - K

ACTION PLAN FOR VOCATIONAL EDUCATION AND TRAINING					
Priorities	**Strategies**	**Expected Results**	**Timescale**	**Person**	**Funding Source Responsible**
1. To establish organisational structure for TVET in St. Lucia	• Appoint EO (TVET) • Identify and purchase equipment and furniture • Appoint Curriculum Officer (TVET)	• TVET unit established	2000 2000 2002	PS	GOSL+ STABEX
2. To develop and implement a national policy for TVET in St. Lucia	• Prepare draft policy and disseminate for discussion among major stakeholders • Policy ratified by Minister and Cabinet	• A written policy in operation and widely disseminated throughout the population	2001	EO TVET	STABEX
3. To establish a Labour Market Information System [LMIS]	• Review existing data • Commission a labour market survey • Set up LMIS	• A fully operational LMIS with data from 1999	2000	Director of Statistics + Dep DCEO Planning	STABEX
4. To review sectoral TVET programmes to establish new programmes	• Appoint EO (TVET) • Set up subject panels and assess skills needs • Study tours for staff of TVET Unit and other personnel • Finalise agreement on education and training programmes and methods to be adopted • Develop TVET programmes to reflect national skills needs • Assess staff training needs, select trainers, devise training programmes for trainers and train trainers • Train all TVET staff as required	• TVET programmes in line with immediate manpower needs operational, having flexibility to change, as needs change • All schools appropriately equipped • All teaching staff trained in the agreed methods and programmes	2000 - 2001 2002 2002 2003 - 2005 2003	EO	STABEX + GOSL

ACTION PLAN FOR VOCATIONAL EDUCATION AND TRAINING

Priorities	Strategies	Expected Results	Time-scale	Person	Funding Source Responsible
	• Prepare equipment lists and detailed specifications, procure and install equipment [including for Vieux Fort and Rock Hall Vocational Schools] • Construct new buildings; Renovate/extend existing buildings		2001 - 2002		
		• Implement programmes			
5. To upgrade primary schools to Vocational Training Institutes	• Senior Department of Vieux Fort Primary School • Rock Hall Senior Primary • Upgrade Grande Riviere Sr. Primary	• Both schools renovated, and equipment installed in accordance with BERP • School better equipped to offer TVET courses	2000 2002		BERP2 + STABEX [equipment and furniture] +GOSL
6. To establish Information and Communications Technology (ICT) in secondary schools for TVET purposes	• Undertake a review of the existing equipment and programmes in secondary schools, including the pilot for the Millennium Project • Review options for implementation of the Millennium Project Proposal in general taking account of the results of the review • Implement the Millennium Project as far as it relates to TVET on a national basis	• ICT techniques being utilised in all TVET programmes, in an effective and sustainable manner	2000 - 2001		STABEX + GOSL
7. To establish an effective careers guidance programme in schools	• Mount exhibitions, open days and other activities to enhance the image of TVET in schools	• Better guidance and more effective subject selection • Improvement of attitude to TVET in general and to gender stereotyping in particular	2002 - 2005		

