The Government of St. Kitts and Nevis
Ministry of Education
2017–2021 Education Sector Plan

Education for All: Embracing Change, Securing the Future

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Contents

List of figures, tables, and boxes 4
Executive summary 5
List of acronyms 9
Acknowledgements 11
Messages from Ministers 13

1. Introduction 15
   1.1. Background 15
   1.2. The goals, core values, and theme of the ESP 16
   1.3. Plan preparation process 17
   1.4. Organization of the ESP 18

2. Education sector diagnosis 19
   2.1. Context 19
   2.2. Access and participation 22
   2.3. Quality and relevance 26
   2.4. Education costs and financing 30
   2.5. Governance and management 31
   2.6. Summary of key policy issues 32

3. Policy goals and strategies 33
   3.1. Policy Goal 1: Improve equitable access to and participation in education at all levels 33
   3.2. Policy Goal 2: Strengthen the quality and relevance of education at all levels to improve learning outcomes 36
   3.3. Policy Goal 3: Enhance governance, planning, and management to improve efficiency and effectiveness throughout the sector 39

4. Implementation arrangements 42
   4.1. Programme matrices 42
   4.2. Implementation risks and mitigation strategies 42

5. Cost and financing 67
   5.1. Cost of the plan 67
   5.2. Estimating plan financing 68
   5.3. Estimating and managing the plan financing gap 69

6. Monitoring and evaluation 71
   6.1. M&E management structure 71
   6.2. M&E procedures and review processes 72
   6.3. M&E framework 73

7. Conclusion 94

Bibliography 95

Annex 1: SKN ESP Stakeholder Consultation List 98

List of figures, tables, and boxes

Figures

Figure 1: Education Sector Plan commitments 15
Figure 2: SKN population pyramid, 2011 20
Figure 3: SKN GDP composition by sector in 2013 in constant prices (base 2006) 20
Figure 4: Number and distribution of education and training institutions by level, status, and island, 2013–2014 22
Figure 5: Students by grade and age condition (%), 2013–2014 23
Figure 6: Student enrolment pyramid by grade, gender, and repeater conditions, 2013–2014 24
Figure 7: Gap between first and fifth forms, 2013–2014 25
Figure 8: Percentage of students achieving five CSEC subject passes including English and Mathematics 28
Figure 9: Percentage of total budget spent on education in SKN, 2006–2013 30
Figure 10: Cross-cutting themes 33
Figure 11: ESP M&E Management Structure 71

Tables

Table 1: Core values and guiding actions 17
Table 2: St. Kitts and Nevis enrolment indicators, 2013 23
Table 3: Primary and secondary school Net Enrolment Ratio and Gender Parity Indices, 2013 23
Table 4: Average test of standards performance, 2011–2014 (%) 28
Table 5: Summary of key policy issues 32
Table 6: Policy goals and programme areas 33
Table 7: Policy Goal 1: Programme area, rationale, and intermediate outcomes 34
Table 8: Policy Goal 2: Programme areas, rationale, and intermediate outcomes 37
Table 9: Policy Goal 3: Programme areas, rationale, and intermediate outcomes 39
Table 10: Risk and mitigation strategies 42
Table 11: Estimates of yearly cost (recurrent and capital included, programmes excluded) by level of education, constant XCD thousands, 2016 67
Table 12. Summary of programme expenditure, by programme area, constant XCD thousands, 2016 68
Table 13. Education budget 69
Table 14: Financing gap, constant XCD thousands, 2016 70
Table 15: Summary of M&E processes 73
Table 16: Education Sector Plan results chain 74

Boxes

Box 1: Goals and objectives of the education sector 16
Box 2: TVET constraints 26
Box 3: Challenges with teacher supply, demand, and management 29

Executive summary

The Ministry of Education (MoE) is implementing the 2017–2021 Education Sector Plan (ESP) under the theme: *Education for All: Embracing Change, Securing the Future*. The plan builds on its predecessor, the *White Paper on Education Development and Policy 2009–2019,* and provides a strategic road-map for the MoE to follow to improve the provision and administration of education over the medium-term plan period. Guided by the MoE vision of providing holistic lifelong education for all, the ESP responds to the developmental priorities outlined in a number of national policy and strategy documents, and demonstrates the Federation's commitment to regional and global education imperatives, communicated, for example, through the Organisation of Eastern Caribbean States (OECS) 2012–2021 sub-regional education sector strategy (OESS) and the United Nations (UN) Sustainable Development Goal (SDG) 4 for 2030.

