

GOVERNMENT OF ST. KITTS AND NEVIS
MINISTRY OF EDUCATION

GREEN PAPER
ON
EDUCATION DEVELOPMENT AND POLICY

*RAISING THE STANDARD, MAXIMISING
RESOURCES, ALIGNING WITH REGIONAL
AND BEST PRACTICES - PROMOTING
SUCCESS FOR ALL
2007-2017*

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FOREWORD

As we move deeper into this 21st technological century, the role of Education is of increasing importance, as we must of necessity facilitate people's growing desire to learn for personal fulfillment and to help them cope with the social and economic issues of these changing times.

Education is in fact, a fundamental requirement for full participation in the Nation's developmental process. As such we must offer education that is relevant and continued, that will enable our people to keep abreast of new and emerging technologies.

Without a doubt, the Ministry of Education must be responsive, not only in implementing policy measures, but by constantly reviewing policies and actively undertaking the necessary reforms.

It is for these reasons and more why the Ministry, following wide and in-depth discussions and analysis, has decided on this measure to deliver a quality direction, rich in information, which the Nation has a right to expect of the Education System.

This Green Paper therefore is being presented as a catalyst for discussion and debate, with the hope that the Education System when reformed will be seen as one that would lend to the overall further development of our people and our Nation.

Honourable Sam Condor
Minister of Education

PREFACE

The education developments and policies outlined in this document are intended to chart the way forward and provide guidance for the activities of the Ministry of Education for the next ten years (2007-2017). In effect, this document represents the “20/20” vision for the Ministry of Education. It is anticipated that the recommendations, targets, proposals and related policies outlined in this ***Green Paper***, after due consultation and feedback from local stakeholders, regional and international agencies, over the next few months, will form the basis of a ***White Paper*** to be published in 2008.

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

Osmond Petty
Permanent Secretary
Education and Youth

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INTRODUCTION

The *Education Act, 2005* provides the legal framework for developments and policies in education. The specific goals and objectives outlined in the *Education Act, 2005* provide broad guidelines on the kinds of citizens that are envisaged to emerge from the institutions of learning in St. Kitts and Nevis. These goals and objectives are reiterated and reinforced below.

BOX - INT 1

Goals and Objectives of the Education System

1. The establishment and strengthening of a varied, relevant and comprehensive educational system that is based on relevance;
2. The provision of access to quality education for all the nationals of St. Kitts and Nevis in institutions that foster the spiritual, cultural, moral, intellectual, physical, social and economic development of the community.

Specifically, the objectives of the Education System are:

- (a) to encourage and promote the development of the basic knowledge and skills in all persons, including:
 - (i) the skills of literacy, listening, speaking, reading, writing, numeracy, mathematics, analysis, problem solving, information processing, computing;
 - (ii) critical and creative thinking skills for today's world;
 - (iii) an understanding of the role of science and technology in society together with scientific and technological skills;
 - (iv) appreciation and understanding of creative arts;
 - (v) physical development and personal health and fitness; and
 - (vi) the creative use of time;
- (b) to develop self-worth through positive educational development;
- (c) to promote the importance of the family and community;
- (d) to provide opportunities to reach maximum potential;
- (e) to promote the recognition, understanding and respect for the constitution, laws and national symbols of the state;

Goals and Objectives of the Education System cont'd

- (f) to develop an understanding of the principle of gender equality and other forms of equality as defined in the Constitution;
- (g) to promote an understanding of the history, language, culture, rights, and values of Saint Kitts and Nevis and their changing role in contemporary society;
- (h) to increase awareness and appreciation of the natural environment;
- (i) to promote a national and Caribbean identity through regional co-operation and integration;
- (j) to develop an understanding of the historical and contemporary role of labour and business in society;
- (k) to prepare for participation in the affairs of St. Kitts and Nevis and global society.

Education Regulations following up on the provisions of the **Education Act, 2005** have already been drafted and are being enacted to address the following subject matters:

Education (Immunizations) Regulations
Education (Education Institutions) Regulations
Education (Teachers) Regulations
Education (Home-based Education) Regulations

BOX - INT 2

In collaboration with the Legal Department, additional Education Regulations will be drafted for Teachers' College, Examinations, Management and Accounting for Schools, Financial Assistance, Special Education, and Technical and Vocational Education and Training, among others.

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

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

This theme has been adapted from a **Consultancy Report on Learning Support** undertaken by an International Consultant as part of the Secondary OECS Education Development Project. The theme reminds us that, as we seek

to improve the delivery of education and improve standards, we must remember that St. Kitts and Nevis is part of a regional and international community.

Thus, although national standards and priorities must always be given due consideration, “**best practices**” that are emerging from regional and international jurisdictions also have to be considered, as we seek to promote success for all learners in the Federation.

Throughout the document, reference will therefore be made to regional and international papers and research that guide and inform the recommendations, indicators and targets that are being proposed.

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

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

The Ministry’s **Mission Statement** emphasizes “lifelong learning”, reinforcing the point that learning is a continuous process and one really does not ever stop learning. The role of the ministry is to facilitate the lifelong learning process by providing the institutions, programmes and resources necessary for citizens to engage in lifelong learning.

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

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

BOX - INT 3

Vision

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

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

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

BOX - INT 4

Mission Statement

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

GUIDELINES AND PRINCIPLES FOR POSITIVE AND EFFECTIVE LEADERSHIP IN EDUCATION

In the pursuit of the Ministry's vision and goals, the Hon. Minister of Education and his team of Ministry officials have been holding extensive discussions with the administration and staff in all institutions and specialized programme areas associated with the Ministry of Education. During such meetings, the Hon. Minister of Education has expounded on guidelines and principles that he considers to be essential for sound leadership within the Ministry. These guidelines and principles should be considered during interactions, decision making and actions at all levels and at all times.

BOX – INT 5

Ten Guidelines and Principles for Positive and Effective Leadership in Education

- 1. Prayer** – The end of all learning is to know God ... to love and to imitate Him
- 2. Vision** - Were there is no vision, the people perish and action without vision is a nightmare; so take time and explain the vision; include everyone and let all ideas contend.
- 3. Listen** – Learning to listen attentively and constructively is as important as learning to speak, if your communication is to be effective.
- 4. Understanding-** Show due care about the needs of everyone
- 5. Honesty** – Deal with everyone fairly; no double standards

Ten Guidelines and Principles for Positive and Effective Leadership in Education (cont'd)

6. **Trust** – One should not be suspicious or insecure; don't second guess
7. **Transparency** - Always operate in an open manner; not covertly
8. **Accountability** – All of us are accountable to someone and each other; so we must all hold ourselves accountable for our actions and decisions
9. **Accessibility**- Try to be always available and approachable ... but be responsible.
10. **Gracious** - Judge people by their best moments and qualities, and their capacity and potential to be the best human being they can be.

The principle of being “**Gracious**”, for example, will be extremely critical for the successful implementation of many of the programmes and initiatives that are outlined in this **Green Paper**, catering for at-risk boys and girls, particularly, boys. School principals and teachers are being admonished to look at the positive aspects of each child's behaviour and potential for achieving and not to allow past undesirable activities or actions to cloud their judgment. There are many cases where persons who have been given opportunities, specifically second, third and even fourth chances to achieve and who have finally emerged as productive citizens. Similar sentiments may apply occasionally to our dealings with teachers and parents.

SECTION TWO

EARLY CHILDHOOD EDUCATION

The Early Childhood organization is one whose main responsibility is to provide high quality care and education to all our children, birth to 5 years of age, in the Federation of St. Kitts and Nevis, whether or not those children are enrolled in early childhood centres.

The Early Childhood Education Unit is managed by a Coordinator and several Resource Teachers whose responsibility it is to monitor the work and curriculum implementation in early childhood centres, both public and privately owned, and, generally, support the delivery of early childhood programmes.

BOX - ECE 1

The Early Childhood Unit has three central goals in its activities and programmes:

1. To heighten awareness in St. Kitts and Nevis of the developmental needs of children from birth to five years and the relationship of these needs to the broader national and human development process.
2. To strengthen the ability of the nation's families and communities to meet the current development needs of young children.
3. To provide direct child care and family support services to the Child, Family and Community network of centres.

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

- (i) The role of an advocate for children and families for specific target groups
- (ii) Disseminating information through mass media and other journals
- (iii) Training and skill building of care providers and families
- (iv) Licensing, evaluating and monitoring child care services
- (v) Managing community resource centres for care providers
- (vi) Continuing programmes of research on the needs of children and families
- (vi) Soliciting programming and providing a channel for national and international investments in child care.

Early Childhood Development Curriculum

The Curriculum of early childhood programmes will continue to be based on the Highscope Curriculum process for Infant-toddlers and Pre-School children.

BOX - ECE 2

The Early Childhood Unit, in collaboration with local and regional entities, including the UNICEF Barbados Office, will engage Highscope practitioners and consultants from the U.S.A. to undertake critical work in curriculum development, teacher development and policy reform for Early Childhood Development that will ensure that best practices relating to the development and implementation of Highscope curricula are implemented in early childhood centres in St. Kitts and Nevis.

The Highscope curriculum process emphasizes Active Learning. The curriculum is based on the belief that children learn best through “active learning” – direct, hands-on experiences with people, objects, events, and ideas. Trusting relationships and continuity of care are emphasized as the anchors for development and learning. Infants and toddlers are encouraged to discover the world around them by exploring and playing. Caregivers are always close by to support children as they play and learn.