TEACHERS AND TEACHER TRAINING ACTION PLAN

ACTION PLAN FOR TEACHERS AND TEACHER EDUCATION - L

ACTION PLAN FOR TEACHER TRAINING					
Priorities	**Strategies**	**Expected Results**	**Timescale**	**Person**	**Funding Source Responsible**
1. Develop qualifications and expertise of early years staff	• Collaborate with a recognised university to establish a degree programme in Early Childhood Education by distance learning	• Professional enhancement of Early Childhood practitioners	2000 - 2003	Pre-school unit + SALCC	External + GOSL
	• Develop a certificate for Early Childhood Education		2000	Pre-school unit + SALCC	GOSL
2. Professionalise the teaching force	• Train and qualify all untrained teachers (362)	• 100% qualified force	2002 - 2005	SALCC	GOSL
	• Establish a career path and encourage teachers to train, especially through the summer programme	• All teachers engage in INSET • All teachers engage in	2000 - 2005	HRM/SLTU /SALCC	
	• Improve teacher selection process by re-introducing orientation programme to screen all new entrants	• Motivated and committed teachers	2000 - 2005	SALCC	
	• To produce a graduate level and professional teaching force at secondary level	• 90% of teachers have degree in their subject	2000 - 2005	CAMDU/ Community College	
	• Establish a local board of teacher education	• Monitoring harmonisation of all teacher education activities	2000 - 2001	SALCC/PS	GOSL
3. To improve the performance of teachers in content and methodology (special reference to sport, PE arts)	• Ensure training in modern teaching and learning methods	• All teachers trained in student-centred teaching methods	2000- 2005	QA/SALCC	GOSL + Corporate funding
	• Establish professional subject associations	• Enhanced teacher awareness of subject	2000- 2001		CAMDU/ SALCC
4. To enhance the qualification and expertise of teachers of students with special needs	• Implement an associate degree programme in Special Education at SALCC on a full-time basis	• More and better qualified teachers to deliver special education	2000 - 2005	EO Special Ed + SALCC	GOSL
	• Create training programmes to assist teachers in providing remedial support to under-achieving pupils	• Pupil achievement increased	2001	EO Special Ed	GOSL + SALCC

ACTION PLAN FOR TEACHER TRAINING

Priorities	Strategies	Expected Results	Timescale	Person	Funding Source Responsible
	• Provide training in guidance and counseling	• Trained guidance counsellors available to every school	2002	EO Attendance + SALCC, + CAMDU	
5. To provide training for teachers of TVET	• Assess staff training needs, select trainers, devise training programmes for trainers and train trainers	• All teaching staff trained in the agreed methods and programmes	Oct 2002 2003	EO TecVoc + SALCC	STABEX
	• Train all TVET staff as requiredO		May 2003		
6. To equip teachers to use computers and IT in their teaching	• Develop course for applying IT within the curriculum	• IT enriched teaching	2002	SALCC/MIS	GOSL
	• Training provision in IT skills for teachers	• Teachers with skills to use IT in their teaching	2001 onwards	SALCC/MIS	
7. To improve recruitment, selection and deployment of teachers	• Enhance recruitment procedures and screening guidelines, develop pre-service training	• Higher quality of teachers entering the profession	2000	CEO/SALCC	
	• Review deployment programme to ensure a larger proportion of male teachers in primary schools especially in the infant department and an increased number of qualified teachers in infant and primary levels	• More males and better qualified primary teachers	2000	CEO	
	• Develop clear performance standards for teachers and investigate improved reward and incentive schemes	• More motivated and committed teachers	2000	SALCC/ SLTU	GOSL
8. Train all teachers in inter-active teaching and learning methods	• Train all principals in managing change and instructional leadership (90 x 5 days)	• Students taking more responsibility for their own learning	2000	DCEO instruction, EO team and SALCC	GOSL GOSL
	• Run summer courses in inter-active teaching, differentiation, group work, individualised learning, how children learn	• Less instruction and more activities matched to student ability	2000-2005	CAMDU/ SALCC	
9. Review current	• Consult with University of	• Enhanced B. ED in place	2000	SALCC	GOSL

ACTION PLAN FOR TEACHER TRAINING					
Priorities	**Strategies**	**Expected Results**	**Timescale**	**Person**	**Funding Source Responsible**
B.Ed. and regular Teacher Training Programme	the West Indies, re-structure and add specialisms				