Key policy issues[1]

Access and participation

Achieving the MoE commitment to improve equitable access to high-quality early childhood development and care requires widening access at this level, especially for ages 0–2 (NER[2] ages 0–2: 40%, NER ages 3–4: 85%). Levels of enrolment at primary are acceptable (NER: 94%, GPI: 100); however, despite a 100% transition rate from primary to secondary for both genders, retention at secondary level is unsatisfactory. Universal secondary education has been a cornerstone of the education system for decades; nonetheless, 19% of secondary school-age children are not enrolled (NER 81%), and the dropout rate from Form 4 is 30% for males and 17% for females. With respect to higher education, a GER of 20% and 38% for males and females, respectively, at the post-secondary level and 47% and 86% at the tertiary level indicates a need to improve access to higher and continuing education and to address gender disparities in participation at this level.

In accordance with the 2013 *Technical Vocational Education and Training (TVET) Policy* to mainstream TVET as a vehicle for human and sustainable development, efforts must be strengthened to improve access to TVET competencies and subjects throughout compulsory education, and redress gender imbalances in participation (e.g. enrolment of males and females in non-traditional skills areas at the post-secondary level is 9%).

Additionally, the lack of comprehensive data on the participation of special needs students and other vulnerable populations is a gap to be addressed in order to safeguard equity in access and participation for all students. A need for clarity on the influence of automatic promotion and academic streaming practices has also been identified, as the former poses a challenge, where there are inadequate remediation supports in place, and the latter may contribute to the demotivation of students and high dropout rates at secondary level.

Quality and relevance

Notwithstanding small class sizes (average primary: 16, and secondary: 21) and a large majority of trained teachers at the compulsory level, student learning outcomes remain inadequate. At the primary level, between 2011 and 2014, performance on Grade 6 Language Arts and Mathematics Test of Standards averaged 51% and 61%, respectively. At the secondary level, the national pass rate on Caribbean Examination Council (CXC) Certificate of Secondary Education Competence (CSEC) exams is 79%, which is higher than the regional average of 61%; however, approximately only 71% of students sit CSEC exams, leaving 29% of secondary students without an opportunity to attain this standard of achievement. Given this reality, approximately 50% of secondary school students achieve accepted literacy standards (English A), 35% attain passes in Mathematics, and only 18% are successful in at least five CSEC subjects, including Mathematics and English. With respect to key TVET areas, approximately 2–6% of students sit subjects such as Mechanical Engineering, Agriculture, Electrical and Electronic Technology, and Building Technology (CDB, 2015).

Several contributory factors compromise the quality and relevance of education. There is need to increase the number of trained teachers and improve the gender balance in the teaching force. At the early childhood development (ECD) level, only 8% of teachers and 25% of supervisors are trained. At the public primary and secondary level, 71% and 54%, respectively, of teachers are trained and the lion's share of the teaching force is female (100% at ECD, 90% at primary, and 69% at secondary level). Additionally, the 2016 UNESCO Education Policy Review highlighted challenges with:

1. The ESP responds to key policy issues pinpointed through several sector studies, both internally and externally managed, that were conducted between 2013-and 2016. Unless otherwise indicated, statistics are from the St. Kitts and Nevis MoE *Education Management Information Systems Statistical Digest 2013–2014*.
2. NER = Net enrolment ratio, GER = Gross enrolment ratio.

(i) attracting and retaining suitably qualified candidates, (ii) the deployment and utilization of teachers, (iii) professional development, and (iv) quality assurance and accountability mechanisms.

Other factors that undermine high-quality teaching and learning include: (i) an outdated national curriculum and assessment framework, (ii) insufficient policies on quality and safety standards for education and training institutions, (iii) underdeveloped student support services, and (iv) weak links between higher and continuing education and labour market needs.

Governance, finance, and management

The 2005 Education Act and supporting legislation provide a strong regulatory framework for the sector. It is also recognized that management practices in a small state are necessarily more flexible than in larger contexts, due to the multi-functional roles administrators must play. Nonetheless, efficiency and effectiveness in the sector have been hindered by several governance constraints. There is limited strategic capacity in the Ministry, as evidenced by: (i) a fragmented approach to policy development, coordination, and implementation; (ii) insufficient medium to long-term resource planning (human, financial, and material); and (iii) an underdeveloped and underutilized Education Management and Information System (EMIS) to drive evidence-based decision making. Additionally, leadership and accountability need strengthening throughout the system. An unclear organizational structure and lack of up-to date job descriptions has contributed to role confusion among officers. Performance assessment systems for Ministry and school personnel as well as institutions are underdeveloped and in need of standardization. There has been insufficient exposure to leadership and management training, and at the school level the role and functioning of management teams, student councils, and parent-teacher associations vary significantly. In terms of financing, there is a need to better capture the level of external and household contributions to education as well as improve monitoring of expenditure on budget objectives and policy priorities.