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

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

Increase Access to Early Childhood Education

A major goal will be to increase access to high quality care, education and development and to ensure that early childhood centres are provided in all major communities. Currently, there are 14 government day care centres in St. Kitts, either fully operational or in the process of completion. These are complemented by over 75 private pre-schools.

BOX - ECE 3

1. Additional Government Day Care Centres will be constructed and made fully operational - equipped and fully staffed – to serve all major communities within the next ten years
2. The Reaching the Unreached Program will continue to be strengthened to give support to care providers in small communities where there is no day care centre or where parents are unable to send their children to a daycare centre

Upgrading in the status of Early Childhood Teachers

Emphasis will be on exposing all early childhood workers to appropriate levels of training that would enable to advance in the system.

Early childhood teachers with the minimum qualifications for teaching will be classified and rewarded in the same way as other teachers in the system and SERVOL trained teachers and supervisors of early childhood centres will be re-classified in the government's salary structure to enable them to be adequately compensated to better reflect their training and their responsibilities.

BOX - ECE 4

1. The Early Childhood Unit and, by extension, the Ministry of Education will collaborate with UNICEF Barbados Office and other regional partners to elaborate a strategy for the development of early childhood teacher education in the OECS.
2. Within the next 3-5 years, a fulltime and fully-accredited training programme for early childhood teachers will be implemented at the Clarence Fitzroy Bryant College Teacher Education Division.

Facilities for Early Childhood Unit

In order for the Early Childhood Development Unit to adequately fulfill its role and responsibilities, it is necessary that the Unit staff operate from better facilities. The provision of better facilities for Early Childhood Unit staff, as well as, facilities for other units and/or departments within the Ministry of Education, will be addressed later in this document. The Early Childhood Unit will continue to strengthen relationships and partnerships with local stakeholders, as well as, regional and international partners to secure financial and other support for its programmes.

SECTION THREE

PRIMARY EDUCATION

The educational approach at the primary level is developmental and is based on the belief that concepts and all forms of information should be presented to children in ways that integrate new and existing learning. Based on this developmental framework, a quality primary school curriculum allows children to acquire skills at their own pace. Great attention should be placed on individual learning styles. Although fundamental skills are taught in all subject areas at each grade level, yet children should be allowed to master skills according to their own readiness. Thus, at the end of Grade 1, some children will be reading fluently while others will be emergent readers. These differences will be evident in other skill areas and at every grade level. The primary school curriculum should be tailored so that all children feel comfortable and successful in the learning environment.

BOX - PRIM 1

Primary education should... meet the basic learning needs of students. These needs comprise both essential learning tools (such as literacy, oral expression, numeracy and problem solving) and the basic learning content (such as knowledge, skills, values and attitudes) required by human beings to be able to survive, to develop their capacities, to live and work in dignity, to participate fully in development, to improve the quality of lives, to make informed decisions and to continue learning.

Every child should have access to primary education and should master the basic functional standards set for this level of education.

Pillars for Partnership and Progress (OERU)

The **Test of Standards** is administered by the Curriculum Development Unit to primary grades 3-6. The Test of Standards is administered in four core subject areas at the primary level: **English, Mathematics, Social Studies and Science**. The Test of Standards is NOT used as a basis for comparing schools. It is used by the Ministry of Education/ Curriculum Development Unit to plumb and probe the strengths and weaknesses of students in schools in the respective subject areas and identify areas where curriculum and teacher development interventions may be needed. Performance on the Grade Six Test of Standards will continue to be used to assist schools in the placement of students in Form 1 in secondary schools based on **criterion-referenced** measures and interpretation. However, performance on the Test of Standards is expected to be just one of the criteria used during the **discussion** between teachers in secondary schools and heads of feeder primary schools in determining the placement of students. One other criterion, for example, is the performance of the student during the final school year at primary level in Grade Six, as evidenced by the class teacher's class records and position in class. The

emphasis will continue to be on placing the student in the best possible group so that he or she could perform at his or her maximum.

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

BOX – PRIM 2

1. **Reading** is generally the subject of highest priority in the primary school curriculum. Emphasis is on the development of phonics, vocabulary, fluent reading, writing, listening skills, and a whole host of other skills. Reading is the basis for all subjects across the board.
2. Within the next three - five years, **at least 90%** of the children transferring from every grade level in primary schools should be able to read at the required reading level and measures will be in place to sustain this level of reading competence among primary school graduates.

The teaching of Reading will continue to receive a high level of attention. Teacher training will intensify in early identification of weak readers and remediation, Reading Recovery techniques and dyslexia diagnosis and treatment. Implementation of reading intervention strategies will intensify to ensure that all children transferring from the Grades Five and Six to the higher grades and the secondary level are functioning at the appropriate reading level.

BOX – PRIM 3

Interventions will intensify to improve the participation, performance and retention of boys in primary schools.

Preventative interventions will be introduced in primary schools to identify at - risk boys between the ages of 7 and 11 years, addressing the challenges facing these boys through counseling for boys and parents, sensitivity training for teachers, moral education, behaviour modification and financial and welfare assistance where necessary and possible.

Pillars for Partnership and Progress (OERU)

The primary school curriculum will expand experiences for students in **physical education, music and art, character education, and computers**. Physical education will give students a good basis for health and wellness that they will carry with them throughout life. Students' creative side will be developed through music and art. Character Education will emphasize principles of honesty, responsibility, courage and respect for others, thus teaching them to be responsible citizens. The use of computers and the internet will be strengthened to enable them to function in the computer world in which they live.

In keeping with the need to motivate boys (see BOX- PRIM 3) emphasis in curriculum reform will focus on making learning as exciting as possible. It is believed that if teachers are excited about their subjects, then they would be better able to excite their students about the subject. Curriculum reform at the primary level should seek to use and enhance students' natural curiosity.

BOX – PRIM 4

Curriculum reform at primary level should provide students with a wide range of stimulating, challenging experiences; activities that develop independence and the academic, social, and physical skills that students need to succeed in life.

In collaboration with corporate partners, NGOs and other stakeholders in the public and private sectors, Tourism Awareness, Junior Achievement (JA) programs, business labs and related concepts will enrich the curriculum in all primary schools. Tourism Awareness and JA - related concepts and skills are already being infused in the curriculum of primary schools on a pilot basis.

BOX – PRIM 5

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

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

SECTION FOUR

PROMOTING AFTER-SCHOOL PROGRAMMES FOR PRIMARY AND SECONDARY SCHOOL CHILDREN

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

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

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

At the 2007 National Consultation on the Economy, during the group discussions on Education and Youth, one recommendation that emerged, and which is being considered by the Ministry of Education, is that the length of the school day should be adjusted and an active **after-school programme** be implemented for school children. Such a programme potentially should increase the level of motivation and improve achievement of boys, but should also be highly motivational to females. An organized national after-school programme would have to be highly collaborative and require the Ministry of Education to engage in a high level of coordination, involving interested parents and other personnel in communities in which the schools operate, as well as other stakeholders, such as, the Youth Department, Departments of Sport and Culture, and the Ministries of Health and National Security.

A **pilot programme** is proposed in the initial stages. The programme would engage children (including traditionally non-active children) in structured physical activities and build pathways between local community organisations and sporting clubs.

Objectives:

1. To improve the physical activity levels of primary school aged children through a nationally coordinated program.
2. To provide increased opportunities for inclusive participation in quality, safe and fun structured physical activities.
- 3 To grow community capacity and stimulate local community involvement in sport.

BOX – PRIM 6

1. Within the next three years, school hours will be adjusted in one secondary school and two primary schools, to facilitate an After –School Programme that will be introduced on a pilot basis.
2. Other schools will be added on a phased basis.
3. If, following systematic evaluation, these programmes are found to be successful, then, within the next five - ten years, all schools will be involved in an organized national after-school programme.
4. After- school programmes will, over time, be extended to include programmes in **sports, arts (e.g. dance and theatre), technology, and communications.**

Different models of organized after- school programmes have been successfully tried in Australia and the U.S.A. and some of these models could be adapted and experimented with during the pilot phases.

Research emanating from the U.S.A. where after-school programmes have been tried in some school districts suggests that such programmes may be a way to promote positive youth development. The Chicago After - School Matters program, for example, offers students in some of the most underserved schools, internships in the arts, technology, sports and communications. A relationship has been found between participating in after-school activities and higher class attendance, lower course failures and higher graduation rates; that is, lower dropout rates than students who did not participate in these programmes.

The Ministry of Education will therefore pilot the implementation of after-school programmes and evaluate their effectiveness in an effort to improve the level of engagement and retention of males, specifically, and at-risk youth, generally.

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

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

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

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

BOX – PRIM 7

1. Through collaboration involving schools, Ministry of Sports, Youth Department and community clubs, the Ministry of Education commits to ensuring that every child spends **two hours a week** on high quality physical education and school sport, **within and beyond the curriculum; that is, through physical education, school and community sport.**
2. This will commence on a pilot basis in a few schools and improved and expanded systematically based on evaluation supported by systematic data collection and organized monitoring.

