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REPORT FROM: ST. VINCENT AND THE GRENADINES

2018

GAML5

October 2018

Hamburg, Germany



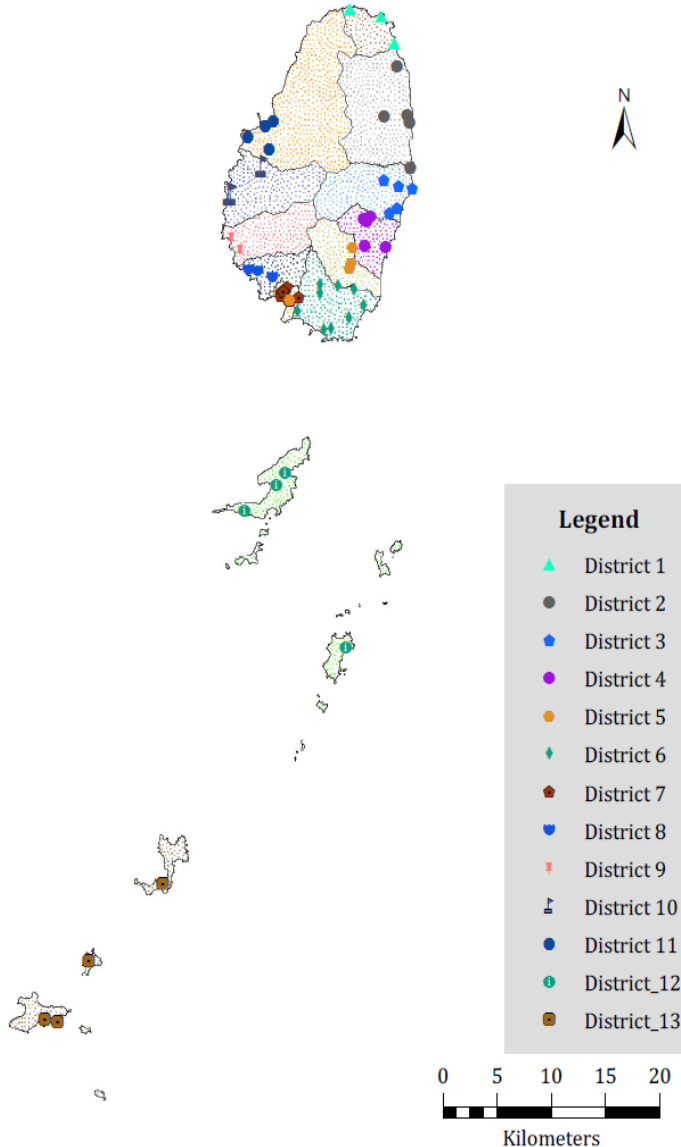
Readiness for Reporting on SDG 4 Indicators in SVG

Indicator	Challenge
<p>4.1.1 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex</p>	<p>There is no standardized test which is done across all institutions for either mathematics or reading. There is no test done for proficiencies at the secondary level.</p>
<p>4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex</p>	<p>This requires the use of a MICS which would possibly be done at the earliest 2020</p>
<p>4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex</p>	<p>The current system captures participation in formal education 5-16. There isn't a structured mechanism to capture what exists in the non-formal sector</p>
<p>4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex</p>	<p>There is a challenge in capturing the number of persons who are in the school setting and sitting CSEC. Capturing those outside of the education sector is a challenge</p>
<p>4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills by type of skill</p>	<p>There is a challenge in capturing the number of persons who are in the school setting and sitting CSEC.</p>

Readiness for Reporting on SDG 4 Indicators in SVG

Indicator	Challenge
<p>4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated</p>	<p>Wealth data would require a household survey which requires additional capacity</p>
<p>4.6.1 Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex</p>	<p>A literacy study is needed and Numeracy is not measured</p>
<p>4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment</p>	<p>This is not a priority area in the curriculum</p>
<p>4.A.1 Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)</p>	<p>All schools are equipped with basic infra structure. As per the persons with disabilities, there is a concerted effort to move towards inclusive education thereby providing for their needs as best as possible.</p>
<p>4.B.1 Volume of official development assistance flows for scholarships by sector and type of study</p>	<p>The data would need to be collated from the training division</p>
<p>4.C.1 Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum</p>	<p>Data is available regarding the number of trained teachers.</p>

Location of Primary Schools in St. Vincent and the Grenadines by District



Kindergarten Baseline Assessment

The **1st** sitting – assessing basic skills and competencies on entry

The **2nd** sitting assessing if these skills and competencies were enhanced

Teachers are to use the information gathered to develop interventions that will help to reduce/eliminate any deficiencies.

Grades' Two and Four National Diagnostic Tests

Data collected for each student regarding performance required by the syllabus for English and Mathematics

Student data is returned to the school to aid teachers in better assisting students

Both the Baseline Assessment and the Diagnostic tests are done across all institutions

Caribbean Primary Exit Assessment

A placement exam for Grade 6 students' transition into secondary schools.

Assessments and Challenges:

- i. Assessment is obtained for Grade 2 students in mathematics
- ii. Assessment data is available at the end of primary in reading and mathematics

Challenges in implementing

- i. Time that elapse between assessment and feedback is sometimes lengthy
 - ii. Due to financial constraints, getting the most suitable personnel to administer the assessment may be challenging
 - iii. Absence of a tracking system to allow for continuation of intervention inhibits the effectiveness
- The content frame work is linked to the Curriculum in that there are some concepts which are expected to be taught by stipulated times in Grades 2 and 4 which in turn allows for assessment.

SUPPORT REQUIRED

- Training of administrators
- Tracking system that follows students at least through the primary grades
- Trained personnel in specific special education issues so that diagnoses and interventions can be efficient
- Training of human personnel in constructing assessment tools
- Culturally relevant standardized assessment instruments in reading and mathematics

- • Budgets will definitely increased
- Analysis of the findings will provide hard evidence to support whether to continue a programme or to take alternative paths

□ Decision Making

- To some extent various units participate in the discussions to determine student learning outcomes, these include:
- Curriculum Development Unit
- Examination Unit
- School Inspection Unit

- Within the Ministry of Education
- -Education Planning Unit
- Main report Education Statistical Digest is online at:

http://education.gov.vc/education/?option=com_content&view=article&layout=edit&id=476

The Central Statistical Office is the **MAIN** repository for statistics in St. Vincent and the Grenadines

Reports can be downloaded from:

www.stats.gov.vc

Also, other Ministries such as Health and Agriculture are also involved in data collection and produce data for SDG's.



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Thank you!