Policy goals and strategies

In response to key policy issues, the plan puts forward three overarching policy goals supported by six programme areas, within which dedicated strategies have been devised.

Policy goals	Programme areas
I. Improve equitable access to and participation in education at all levels	1. Access and participation
II. Strengthen the quality and relevance of education at all levels to improve learning outcomes	2 Curriculum and assessment 3. Quality and relevant teaching and learning 4. Professionalizing the teaching force
III. Enhance governance, planning, and management to improve efficiency and effectiveness throughout the sector	5. Knowledge management for decision making 6. Leadership and accountability

Cross-cutting themes central to achieving all three policy goals include the need for: *(i) policy development, (ii) Information and Communication Technology (ICT) integration as a value-added pedagogical and management tool, (iii) increased focus on equity in education, and (iv) TVET as a driving and valued force in education sector development.*

Strategies to improve *equitable access to and participation in education* at all levels include:

- increasing the number of ECD spaces in a combination of public and private assisted centres, and strengthening early stimulation and education training for home-based providers;
- increasing retention in secondary school by implementing enhanced student support services, expanding secondary level programming, and enacting regulations to prohibit a Form 4 'school leaving group';
- providing all students with access to TVET competencies (e.g. problem solving, teamwork) throughout compulsory education, and implementing the 2016–2020 Caribbean Development Bank and MoE TVET Enhancement Project to develop a high-quality, relevant, and gender-responsive TVET system in St. Kitts and Nevis (SKN) that is in high demand;
- assessing the influence of streaming and automatic promotion on equity in access to quality teaching and learning;
- strengthening the regulatory framework for special education and equipping schools with the infrastructure and resources to better serve special needs students;

- improving coordination between the MoE and higher education providers to promote increased access and participation; and
- refining targeting mechanisms for social assistance programmes, and implementing appropriate services for vulnerable population not being adequately served.

Strategies to strengthen the *quality and relevance of education* include:

- implementing a revised national curriculum and learning assessment system that allows students to develop a holistic set of competencies for the 21st century;
- facilitating compliance with existing safety and quality standards in ECD and TVET and implementing a school safety and security policy in compulsory education, as well as a Quality Teaching and Learning Framework;
- strengthening the SKN Accreditation and TVET Secretariats through regulatory reform and establishment of a quality assurance system for TVET;
- instituting a well-resourced student support services unit in the MoE to serve schools and training school staff by providing various academic, behavioural, and psychosocial supports;
- developing the framework for mandatory pre-service teacher training, establishing a National Teaching Council and a Continuous Professional Development framework, implementing professional standards and welfare initiatives for teachers, and providing certification training for instructors in selected TVET areas.

Strategies to enhance *governance, planning, and management* in the sector include:

- improving long-term resource planning and evidence-based decision making through the use of simulations and other ICT-driven planning and data management tools;
- strengthening policy action by aligning education legislation with policy mandates, developing capacity in policy development, and raising public awareness on MoE policies;
- modifying the MoE organizational structure to improve work processes and drafting relevant job descriptions;
- implementing leadership standards and capacity building for the MoE and school leaders;
- fostering participatory management by utilizing entities sanctioned by the 2005 Education Act to assist in managing the sector;
- applying standard approaches to performance management for personnel and institutions;
- Implementing policies on equity, resource, and data management, and personnel matters such as succession planning, and teacher training and professional development.
- Improving the monitoring of financial expenditure in relation to budget objectives; and
- implementing a tailored monitoring and evaluation system for TVET.

Cost and financing

The plan financing gap was established by comparing the estimated cost of the plan with the projected financing available for implementation.

Plan financing gap

	2017	2018	2019	2020	2021
% of potential recurrent budget	0.0%	4.5%	7.4%	4.2%	2.1%
% of potential capital budget	2.8%	9.4%	10.9%	8.2%	5.8%
% of total budget	0.8%	5.9%	8.4%	5.1%	2.9%

Source: St. Kitts and Nevis Island Administration Budget Estimates and SKN ESP Simulation Model, IIEP.

The financing gap over the total budget is sustainable with an average gap of 4.6% over the plan period. The average gap over the recurrent and capital budget is 3.6% and 7.4%, respectively. Importantly, the MoE is seeking to strengthen partnerships with non-state actors to defray the cost of implementation; if necessary, targets will be adjusted to align with available financing.