SECTION FIVE

SECONDARY EDUCATION

All children at the age of 11+ - 12 years are eligible to transfer from primary school to secondary school. There is no Common Entrance Examination. Children from feeder schools attend the secondary school to which they are assigned; except in the case of Basseterre, where a process of “stratified” random selection is used to assign Form One students to the two secondary schools in Basseterre. This process ensures that both schools are relatively matched at the first form level.

Although repeating students at any grade is not normally done at the primary level, **repeating a student is allowed at the discretion of the school and in consultation with the parents.** The Ministry of Education, however, prefers that if a child were to be repeated, it should be done **once only** at an earlier grade, for example, at any Grade between 1- 5, not at Grade Six. A child who is not yet 12 years can, however, be repeated at Grade Six.

The Caribbean Certificate of Secondary Education

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

A school's timetabling options typically allow a student to take as many as 10 - 11 subjects if he or she is capable. Some people feel that this is too many. The Ministry's position is that students should try to achieve at their maximum potential. Hence, if a student has the potential to do ten subjects, he or she should not be denied the opportunity. **However, no student should be forced to take so many subjects if they are reluctant.**

Currently, based on the results of the 2007 CSEC examinations, about 75% of the national secondary school age cohort from Form 1 is being given the opportunity to take CSEC. In 2007, the national pass rate was 76%, which compared favourably with previous years. Hence, it is clear that more students can be given the opportunity to take subjects for which they show aptitude at CSEC without lowering the national pass rate.

BOX – SEC 1

1. The Ministry's position is that students should try to achieve at their maximum potential.
2. If a student has the potential to do ten subjects, he or she should not be denied the opportunity. He or she should, however, receive proper counseling on the choice of subjects so that his or her strongest cognate area is adequately represented.
3. If, for example, a student were only capable of doing three subjects at General or Technical Proficiency, that child should be allowed to do so. These could be supplemented by other forms of certification.

BOX – SEC 2

Over the next 10 years, the percentage of the national secondary school age cohort from Form 1 that will consistently be candidates for at least three subjects at CSEC will reach at least **80%**.

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

BOX – SEC 3

Other related targets

Over the next five –ten years:

1. The percentage of students obtaining at least five (5) CSEC subject passes **including English Language** will move from 46% which currently obtains to **at least 60 %**.
2. The percentage of students obtaining at least five CSEC subjects **including both English and Mathematics** will move from 27% which currently obtains to **45 %**.

The Ministry of Education will seek to provide alternative programmes that will benefit all children but which will be particularly beneficial to the 20-30 % of any cohort that may not be successful at CSEC.

Objectives

To provide certification that:

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

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

The Caribbean Certificate of Secondary level Competence (CCSLC)

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

A candidate will be eligible for the CCSLC if he/she successfully completes a minimum of **five** subjects, over a three year period.

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

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

1. CXC subjects developed specifically for this programme

- Integrated Science
- Modern Languages: French/Spanish
- Social Studies

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

CSEC TVET
Clothing and Textiles
Food and Nutrition
Home Economics: Management
Building Technology
Electrical and Electronic Technology
Mechanical Engineering Technology
Information Technology (Technical)
Technical Drawing
Agricultural science

and

BUSINESS STUDIES
Economics
Electronic Document Preparation
and Management
Office Administration
Principles of Accounts
Principles of Accounts

III. CSEC Creative and Expressive Arts (Grades I-IV)

Music

Physical Education and Sports

Theatre Arts

Visual Arts

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

V. TVET and other programmes certified by other Boards (e.g. City and Guilds, and Royal College of Music)

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

BOX –SEC 4

General Competencies to be developed in students via the CCSLC

Problem Solving

Critical Thinking

Informed Decision Making

Management of Emotions

Positive Self Concept

Working in Groups

Handling Conflict

Dealing with Diversity and Change

Independent Learning Strategies

General Behavioural and Attitudinal Outcomes of the CCSLC

Students should acquire:

- **A positive image of self, family, community, region and world;**
-
- **Respect for others irrespective of age, class, creed, gender, ethnicity, physical disabilities or nationality;**
- **An abhorrence of violence in all its forms and commitment to settle disputes through arbitration and conciliation;**
- **The capacity to understand that individual freedom is consonant with the acceptance of personal responsibility for one's own actions;**

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

BOX – SEC 5

1. The Final Score on any CXC-examined CCSLC subject will be a **Composite Score** based on a school/ teacher - assessed mark and a CXC mark from the final examination.
2. The student will be classified as being either **Developing Competence** (Fail), **Competent**, or **Master** in each CXC - moderated subject.
3. The CCSLC will be a **Joint Certificate** awarded and signed by representatives of both CXC and the Ministry of Education

BOX – SEC 6

Within the next three years, as curricula in Forms I-III are reviewed and properly sequenced to incorporate the competencies required by the CCSLC, the CCSLC Mathematics and English will emerge as a Form 3 “Test of Standard” for St. Kitts and Nevis.

SECTION SIX

MEASURES TO IMPROVE TEACHING AND LEARNING IN SECONDARY SCHOOLS

During the last three years, the Ministry has been implementing a Secondary Education Development Project (the OECS Education Development Project – St. Kitts and Nevis). This **Green Paper** embraces the objectives of the Secondary Education Development Project and, during the next 5-10 years, the Ministry will build on the successes of this project and expand the objectives.

General Objectives are to:

1. Increase access and equity in secondary education, particularly in poor rural communities.
2. Improve the learning environment in secondary schools through the provision of better facilities for teaching and learning, better trained teachers in specialist areas, and curricula and programs to prepare students for coping in a technological society.
3. Increase the capacity of schools to provide for the needs and interests of youths.
4. Upgrade the planning, management and information processing capabilities in the Education System.

BOX – SEC 7

- | |
|---|
| <ol style="list-style-type: none">1. Curriculum development initiatives led by the Curriculum Development Unit will review and upgrade curriculum guidelines for core subjects and electives at the lower secondary level to ensure that the curriculum is clearly articulated with other curriculum reform initiatives. Thus, the emergence of the CCSLC will require review and re-structuring of the curriculum of selected subject areas between Forms 1 – 3, as well as in-service training of teachers to deliver the CCSLC.2. A wide range of texts and other teaching-learning resources, including technological resources, will be made available to support curriculum implementation.3. A Teacher Performance Appraisal Policy has been established and is elaborated on in a subsequent section of this Green Paper. This Teacher Performance Appraisal System is consistent with curriculum expectations and best practices. |
|---|

Science labs, technology shops and other learning spaces will be upgraded which will result in:

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

BOX – SEC 8

The design and programme structure of the **New Secondary School at Saddlers** will facilitate the implementation of curriculum associated with the reforms outlined above, as well as other reforms proposed in this **Green Paper**, for example, organized **after-school programmes** (see Section Four). Many of the difficulties that are being experienced in other secondary schools with implementing the CCSLC and occupational skill areas in the curriculum are expected to be eliminated.

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

As part of a Consultancy under the Secondary Education Project, a **Certificate Course in Learning Support** was developed by an International Consultant in

learning support methodology and evaluation. This course incorporates best practices, information and communication technologies and practicum in the course delivery and assessment. Recommendations are also made for systematic monitoring of learning support programmes in schools.

BOX – SEC 9

In the next five years, at least 60% of the trained teachers in primary and secondary schools will hold a Specialist Certificate in Learning Support.

School Improvement Projects

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

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

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

This activity should lend support for the establishment of **Student Councils** in each secondary school.

BOX – SEC 10

1. Part of the Ministry's annual budget, as well as contributions solicited from corporate partners, will be used to support and sustain school improvement projects and extra-curricular activities.
2. School improvement projects and extra-curricular activities are intended to introduce a measure of decentralization in school administration. The objective is to strengthen the capacity of schools to cope with autonomy and innovation and so promote a change in the organizational culture of schools.

Strengthening the Role of Guidance Counsellors: Reducing School Violence

School improvement projects and extra-curricular activities provide one avenue that can be used by Guidance Counsellors to plan and execute programmes to deal with school problems.

BOX – SEC 11

Workshops on “**Fostering better relationships between parents and the school**” and “**better parenting**”, in general, have been held with parents in selected feeder communities for at least one secondary school, under the aegis of **School Improvement Projects**. These workshops have been coordinated by Guidance Counsellors.

These workshops will be expanded to be undertaken annually as part of the School Development Plans for all secondary schools.

An **Amendment to the Education Act (2005)** has been made to give greater prominence to the **Guidance Counsellors** in the schools and provide a legal framework around which Guidance Counsellors can work.

Guidance Counsellors operate in both primary and secondary schools, as well as at AVEC and the CFB College. There are two Guidance Counsellors assigned to each secondary school. At the primary level, one Guidance Counsellor is shared between a few primary schools. In due course, this will be addressed and efforts will be made to provide a Guidance Counsellor for individual primary schools, particularly the larger primary schools.

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

BOX – SEC 12

Working in collaboration with the Ministry of Social and Community Development and the Ministry of National Security, the **Guidance Counsellors** within the Ministry of Education will initiate measures to:

1. Reduce the number of repeat offenders, lessen the likelihood of expulsion from school
2. Provide a highly regimented disciplined yet therapeutic environment for students suspended from school; help students develop coping and conflict resolution skills
3. Help students to improve self-esteem and interpersonal skills
4. Reduce and eliminate negative behaviours

Measures for Guidance Counsellors cont'd

5. Establish an ***Alternative Education Programme*** for children who have been suspended
6. Involve parents and/ guardians in the developmental processes of their children/ wards.