EDUCATION SOCIAL WORK ACTION PLAN

ACTION PLAN FOR EDUCATION SOCIAL WORK - M

ACTION PLAN FOR EDUCATION SOCIAL WORK					
Priorities	**Strategies**	**Expected Results**	**Timescale**	**Person**	**Funding Source Responsible**
1. To enhance the adequate food children at school	• Extend the school feeding programme	• All schools providing adequate food	2000	School Feeding Officer	
	• Complete and equip kitcen at the School for H.I.	• All students assured a balanced daily meal	1999	EO (SW)	MoE
	• Employ two full-time cooks (Dunnottar sch. and Sch. For H.I.)		2002	SALCC/MIS	GOSL
	• Upgrade or replae equipment at Dunnottar and VF special Ed. Centre		2001 onwards		SALCC/MIS
	• Enhance the quality and nutritional value of school food	• Meals nutritonally balanced	2000 ongoing	School Feeding Officer	
	• Extend the use of school gardens	• All schools with facilities operating gardens	2001	EO+ Principals	
2. Ensure the safety and security of teachers and students	• Review the student insurance scheme	• Enhanced insurance scheme	2000	PS	
	• Improve school security	• Fencing in place	2000 ongoing	Planning Officer	
	• Introduce measures to counteract violence towards teachers	• Drop in incidence of violence	2000	EOs+ Principals	
	• Introduce measures to address problems of student engaging in violent and other deviant behavior		2003	SALCC	GOSL
	• Investigate insurance scheme for teachers	• Schemed developed	2000	PS with Teachers Unions	GOSL
3. Provide support for increasing the health and well-being of staff and students	• Appoint counsellor in each Secondary school	• Appropriate teachers trained for the posts	2000 - 2001	EO	
	• Provide suitable accommodation for guidance and counselling within each school	• Suitable furnished accommodation provided in each school	2001	EOs and principals	GOSL

ACTION PLAN FOR EDUCATION SOCIAL WORK

Priorities	Strategies	Expected Results	Timescale	Person	Funding Source Responsible
		• Educational social workers in place and operating effectively with counselling provision available	2001-2002	EOD	GOSL
	• Make provision of medical assistance in schools and districts	• Nurses to be in place	2001	EO	
	• Develop and apply policy on teenage mothers of school age	• Procedures for teenage mothers in place	2000	PS	
	• Introduce dress code for students, teachers and MOEHRDYS staff	• Standard of dress and presentation enhanced	2000	CEO and principals	
	• Use of hazardous materials phased out from schools	• Safe learning environment achieved	2000 ongoing	Building officer/ principals/ EO (Districts)	

ASSESSMENT, TESTING & EXAMINATIONS ACTION PLAN

ACTION PLAN FOR ASSESSMENT, TESTING AND EXAMINAIONS - N

ACTION PLAN FOR ASSESSMENT, TESTING AND EXAMINATIONS					
Priorities	**Strategies**	**Expected Results**	**Timescale**	**Person**	**Funding Source Responsible**
1. To enhance performance review data	• Review minimum standards tests	• Plans to develop valid, reliable and relevant local tests	2000	Eval. & Exam Unit	
	• Introduce base line assessment	• Tests operating	2001-2005	DCEO (ES)	
	• Introduce revised programme of minimum standards tests based on review recommendations	• New standard format for tests	2001 - 2005	Eval. & Exam Unit	
	• Enhance feedback and results reporting	• All stakeholders receive timely, useable and accurate reports	2001 - 2005	Eval. & Exam Unit	
2. To improve student assessment	• Develop programme for continuous assessment	• Assessment linked to curriculum process	2001	CSC Eval. & Exam Unit	
	• Apply range of assessment techniques	• Teachers using range of assessment	2002	Principals and teachers	
3. To ensure security and confidentiality of all examinations	• Develop enhanced systems for storing information and test items	• No prior leaks of tests	2000 ongoing	Eval. & Exam Unit	
	• Review current arrangements for confidentiality	• Results restricted to appropriate stakeholders	2000 ongoing	Eval. & Exam Unit	
4. Improve certification and qualifications	• Review Standard 6 Certificate	• New National Certificate Examination	2001	Eval. & Exam Unit	
	• Review Common Entrance	• Changes in format and processing to aid move to USE	2001-2005	Eval. & Exam Unit	
	• Review and enhance range of certification at school	• Authentic academic and professional qualifications introduced	2001 onwards	Eval. & Exam Unit	
5. To establish a National system of certification and accreditation	• Review existing training programmes and assess level of each on a comparative scale • Commission consultancy to advise on establishment of system	• A system which is accepted national and regionally, and which allows upward mobility through the system, with fully flexible access and egress	2003	CEO + EO (TVET)	STABEX

ACTION PLAN FOR ASSESSMENT, TESTING AND EXAMINATIONS					
Priorities	**Strategies**	**Expected Results**	**Time-scale**	**Person**	**Funding Source Responsible**
	• Negotiate with OECS to develop standards in accordance with regional developments • Generate public acceptance of standards				

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