Monitoring and evaluation

Using monitoring tools developed by the Education Planning Division, the Education Sector Plan Monitoring and Evaluation Committee (EMEC) will conduct quarterly and annual progress reviews to identify challenges in implementation and make corrective actions, in the case of the former, and measure progress against key performance

indicators (KPIs) and set annual targets for the following year, in the case of the latter. A mid-term and final evaluation will be conducted in 2019 and 2021, respectively.

The following KPIs can be reliably monitored throughout the plan period.

Policy goals	KPIs	Gender	Baseline 2013	Target 2021
Improved and more equitable access and participation at all levels	GER 4 years old.	M	101%	95%
		F	92%	95%
	GIR (KG) primary	M	78%	105%
		F	83%	105%
	Transition rate from Grade 6	M	101%	100%
		F	101%	100%
	Dropout rate: Form 4	M	30%	14%
		F	17%	8%
	GER Post-secondary 17-20	M	20%	35%
		F	38%	43%
Improved and more equitable learning outcomes at all levels	Average score on Grade 6 ToS	M	51%	60%
		F	54%	60%
	% of secondary school students sitting CSEC exams in Forms 4 and 5	M	TBD	TBD
		F	TBD	TBD
	% of secondary students sitting exams that achieve five or more CSEC passes, including Mathematics and English	M	24%	30%
		F	23%	30%
	Number of persons certified at CVQ Levels I, II, and III	M	0%	22%
		F	0%	20%
Improved efficiency and effectiveness of the education sector through enhanced governance planning and management	Evidence of medium to long-term human, material, and financial resource planning	NA	TBD	Medium to long-range resource planning is implemented
	Number of policies enacted to support ESP implementation	NA	1	17
	% of Ministry Department Heads and Education Officers trained in leadership and management	NA	NA	95%
	% of schools with PTAs and Student Councils that contribute to decision making at the school	NA	NA	80%
	% of institutions assessed annually using performance management system to be established	NA	NA	90%

List of acronyms

AVEC	Advanced Vocational Education Centre
ASER	Age-specific Enrolment Rate
CARICOM	Caribbean Community and Common Market
CBIS	Cecele Browne Integrated School
CBA	Cost-benefit Analysis
CCSLC	Caribbean Certificate of Secondary Level Competence
CDU	Curriculum Development Unit
CEO	Chief Education Officer
CFBC	Clarence Fitzroy Bryant College
CFBC DTVEMS	Division of Technical and Vocational Education and Management Studies
CFS	Child-Friendly Schools
CIC	Chamber of Industry and Commerce
COR	Child Observation Record
CPD	Continuous Professional Development
CSEC	Caribbean Secondary Education Certificate
CSME	Caribbean Single Market Economy
CTCS	Cotton Thomas Comprehensive School
CVQ	Caribbean Vocational Qualification
CXC	Caribbean Examination Council
DoE	Department of Education
DRR	Disaster Risk Reduction
ECD	Early Childhood Development
EMEC	Education Sector Plan Monitoring and Evaluation Committee
EMIS	Education Management Information System
EO	Education Officer
EPD	Education Planning Division
ESL	English as a Second Language
ESP	Education Sector Plan
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GIR	Gross Intake Rate
GoSKN	Government of St Kitts and Nevis
GPI	Gender Parity Index
HR	Human Resources
ICT	Information and Communication Technology
IEP	Individualized Education Plan
KPI	Key Performance Indicators
M&E	Monitoring and Evaluation
MIS	Management Information System
MoE	Ministry of Education
MoF	Ministry of Finance
MoH	Ministry of Health
MoSCDCGA	Ministry of Social and Community Development, Culture, and Gender Affairs
MoU	Memorandum of Understanding
NA	Not Applicable