Characteristics of Effective Secondary Schools

BOX – SEC 13

The **characteristics of Effective Secondary Schools** can be classified in terms of:

1. Intellectual Capital
2. Social Capital
3. Organizational Capital

A review of literature has identified some of the characteristics of effective secondary schools. These characteristics have been listed in a World Bank document entitled: ***Expanding Opportunities and Building Competencies for Young people: A New Agenda for Secondary Education.*** (The World Bank, 2005, Box 8.11). These characteristics are listed below:

Intellectual Capital

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

Social Capital

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

Organizational Capital

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

BOX – SEC 14

Over the next ten years, these characteristics of effective secondary schools will be incorporated into evaluation instruments which will form the basis for evaluation of secondary schools, guide interaction with school principals and members of **School Management Teams** and will contribute to professional development for school administrators.

SECTION SEVEN

TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET)

Over the last year, there has been renewed interest on TVET with the introduction of occupational skill areas in schools leading to the award of Caribbean Vocational Qualifications (CVQ). The Ministry of Education has established partnership arrangements with HEART Trust/NTA in Jamaica for the training and certification of teachers / instructors/ facilitators in these programmes. The Caribbean Examinations Council is expected to provide quality assurance support for the award of the CVQ.

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

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

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

Principles of CBET include:

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

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

For the purposes of the CVQ and to facilitate quality assurance by CXC, the Ministry has established an Agreement with CXC. The TVET Council, in

collaboration with the Ministry of Education, is expected to perform the following functions:

BOX- TVET 1

Functions of the TVET Council to facilitate the Award of the CVQ

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

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

TVET Strategic Plan 2007 -2010

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

Overview

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

Stakeholders

- Students/Learners
- Youth
- Business Sector/Employers
- Parents/Adults
- Employed/Unemployed Persons
- Government
- Educational Institutions
- Facilitators/Instructors
- Local Communities
- NGOs
- Potential and Actual Investors
- Technocrats

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Government's Commitment • Strong Ministerial leadership/support • Available/number of clients to be trained • Facilitators who have technical skills • Committed facilitators • Established institutions • Healthy economy • Strong external support (Assistance available from other countries) • Universal secondary education • Easy access to training • Institutions have links with employers 	<ul style="list-style-type: none"> • Insufficient finance • Insufficient physical resources • Uninspired clients • Low value of skills training • Inadequate consultation with the private sector • Present training is below industry standards • Inadequate/undocumented labour market information 	<p>To:</p> <ul style="list-style-type: none"> • Improve low reading and literacy of clients • Improve gender equity • Strengthen the workforce • Increase access to occupational training • Promote and develop entrepreneurial attitudes and skills in learners at all levels • Strengthen linkages and partnerships with employers • Improve the perception of TVET • Restructure the remuneration for qualified workers • Conduct qualitative and quantitative for market research • Increase economic growth • Cater to wider sections of the population • Create world class citizens • Access industrial standards • Partner with sub-regional/regional/international entities, agencies and governments 	<ul style="list-style-type: none"> • Sustainability of financial support • Poor perception of TVET • Poor attitudes of youth to training and work • Poverty • Change of government priorities • Natural disasters • Resistance to change • Inadequate remuneration • Inadequate working conditions

Key Success Factors

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

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

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

OUTPUTS/RESULTS	PERFORMANCE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
1. TVET Council Empowered	1.1 Operating structure for TVET Council finalized 1.2 Council members sensitized to CBET requirements <ul style="list-style-type: none"> • Budget to (guide) facilitate the operations of the Council developed • At least six consultations held with stakeholders on TVET initiatives by 1.3 Sub-committees of the TVET Council established 1.4 Promotional activities executed for TVET Council 1.5 At least 10 Lead Groups established 1.6 Occupational Standards validated 1.7 Road map presented to Government, NGOs and Industries	Document describing structure Minutes of meeting Budget document Attendance register Reports, Attendance register Document Report Letters of appointment Validated standards Road map document	Consultations go as scheduled

OUTPUT/RESULTS	PERFORMANCE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<p>2. Competency-based programmes implemented</p>	<p>2.1 TVET Policy presented and in place</p> <p>2.2 CBET Technical Operating Model established</p> <p>2.3 Nine consultations held in communities</p> <ul style="list-style-type: none"> • 6 in St. Kitts 3 in Nevis <p>2.4 CBET programme introduced in all relevant institutions</p> <p>2.5 At least fifty (50) facilitators (instructors/assessors and Verifiers) trained</p>	<p>Policy document</p> <p>Document</p> <p>Reports</p> <p>Coordinators reports</p> <p>Record of who received training</p>	<p>At Output Level: Buy-in from key persons</p>
<p>3. Facilities and equipment improved</p>	<p>3.1 Occupational standards implemented</p> <ul style="list-style-type: none"> • and revised <p>3.2 Facilities Standards in place and revised by</p> <p>3.3 Minimum tools and equipment procured to support delivery of skill areas</p> <ul style="list-style-type: none"> • Tools and equipment upgraded <p>3.4 Labs established and adequately designed to accommodate meaningful hands-on training</p> <p>3.5 New labs/training facilities identified/built and equipped for use by wider community</p> <p>3.6 Security/Safety procedures in place for labs/facilities and equipment</p> <ul style="list-style-type: none"> • Security systems in place <p>3.7 Nine (9) learning resource centres upgraded</p> <p>3.8 Instructional materials and learning resources procured on a on-going basis</p>	<p>Standards</p> <p>Photographs Inventory list</p> <p>Ministry report</p> <p>Ministry report</p> <p>Document</p> <p>Ministry report</p> <p>Report from Procurement officer</p>	<p>At Output Level: Financing in place</p> <p>Specifications are done correctly</p>

OUTPUTS/ RESULTS	PERFORMANCE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
4. HRD programmes developed and implemented	4.1 An training plan for HR developed 4.2 Twenty five (25) persons to be trained to manage the CBET system 4.2 Twenty five (25) facilitators proceed on study tour (s) 4.4 Review training and development needs HR programme - ongoing	Report Records of workshops Report	Finance is available
5. Quality Assurance system developed and implemented	5.1 Quality Policy Guidelines developed and implemented 5.2 Confirm agreement with CXC for quality assurance for secondary schools 5. 3 Record keeping system developed and implemented 5.4 Survey of existing resources of industry to supplement training facilities in our institutions conducted 5.5 Assessors trained, certified and registered 5.6 Internal and external verifiers trained and registered 5.7 Facilitators trained and certified at a minimum of Level II <ul style="list-style-type: none"> • Secondary school - a minimum Level II 	Policy Report Copy of Agreement Survey Report Attendance Register & Certification Report Attendance Register Certification	At Output Level: Buy - in from key persons

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

Advanced Vocational Education Centre (AVEC)

The Ministry of Education has been vigorously striving to maintain its envied education system by way of strategic improvements ensuring that its citizens are well prepared for CSME and the free movement of people within the CARICOM area. This requires that all school leavers obtain a regionally recognized qualification, and making them an attractive investment for the employers in the local and regional employment markets.

It has been recognized by the Ministry Of Education (MOE) that the Advanced Training Education Centre (AVEC) plays a strategic role by accessing school leavers to technical vocational training and links them to and prepares them for the world of work. This has now evolved within the Technical Vocational Education Training (TVET) framework of Competence-Based Education Training (CBET).

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

The MOE recently established a curriculum committee (AVEC Development Team) to discuss the future development of the centre and look at what is required to move forward, improve delivery of training, efficiency of administration, quality assurance in data capture, lesson planning, schemes of work, teaching strategies, health and safety and the improvement of the learning environment, in a move towards meeting occupational standards. The AVEC Development Team includes senior staff at AVEC, representatives from the Ministry of Education- Administration, the Curriculum Unit, the TVET Council and the private sector.

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

BOX – TVET 2

<p>The Ministry's aim is to make AVEC a <u>Centre of Excellence</u> for the delivery of TVET/ CBET.</p>
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AVEC therefore commands a very important role within the Federation. Its main focus will be to provide training for those learners who have left school with only part of a qualification (CSEC and/ or CCLC) and give these students the opportunity to complete their qualifications alongside training in a competency - based training programme of their choice to follow their chosen career path.

- Learners will be able to gain units of competencies that would give them the skills to move into employment and enhance their quality of life.
- Once in employment they will have the opportunity to continue training, either within the workplace or return on a part time basis to complete their full qualification, either through AVEC or other organisations such as the National Skills Training Programme (NSTP).
- Those students who are over 16 years of age and weak in core skills (Maths, English, Communication, and Work Aptitude) can increase their ability in these areas through more directed training in those areas linked to their training programmes.
- Students can gain a recognised qualification to progress onto the Clarence Fitzroy Bryant College with a record of their work and assessment information.
- AVEC can also work with employers to provide vocational training courses within the TVET framework to gain qualified staff whilst retaining them at the place of work.
- This can be achieved by working with the National Training Skills Programme. AVEC'S contribution would be providing training space and facilities should these resources be required
- AVEC will offer full time courses within the technical vocational areas where there is a demand by industry of a specific quantity of learners (this information should be obtained via the TVET Council).
- Offer part - time courses of a more specialist nature again based on industry needs and learner demand.
- Allow schools to utilise their facilities for practical training to complete their occupational skill areas of their Caribbean Vocational Qualification (CVQ). This however will have to be arranged on a school-by-school basis to ensure access through effective timetabling of space and facilities.
- AVEC will **generate income** by offering basic services through the occupancy skills areas. All work should be authorised through a give procedure to ensure the revenue is fairly shared between the institution and the learners. This will encourage the entrepreneurship element of the

training programme. The revenue gained by the institution should be reinvested into maintenance of the centre and the purchased of new equipment to enhance the training facilities.

- In partnership with the National Skills Training Programme develop innovative training programmes. These are developed in collaboration with the private sector, as effective vocational education and training is driven by the realities of the occupation and not by wishes of training institutions. Thus, relevant training may be more meaningfully facilitated by the industry in a real working environment. Working partnerships with industry should be in place through the established national training mechanisms of which AVEC is a part.
- To provide a careers and guidance service for existing learners at the centre. Give access to this service to the secondary schools who can arrange scheduled visits during the academic year and to the wider community.

Vocational and Careers Guidance

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

It has been recognized that there is the critical need to add an organized and professional element to the “ad hoc” guidance and counseling programmes in schools, vocational training centres and community colleges. The focus on vocational and career guidance would serve not only to promote TVET, but also to ensure a proper match between students’ interests and their choice of a career in which they are most likely to be successful and productive. This would be a most effective approach; particularly where the career guidance is linked to some form of Labour Market Information System (LMIS). Thus, vocational and career guidance must be an essential integral component of TVET programmes.

AVEC’s New Training Programme portfolio should be:

- Business Studies
- Hospitality Services (Food and Beverage Preparation)
- General construction (to include masonry, joinery)
- Auto Mechanics
- Welding and Fabrication
- Electrical Installation (with aspects of electronics for those students who are interested)

- Agriculture
- ICT (to be delivered as International Computer Drivers License. This is to ensure that all students are computer software literate on all training programmes).
- Computer Aided Design (Architecture and Technical Drawing). An understanding of how to read plans should be merged to deliver a basic introduction to T.D. but the emphasis will be made on the CAD to include the total process of house or product design and build.
- Plumbing, air conditioning and refrigeration.
- Other part time courses where there has been an identified demand; to be held in the evenings.
- Spill over evening courses from CFBC where the use of the resources are required.

The above courses should be delivered within the TVET/CBET framework, and maybe delivered on a full time or part-time basis depending on demand or instructor availability.

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

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

This will give a larger working space with the capability to deliver a range of training courses such as:

- Electrical Installation/Electronics
- Plumbing
- Welding and Metal Fabrication.
- Air Conditioning and Refrigeration

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

Data Capture

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

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

BOX -TVET 3

All students training in occupational skills programmes must from September 2007 have a **Portfolio of their work** completed across the academic year in accordance with the CBET framework .

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

The evidence of work in the portfolio often comes from the learner's day-to-day work. However, the evidence can also come from prior work experiences, previously certified learning and other activities such as leisure activities. This evidence can therefore come from either current performance or past achievements.

Typical sources of evidence for a portfolio include:

- product evaluation
- observation by mentors
- case studies
- historical evidence
- photographs
- personal statements
- observation by assessor
- authenticating report
- questioning
- video and audio recordings
- workplace assignments
- projects

As the instructors and students become more adept at using portfolios, appropriate procedures must be followed for quality assurance purposes. Portfolios must:

- be properly indexed and treasury tagged.
- include work related to the performance criteria from the training manuals.
- cover the whole range of criteria on completion.
- be regularly marked and recorded feedback from the instructor to the learner for improvement of the work be clearly identified.
- show positive progress by the learner.
- For all practical testing a record must be kept either by keeping the work or taking recordings, pictures etc. and a practical assessment sheet completed in its entirety.

- All portfolios must be kept up to date to ensure the learners can see and monitor their own progress

Instructor Training at AVEC.

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

The MOE, in collaboration with regional and international partners, and through local teacher training initiatives must strengthen instructor/ teacher training for diversified and effective programme delivery.

Delivery is a critical element of the TVET system. Teachers/Instructors are the key factors of the delivery system. Traditionally, most of the region's TVET teachers emerged from the traditional elitist academic system. Because of the traditional attitudes to TVET, TVET teachers have traditionally been the top performers in technical and vocational subjects but tended to be weak academically. The result was that academically weak TVET teachers were in no position to assist the academically weak TVET students, limiting the scope for further technical and professional development on the part of these TVET students who would also be future TVET teachers.

This situation is, of course, not unique to St. Kitts and Nevis. In a survey of OECS TVET teachers in 2002¹, with fifty percent of the approximately one thousand teachers responding, an analysis of the responses revealed the following:

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

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

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

AVEC Summary

BOX – TVET 4

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

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

- Provide a progressive link between secondary school, industry (on and off the job training) and the Clarence Fitzroy Bryant College (CFBC).
- Develop training partnerships with industry and commerce and promote the development and recognition of occupational qualifications.
- Provide a facility that will encourage those young learners from school to invest into a career of technical vocational training of their choice and improve the status of technical and vocational education and training (TVET).
- Provide a cadre of both Core areas and Elective areas with a curriculum philosophy giving learners a viable opportunity to enhance their education and skills levels.
- Improve progression (career, education and related benefits) for young individuals.
- Improve employability and transferability of young individuals.
- Promote and develop entrepreneurship skills among the trainees.
- Provide, in collaboration with the Ministry of Education and industry partners, ongoing professional development and training for staff members in the delivery of CBET.

Transition of Youth Skills into a National Skills Training Programme (NTSP)

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

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

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

BOX-TVET 5

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

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

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

National Skills Training programme

The proposed programme framework is as follows:

i) **Modularized Training to Occupational Standards and Qualifications**

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

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

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

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

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

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

Phase 4: presupposes that the applicant has been certified at Phase 3 or has attained a CSEC certificate or CVQ or its equivalent in the occupational area of training sought. The focus for training at this phase would be on the social, business and entrepreneurial skills.

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

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

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

ii) Staffing

It is anticipated that the same staff will be involved in the transition from YSTP to NSTP. The unique positions and responsibilities of the staff evolved as it became apparent that training in technical skills alone was not enough to sufficiently produce trainees who would become quality employees. Hence, seven (7) key positions were established within the project. They are Director, Clerk (Secretary), Instructor Trainer, Job Development Officer, Social Skills Instructor, Office Assistant/Messenger and Office Maintenance Personnel (Janitor). Given the anticipated increase in work load, additional staffing would have to be considered as NSTP develops.

iii) Physical Structure

Presently the programme operates from an old dilapidated building which is in disrepair. An immediate evacuation of the building was recommended, following a proper evaluation done by Public Works Department (PWD). Additionally, there is a lack of space for training.

The computer room can only accommodate 9 trainees comfortably. The Social Skills Instructor does not have a space to counsel (one-on-one nor peer-counseling). The space used for entrepreneurial and business is not adequate. The NSTP is still expected to perform its role while a structure is being built. A temporary location would have to be seriously considered so that the NSTP could be effective in implementing its programme.

The housing for the NSTP should provide for an office with unit for each member of staff; a counseling room/office; a proper computer lab which could accommodate about 20 trainees at once; two class rooms; a kitchenette; and a storeroom.

iv) **Promotion and Marketing of the NSTP**

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

Apart from production videos, other methods of promotion such as newspapers, TVET articles, time checks, flyers and brochures would have to be utilized throughout the year.

v) **Financial Planning and Resources**

Considerable financial assistance will be required to aid a smooth transition from YSTP to NSTP. The initial stages of the transition process would involve a great deal of activities such as, conferences, workshops and seminars with NSTP's staff and partners from other training institutions and organizations.

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

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

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

Full-Time Training

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

Specialized Training

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

Part-Time Training

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

Stipend on Merit

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

Use of NSTP Centre

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

Standardize Training Fees

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

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

C *Integrating NSTP with other Training Programmes*

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

The non-formal and flexible nature of NSTP would make it the most poised institution to deal with some of the social ills which could be eradicated through education and training. Short, flexible, intense vocational courses could be organized and administered for school

drop-outs, “at risk” youths (particularly young men), youths who are unemployed as well as, social and community groups.

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

NSTP would be in a position where it can cater to individuals from Secondary Schools and Project Strong. It would also cater to Community Groups, “At Risk Youths,” Marginalized Youths and young adults, displaced sugar workers and professionals seeking upgrades.

BOX – TVET 6

Benefits of the transition to NSTP will include:

1. Improved institutional management, including development of an accreditation/certification system.
2. Improved institutional linkages between NSTP, government, private sector, trade unions and other educational institutions in the Federation.
3. The expansion and adaptation of NSTP courses in keeping with improved TVET labour demand information.

Conclusion

Youth Skills has long been used by many progressive and aspiring individuals to set a base from which they have acquired their skill. Although the project is making a sizeable contribution to nation building, the time has come for the Ministry of Education to widen its scope and focus on the very critical role it plays in fostering the development of marketable skills in the nation.

NSTP will impact positively on the lives of many individuals. However, for this to happen it would have to synchronize not only with economic and occupational developments but training initiatives locally, regionally, and internationally.

Project Strong

The Ministry of Education views Project Strong as **an alternative vocational programme for some school leavers.** Project Strong also collaborates with secondary schools to offer training for students in the lower streams at Form Four (16 year olds) who it is believed can better benefit from the experiences at Project Strong than the curriculum at secondary level.

The Ministry's position is that there will always be a need for an alternative programme like Project Strong, irrespective of the reforms at secondary schools, to ensure that all children are captured by the system. Hence, the Ministry will continue to provide budgetary support for Project Strong.

General Objectives of the Programme at Project Strong

- Raise the self-esteem of it's teenage trainees
- Inculcate discipline in their lives
- Enable them to avoid conflict with the law
- Equip them to find and keep employment in the adult world

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

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

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

BOX – TVET 7

During the next 5-10 years, the Ministry of Education will continue to support the programmes at Project Strong and increase the financial assistance as resources allow. Corporate partners, NGOs, other public and private sector entities and individuals are invited to continue and expand the level of their support for the pogrammes at Project Strong.

SECTION EIGHT

TERTIARY EDUCATION: THE CLARENCE FITZROY BRYANT COLLEGE

BOX – CFBC 1

1. A recently - released document entitled “**Report on Skill Challenges in the Caribbean: Phase 1 Report- School and Work: Does the Eastern Caribbean Education System Adequately Prepare Youth for the Global Economy?** (The World Bank, 2007) advises that the gross enrollment rate in Post-Sec Education in St. Kitts and Nevis is 12%.
2. The Ministry’s goal is that by 2020 the gross enrollment rate in **Post-Sec Education should be at least 30 % with university enrollment being 15 – 20%.**
3. The attainment of this target should be facilitated by the establishment of the **Open Campus of the University of the West Indies** which is expected to be launched in 2008.
4. Initiatives such as the **Virtual University of Small States in the Commonwealth (VUSSC)** and the **Caribbean Knowledge Learning Network (CKLN)** in which the CFBC is currently engaged, and which are expected to gain momentum in the short-to-medium term, should also make post-secondary and university-level training more accessible.

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

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

During the last three years, a **CFBC Transition Management Team** met periodically to discuss and make recommendations for the way forward with respect to the future development of the CFBC.

Following are some of the summary recommendations emanating from the ***Report of the CFBC Transition Management Team*** (Ministry of Education, 2007).

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

- Establish the Board of Trustees within the legal regulatory framework
- Establish Advisory Committees
- Establish programme-costing model for the allocation of government funding to the College
- Introduce changes in conditions of service
- Introduce tuition fees and income-generating schemes
- Develop of the Technical College to attract regional and international fee-paying students
- Align alternative schools- Youth Skills and AVEC- for integration into post secondary sector
- That tuition fees for all students at the College be introduced
- That the government of St. Kitts and Nevis should introduce the Clarence Fitzroy Bryant College Act
- That the assessed tuition fee takes into consideration the non-tuition costs, affordability, regional precedents and the Business Plan submitted by the Transition Management Team.
- That the government should adopt a policy that would match any contribution to scholarships made either by individuals, or by business and industry.
- That an independent Governing Board be appointed.
- That approval is granted to recommendations for the composition of Advisory Committees.
- That the government should amend the tax code to provide tax incentives to persons, or institutions that make financial contributions to the College.
- That the government approves discussions with the NIA, Minister of Education to consider the facilitation of access needs of students from Nevis.
- Consideration should be given to the establishment of a CFBC Campus in Nevis.

Recommendations to the Governing Board

- Emphasise the marketing of the College's programmes and products at home and abroad
- Pay attention to having the human and physical resources requirements to offer more courses at graduate level and above

- Establish the strategic direction of the college and prioritize short term goals
- Promote effective communication with the internal and external College communities
- Establish Advisory Committees for the effective functioning of the College
- Ensure that a proper process is in place to facilitate staff secondment, or transfer to a semi-autonomous College in a fair and reasonable manner.
- Organize and deliver a one day workshop for all CFBC staff on the operation of a statutory College.
- That the Board and the College establish a cross-college planning team to develop recommendations on academic and administrative operational issues.
- Implement the revised organizational structure be built around the concept of Faculties, rather than Divisions.
- Undertake a comprehensive audit of assets and of the knowledge and skills of existing staff.
- Review the capacity and capability of the financial planning and budgetary activities to identify the knowledge and skill requirements and either develop a professional development plan for an existing employee, or consider a secondment from one of the ministries.
- Establish a Foundation to assist with the financing and future development of the College.
- Operate a College bookstore to strengthen non-programme, revenue-generating activity.

Recommendations to the Private Sector

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

Recommendations to Staff

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

- Embrace professional development opportunities as integral to job security and the leveraging of better employment conditions and fringe benefits

Recommendations to Parents/Public

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

Recommendations to present and potential Students

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

Governance of the CFB College

Currently, the Ministry's focus is on improving the governance structure of the CFBC to enable it to respond more quickly to national training needs, through a semi-autonomous structure led by a Board of Governors. Issues of the structuring and articulation of college courses, as well as quality assurance, are of paramount importance at this time

The CFB College Bill has had its First Reading in the National Assembly and is currently going through the review and consultative phase before returning to the National Assembly for its Second and Third Readings.

BOX – CFBC 2

The CFB C Bill, 2007 makes provision for;

- **Establishment and functions of the College**
- **Governance of the College (College Board of Governors)**
- **Academic and Administrative Governance of the College**
- **Staff of the College**
- **Finance of the College; and**
- **Transitional Provisions**

Input from former members of the Transition Management Team associated with one regional university, has provided a schedule showing that it will be at least **ten (10) years** before the CFB College is in a position to consider moving towards university status.

BOX – CFBC 3

Movement to university status

Over a **seven – year period** beginning with semi-autonomous status, the College must:

- ❑ Develop its vision and mission
- ❑ Develop policies and procedures that will govern the Board of Governors as well as organize and train subcommittees of the Board.
- ❑ Develop policies and procedures that will govern the different departments of the College.
- ❑ Develop a 10-year strategic plan
- ❑ Develop rolling budgets that reflect the goals and thrusts of the strategic plan
- ❑ Develop a grant exploration and writing department for institutional financial support.
- ❑ Conduct reviews of existing programs to determine priority for degree-granting readiness.
- ❑ Develop program paradigms and master syllabi for every course
- ❑ Develop a schedule of programs that will offer two and four-year degrees
- ❑ Develop a facilities plan that will respond to the requirements of the Strategic Plan
- ❑ Develop a detailed student enrollment plan for the College broken down by program and department
- ❑ Develop a detailed faculty and staff recruitment plan that responds to the student enrollment and strategic plan
- ❑ Develop appropriate legislation for degree-granting status
- ❑ Develop and implement an accreditation plan for all programs
- ❑ Develop articulation agreements with appropriate higher education institutions to facilitate the mission of the College
- ❑ Develop a plan for business and community relations
- ❑ Develop and staff career placement department whose mission is to ensure that graduates find jobs in their areas of training.

The activities listed in BOX – CFBC 3 indicate the extensive planning and the scope of work needed to transition CFBC into degree-granting status. All these must occur while the institution conducts its current mandate as well as undergoes the teething pains of the new semi-autonomous structure. Many of the activities will involve the stakeholders to ensure that decisions are not derailed for lack of marginalizing constituents. The process will need time as do most things in higher education where the emphasis is on persuasion and collegiality. **At the end of the 7-year period, the CFBC should begin a 3-year period of preparation for granting degrees by the 10th year.**

SECTION 9

SPECIAL EDUCATION

The **Special Education Unit** is an educational facility that caters to the needs of children and adults with a variety of disabilities. The Unit began operating in 1982 in a classroom at a primary school and catered solely to the needs of children who were mentally challenged. Today the numbers of teachers, students and the variety of disabilities have increased. The Unit now operates out of its own two-storied building attached to a regular primary school and providing services for all disabilities at all levels.

The *Sheltered Workshop* was set up to provide a safe stimulating environment for adults with disabilities. The adults are graduates of the Special Education Unit who were unable to work in open employment due to their physical disabilities and low functioning level. The daily schedule consists of self-help skills, personal social skills, arts and craft, and job skills.

BOX – SPED 1

Mission

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

Vision

The Vision of the Special Education Unit is to promote academic and social learning that will accomplish the Mission of the Unit. We see the “community as a whole” coming together to promote adequate learning of skills by all special needs students as they move through their pre-primary through high school experiences. We see the community as being defined by family units, village/town facilities, and the businesses that these encompass.

Clients and Beneficiaries

- Children with diagnosed disabilities.
- Children that have been referred from the regular class setting, tested and either kept or returned to the regular classroom.
- Parents of children with disabilities.
- Teachers in the regular class who seek assistance for children in their classroom who are not working as they should.
- In the pursuit of its vision and mission, in addition to financial assistance from Government through the budget process, and in collaboration with other programme areas of the Ministry, such as the Curriculum Unit, the

Special Education Unit receives assistance from international partners, such as, **Florida Association of Voluntary Agencies for Caribbean Action (F.A.V.A.C.A)** and **Optimum Chance**, as well as, from some local businesses and institutions.

Critical Issues

- The negative attitude of the general public towards individuals with special needs.
- The reluctance of parents to seek and ensure that their children get what is in their best interest.
- The need for amendments to laws for the testing of children who might need and can benefit from special educational interventions. (The law requires parental consent).

Sections 82-85 of the **Education Act, 2005** provide a legal framework for the conduct of Special Education in the Federation.

Objectives of the Unit for the next 3-5 Years

- Provide training in Special Education for members of staff who have not been exposed to it. Generally, Special Education will be a priority area of study.
- Develop a curriculum for children with special needs who can be found both in the regular classroom setting and at the Unit.
- ***Develop the existing Sheltered Workshop as a vocational adult education centre for adults with special needs.***
- Develop a training programme for parents and teachers to work with children with autism.

Expansion of the Sheltered Workshop

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

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

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

BOX- SPED 2

The Sheltered Workshop: An adult training centre for Children with special needs.

NGOs, community groups, individuals and corporate partners are invited to support the Special Education Unit (SEU) and its Sheltered Workshop to enable the programme to be expanded and developed into an **adult training centre for children with special needs**; thus providing a 'safe haven" for more graduates of the SEU.

Curriculum Development

Assistance will be sought from agencies such as the O.A.S. and UNESCO to develop a curriculum for the Special Education Unit. The general objectives will be:

1. To develop a Special Education curriculum to be used by teachers in Special School and teachers of children in mainstream school who experience learning difficulties
2. To develop a curriculum that emphasizes functional skills and facilitates transfer of learning

The Specific Objectives will be to develop:

- a curriculum which emphasizes functional skills so that the students will develop skills that enable them to work and interact in the community when they are adults;
- a curriculum for the students with special needs, which will look at their current needs and is sensitive to the environment in which the student will be expected to adapt and function after leaving school;
- a curriculum that addresses social skills, money/budgeting and moral values; students with learning problems often have problems with these concepts;
- a curriculum that will follow the format of the general curriculum for schools but will include modifications and accommodations for children with learning disabilities;
- a curriculum that includes an Appendix of proposed sample lesson plans, recording keeping samples, and classroom strategies that would help in behavior modification;
- a curriculum that incorporates feedback from the staff and Directors of the Special Education Unit(s) and the teachers in the Remedial Department of the secondary schools; and
- a curriculum that provides sample read-aloud books that are functional, age appropriate and relevant to the country's needs.

Articulation with the regular curriculum will make it easier for teachers to plan for children with special needs. The students will benefit as the curriculum will be tailored to their needs and will consider the environment in which students have to adapt and function after leaving school.

The primary and secondary schools will be able to meet the needs of all students not just the academically inclined. The Ministry of Education will have a document to assist teachers of disadvantaged young people in the school system.

The country will benefit because if the needs of the children with learning difficulties are met with the introduction of a new curriculum, fewer children will drop out and/or leave school without direction and get into a life of crime. A functional curriculum will help students with learning difficulties develop skill and attitudes to help them to function in their communities like other responsible citizens.

The vision is for special education services to be delivered in partnership. There will be clear leadership by the Ministry of Education supported by sustained action and review in key areas, including:

Early intervention: To ensure that children who have difficulties learning receive the help they need as soon as possible and that parents of children with special education needs and disabilities have access to suitable childcare.

Removing barriers to learning: By embedding inclusive practice in every school and early years setting.

Raising expectations and achievement: By developing teachers' skills and strategies for meeting the needs of children requiring special education and monitoring their progress

An improved partnership approach: Services working together to meet the needs of children and families.

SECTION TEN

INFORMATION AND COMMUNICATION TECHNOLOGY: A TOOL FOR STRENGTHENING EDUCATION PLANNING AND MANAGEMENT

Education planning has become extremely critical for the continued advancement of the education system. The **Education Planner** has therefore established a small group of professionals to discuss and advise on a continuous basis, issues and possible solutions to perceived problems within the education system.

BOX – EP 1

The emerging role of education planning will be to:

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

Resulting in more satisfied teachers, parents and motivated students at all levels of the system, and an improved knowledge base for decision making and policy formulation. Information and Communication Technology (ICT) will drive the achievements of the above objectives.

Integrating Information and Communication Technology (ICT) in the Curriculum of Primary and Secondary Schools

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

There will be extensive teacher training to assist teachers in integrating ICT into their curriculum in ways that will enable children to improve computer literacy, develop IT capability, including their knowledge and understanding of the importance of information and of how to select and prepare it.

BOX – EP 2

Providing high capacity broad band internet for schools

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

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

BOX – EP 3

Continuous programme of equipping schools for integrating ICT

Where possible, computer laptop carts will be made available to schools in a wireless environment to take ICT to classrooms.

Selected classrooms in each school will be properly secured and equipped with stand-alone, networked systems with projectors. In addition, overtime, Networked Tablet PCs and digital cameras and SMART boards, will be installed to help facilitate the cross curricular teaching of ICT.

Already, some SMART boards have been procured and arrangements are being made to pilot their use in secondary schools, AVEC and at the CFBC.

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

1. Provide training and support for teachers to empower them to help students learn through ICT.
2. Procure effective and engaging software and e-learning resources for implementation as an integral part of the curriculum in each school.
3. Ensure that school IT facilities are properly maintained and systematically upgraded when necessary based on an appropriate REPLACEMENT and/or UPGRADING PLAN.

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

Students

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

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

Development, Support and Empowerment

- Promote and facilitate the development of **student councils** in all high schools and AVEC.
- Facilitate the establishment of clubs in all high schools.
- Work toward establishing a 'students' space' in all high schools.
- Progress toward having Parent Teachers Students Associations (PTSA) in High Schools (not just PTAs).
- Facilitate collaborative activity among schools – for example, having high schools work together to produce a 25th Anniversary of Independence Pageant. ***(Important to promote 'unity' among schools – most activities promote competition)***

Deviant Behavior

Deviant behavior is a growing problem in our schools. It is important that we become proactive in our efforts to minimize the disruption, health and safety concerns that follow deviant behavior.

- Facilitate the collaboration of guidance counselors, attendance officers and teachers to identify students with behavioral problems (students at risk).
- Timetable counseling/support for students at risk.
- Promote and encourage the involvement of NGO's in combating deviant behavior by promoting positive activities. (For example, Encourage the SKAAA to have athletes visit High Schools to 'recruit' athletes by having student athletes tell of their overseas experiences; Have the SKNFA Under 19 Team visit the High Schools and tell of some of their experiences; High Shools can also be encouraged to visit feeder schools with a similar message)
- Establish harmonized responses to specific deviant behavior by facilitating annual reviews by head teachers in this regard.
- Establish a partnership with Her Majesty's Prison for a 'selected' prisoner to visit schools and speak to students, encouraging school leavers to obey the law.

Teachers

There are three main reasons why it is imperative that the welfare of teachers be given priority; these are supported by research.

- **1. Student Learning**

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

- **2. Student Achievement**

Morale and achievement are also related. Research has shown that where morale was high, schools showed an increase in student achievement. Teacher morale has been found to have positive effect on pupil attitudes and learning.

- **3. Teacher Health**

Conversely, low levels of satisfaction and morale can lead to decreased teacher productivity and burnout, which is associated with a loss of concern for and detachment from the people with whom one works, decreased quality of teaching, depression, greater use of sick leave, efforts to leave the profession, and a cynical and dehumanized perception of students..

Using ICT to boost teacher morale

- Provide opportunities for teachers to continually upgrade their skills.

- Timetable professional development sessions on ICT in education in all school labs, to encourage teachers to boost ICT competence, encourage the sharing of ICT integration techniques and to encourage teachers to use the schools labs.
- Provide professional development opportunities for teachers to learn to integrate technology in education.
- Provide opportunities for head teachers to be competent with relevant ICT skills.
- Encourage teachers to use the online forums (Primary Schools; www.primaryskn.proboards59.com, High schools www.homeworkskn.proboards78.com, to glean ideas and to contribute to building a resource with 'local' content)
- Establish wireless networks in high schools to increase internet access to teachers.

Development, Support and Empowerment

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

Education Management Information System (EMIS)

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

- The establishment of a network linking schools in St. Kitts and Nevis, colleges and the Ministry of Education.
- Acquisition and installation of one computer per school as a node on the network.
- Acquisition and installation of software for the EMIS.
- Provision of training for school officials and EMIS staff at varying levels of expertise.

BOX – EP 4

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

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

BOX – EP 5

Within the next **five years** an efficient and fully –equipped EMIS will be fully established and with the outcomes listed in BOX- EP 4 being realized.

ICT support for EMIS

- Provide support for schools websites as a means of acquiring statistics critical to local and overseas reporting
- Support initiatives, such as, **bsmart (with Cable and Wireless)**, High Schools and Post Secondary Institutions (**with Vivid Methods**).
- Development of websites for all schools/institutions will facilitate secure transfer of school statistics/data from the Internet to the EMIS department/ Ministry of Education. Websites being developed are to have levels of security to facilitate the general public school staff and the Ministry of Education. The back end data base must be easily integrated into the current structure and be able to merge and summarize data from all schools.
- Liaise with schools and the Ministry of Education to monitor data management and reporting.

Curriculum Development Unit

ICT

- A schedule of professional development comprising of the integration of ICT in the curriculum should be established for Curriculum Officers. Other suggested

areas include Technology in Education (Digital Photography, Video Capture, Using the Digital Projector) and ICDL.

Development, Support and Empowerment

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

Education Officers

ICT

- Be involved in Professional development sessions to keep them abreast of educational innovations and the integration of technology in the classroom.

Development, Support and Empowerment

- Be exposed to scheduled professional development sessions to facilitate support for teachers in planning, management and delivery of education. (Suggested areas: conflict resolution ; case studies from Schools], Effective School Management, ICDL – ICT skills (www.ecdl.com), Teacher Appraisal, Schools Appraisal, Time Management, classroom management, dealing with disruptive behavior).
- Be involved in overseeing capital projects, and the procurement of materials for the schools for which they are responsible.

Ministry of Education - Administration

ICT

- Development of a Ministry of Education portal providing information to the general public, with security features for teachers to access class data and Ministry official to summarize statistics.
- Secretaries should be exposed to professional development sessions at least once per year (suggestions – basic pc maintenance, ms suite basics, information skills.

- Support should be provided to enhance ICT skills of MOE officials.
- Activate an IT technician to provide emergency support to the Ministry of Education and schools.
- Develop a strategy/timetable for maintenance of ACs in the primary schools computer labs.
- Continuation of the computer replacement strategy.

Development, Support and Empowerment

- The media unit should provide regular TV and Radio information packages to educate the general public on education initiatives, policies, press releases, officials and duties etc.
- Circulate a memo to inform teachers of bereavement of a teacher in active service.
- Establish and maintain protocol at all levels (Parents to seek approval of heads before visiting a teacher; reinforcement of zones, teachers to communicate to head who would refer complaints to the Chief Education Officer; Schools encouraged to communicate to the CEO who would inform the PS etc).
- Encourage and facilitate the preparation of procedural manuals for SELF, School Meals and
- Promote and facilitate harmonization of the different activities in departments associated with the Education Department (Education Services)

SECTION ELEVEN

MISCELLANEOUS DEVELOPMENTS AND POLICIES

The Public Library System

The Public Library System includes the Charles A. Halbert Public Library in Basseterre and outlets in Sandy Point and Cayon. Efforts will be made to expand the system to other communities.

BOX- MISC 1

Legal framework for the Public Library System

A legal framework governing the Public Library System in St. Kitts and Nevis is required. Within the next three-five years, appropriate amendment and regulations will be drafted for inclusion in the Education Act.

The following are some of the issues that will be addressed and for which policies will be formulated.

- Need for adequate staff to perform library functions.
 - Recruitment process
 - Training for current staff
 - Remuneration package
 - Proper hierarchy within the Library (A draft Organisational Chart for Library has been developed)
 - Accountability of staff
 - Proper Appraisal System
 - Trainability of Staff
- Updating of collection
- Full computerization of the operations and services of public libraries
- Automated security system

Performance Appraisal of Teachers

With consultancy assistance under the Secondary (OECS) Education Development Project, workshops were held with teachers to discuss clinical supervision and to develop a Performance Appraisal Manual and Guide were developed. Orientation workshops were held with teachers in all schools and with principals of schools to discuss the use of the instrument. The policy described below provides a framework for the use of the manual by school principals.

Performance Appraisal Policy

Purpose

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

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

Applicability

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

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

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

Instrument

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

Frequency

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

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

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

Conference

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

Performance Ratings

Three levels of performance may be utilized for the purposes of evaluating teacher performance. These could be summarized thus:

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

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

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

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

Unsatisfactory Ratings

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

The Human Resources Office will contact the Department Heads of Schools for teachers who receive unsatisfactory evaluations to determine if counseling is appropriate.

Signature

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

Teacher Comments

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

Personnel Files

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

Grievance Procedure

Immediate Supervisor

Department Head/ School Principal

(Teacher should feel free to contact the Teachers' Union, or Teachers' Union Representative at school)

Chief Education Officer

Permanent Secretary / Education or Personnel Officer)

Chief Personnel Officer, HRMD

If the Principal follows the Performance Appraisal Instrument and Guide, and the process is properly explained to each new teacher during orientation, and all teachers in the school are evaluated, then there should not be many instances of persons refusing to cooperate with the appraiser.

However, to co-operate with an appraiser means that the officer will forfeit his/her chances to receive an increment. Repeated refusal to co-operate should result in a submission to HRMD and a strong letter of reprimand.

Improving Security in Educational institutions: Training of School Security Officers

The Ministry has started a programme of providing professional training for security officers. All security officers at schools (both day and night) must be formally and systematically educated and trained on an on-going basis in professional security related subjects. Such training should enable the security officers to carry out their duties and functions in professional manner. Training should assist security officers to reduce, prevent, control or minimize the extent of loss and lack of safety and other potential issues that schools are now facing and those that they might face in the future.

Security officers must be trained to better identify and then be confident when confronting all matters and incidents that might occur on school premises in a professional manner. This would give peace of mind not only to parents, teachers, students and the ministry of Education, but to every citizen in St. Kitts and Nevis.

There will be annual workshops addressing a variety of topics, including:

- Functions and duties of a private security officer
- Their role, function and duties at school
- Management of aggressive behaviour
- What to do when a criminal act occurs
- To whom they are responsible
- What they are responsible for
- Respect to others
- Be aware of their responsibilities to reduce, eliminate or stop all form of loss at the schools
- Special guard duties
- Legal issues
- How to function in emergency situations
- Types of crowds and control
- Patrol
- Report writing
- Traffic control
- Protective lighting
- Code of ethics for private security
- Physical security
- Statement taking
- Management of aggressive behaviour
- Practical exercises; basic self-defense.,

BOX- MISC 2

It is expected that trained security personnel will be positioned to reduce financial loss and reduce liability. Training will build confidence in security and safety in schools, and cause an increase in confidence in teachers and the schools by parents, students and communities.

Custodial and Maintenance Policy for Schools and Colleges

BOX- MISC 3

Within the next three years a Custodial and Maintenance Policy manual will be developed and implemented in all schools and colleges.

The purpose of this manual will be to establish a uniform standard for custodial, maintenance, repair and renovations of public school facilities in order to provide for the long-term conservation and protection of public school facilities, elimination of the deterioration of existing and future public school facilities; provide a safe and healthy environment for students, teachers, administrators, support staff and others; and provide for the efficient use of Government funds in support of the facilities of all schools and colleges.

Definitions

Custodial Activities – routine and renovation cleaning activities related to daily operations and upkeep of facilities, including related supervisory and management activities.

Maintenance, Repair, and Renovation – any activity or improvement to a facility and, if necessary, related areas, such as the physical plant and grounds, that maintains, conserves, or protects the state of condition or efficiency of the facility; or brings the state of condition or efficiency of the facility up to the facility's original condition of completeness or efficiency.

Maintenance and Custodial Funding

Each institution should have a Custodial Team of at least two persons depending on the size of the institution. One member of the team should be clearly classified as Head Custodian.

The annual Operating and Maintenance Budget for the Ministry of Education should dedicate sufficient funding exclusively to payment of utilities and costs of custodial, maintenance, repair, and renovation activities, which include related personnel costs, for public school facilities.

Standards for Custodial Operations

Custodial personnel are extremely important to the school operation. Their daily care of students' and other school facilities aids in the implementation of the academic program by insuring a safe and healthy environment for the students, staff and faculty. To aid in this endeavor, a Custodial Handbook or Procedures Manual will be provided for use in each facility.

Standards for Maintenance, Repair and Renovation Activities

Maintenance personnel are essential for the continued up - keep, periodic inspections, preventative maintenance measures and repairs that directly contribute to the safe operation of facilities. Their early detection of building problem areas and their quick response to necessary repairs directly influence the success of the academic environment. **To ensure that the schools are adequately maintained, the Ministry will explore the feasibility of two options:**

Option 1: Engagement of a small Maintenance Team of four persons (general maintenance personnel) at the Ministry of Education that will collaborate with the Public Works Department and / or engage private services when required

Option 2: Appoint one Maintenance Officer at the Ministry of Education to coordinate Maintenance activities and hire private maintenance services to undertake systematic maintenance tasks.

- 1. The annual cost of these two options will be estimated to determine which is likely to be more cost effective. In both cases, the Ministry of Education will expect to be given its own maintenance budget to manage.**
- 2. *A proposal for phasing in the Custodial and Maintenance Policy will also be provided to ensure that there are no undue financial shocks to system.***

The Maintenance Policy Manual will provide for systematic maintenance processes and procedures relating to inspection, cleaning, servicing and repair, as appropriate, of: ventilation and air-conditioning systems; electrical systems; plumbing; fire alarms; fire extinguishers and kitchen hood vent suppression systems; roofs ; interior and exterior lighting; doors and windows; masonry and concrete building exteriors; kitchen equipment ; sidewalks, driveways, parking areas, and paved play areas; and grounds maintenance standards.

New Ministry of Education Building

The Ministry of Education and Youth has a very large portfolio and administration of the ministry requires that it be accommodated in suitable facilities. A three floor building is proposed, with a basement area for storage.

The Ground Floor. Education Services: The Chief Education Officer, Education officers, Administrative Officer, **Secretariat**, Examinations, Project SELF, Teacher Resource Centre, Curriculum Development Unit, **Secretariat**

The First Floor. The Minister of Education, Permanent Secretary, **Secretariat**, Senior Assistant Secretary, Finance Officer, Personnel, **Secretariat**, **Youth Department**

Second Floor. Education Planner, Director, Education Management Information System (EMIS), Project Management Unit, **Secretariat**, UNESCO National Commission, Documentation Centre, Education Advisory board, Education Appeals Tribunal, TVET Council, **Secretariat**.

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