NDMD	Nevis Disaster Management Department
NEMA	National Emergency Management Agency
NER	Net Enrolment Ratio
NGO	Non-Governmental Organization
NIA	Nevis Island Administration
NQF	National Qualification Framework
NSTP	National Skills Training Programme
NVQ	National Vocational Qualification
OECS	Organization of Eastern Caribbean States
OECS EDMU	OECS Education Development Management Unit
OESS	OECS Education Sector Strategy
PEO	Principal Education Officer
PLAR	Prior Learning Assessment and Recognition
PS	Permanent Secretary
PTA	Parent Teacher Association
QTLF	Quality Teaching and Learning Framework
SDG	Sustainable Development Goal
SELF	Student Education Learning Fund
SES	Socio-economic Status
SIDF	Sugar Industry Diversification Fund
SIDS	Small Island Developing State
SIP	School Improvement Plan
SIS	School Information System
SKN	St. Kitts and Nevis
SKNAB	St. Kitts and Nevis Accreditation Board
SKNIS	St. Kitts Nevis Information Service
SMART	Specific, Measurable, Attainable, Relevant, and Time-bound
SSS	Student Support Services
TBD	To Be Determined
ToR	Terms of Reference
ToS	Test of Standards
TRC	Teacher Resource Centre
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
IIEP-UNESCO	UNESCO International Institute for Educational Planning
UWI	University of the West Indies
UWI JBTE	UWI Joint Board of Teacher Education

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- Mrs Maria Crawford, Coordinator, and other officers of the Education Media Unit
- Ms Donna Bassue, Coordinator, Students' Education Learning Fund
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- Groups of students from primary and secondary schools, St. Kitts and Nevis
- Executive Members of Parent Teachers' Associations, St. Kitts and Nevis
- Secretariat and staff of the Education Planning Division
- Members of the Education Advisory Board
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- Operation Future
- Nevis Youth Council
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Ministries with responsibility for:

- Finance
- Youth
- Sports
- Culture
- Social Services

Media Houses:

- St. Kitts Nevis Information System (SKNIS)
- ZIZ Radio and Television
- Winn FM Radio Station
- Freedom FM Radio Station
- Nevis Newscast (NNC)

As a result of the meaningful participation and rich contributions of stakeholders during the strategy development process, the Ministry is confident that the plan is responsive to the needs of the sector and stakeholders, which, in turn, will help to pave the way for effective implementation.

A message from the Deputy Prime Minister and Minister of Education

The Education Sector is one of the main sectors contributing to the social and economic growth of our country. It is for this reason that the Government invests significant revenue in the Ministry of Education, thereby demonstrating that education remains a priority for the Team Unity Government. Greater spending on education, however, must yield greater returns. Furthermore, spending has to match our outputs and outcomes. This means that a transformation of our Education System is necessary.

We have made considerable strides in education, compared with other states in the region, but we still have a long way to go! A sense of purpose and direction is needed to produce the expected results. To this end, we must ask ourselves four questions: What are we doing? Where do we want to go? How we will get there? And how shall we know if we are moving in the right direction? With technical support from UNESCO and IIEP, we embarked on the process of systematically answering these four key questions. This process led to the formulation of our Education Sector Strategic Plan.

This Education Sector Strategic Plan is our vehicle for transforming the Education Sector so as to increase our outputs and outcomes. These will be achieved by: (i) improving equitable access to and participation in education at all levels; (ii) strengthening the quality and relevance of education at all levels, thereby improving learning outcomes; and (iii) enhancing governance, planning, and management so as to improve efficiency and effectiveness throughout the sector. The policy goals, intermediate outcomes, strategies, and key targets contained in this Strategic Plan describe what will be the Ministry of Education's course of action over the next five years. They also signal the Ministry's commitment to deliver quality education and contribute to the social and economic growth of our country.

I wish to thank the Core Planning Team for working diligently to develop this Education Sector strategy and the wide cross-section of stakeholders for their participation and input during the consultations and the writing process. I encourage all stakeholders to do their part in implementing the activities in the Plan. The successful implementation of the activities will result in the provision of holistic lifelong education for all. This will contribute to sustainable development, build civic responsibility, and foster in individuals the ability to succeed locally and globally.

I hereby offer to you, the people of the Federation of St. Kitts and Nevis, the Ministry of Education Sector Strategic Plan 2017 to 2021.

The Honourable Shawn K. Richards

Deputy Prime Minister and Minister of Education

A message from the Premier and Minister responsible for Education, Nevis Island Administration

Every nation needs a strong Education Sector Plan (ESP). Such a plan will help to mobilize necessary resources and actions needed to improve education provision in line with the developmental imperatives of the country. That is why we in St. Kitts and Nevis have made a significant effort to put together this comprehensive Education Sector Plan for the next five years – one that will prepare our people to thrive in the 21st century at home and abroad.

We have conducted an evaluation of the status of our education system and developed strategies based on what is working, what is not, and those areas where there is the greatest need for improvement. We have also taken into careful consideration the financing necessary to achieve our policy goals. Moreover, the team of professionals who put this ESP together, led by Dr Neva Pemberton, has made sure that sustainable procedures are in place to monitor and evaluate progress with implementation of the plan.

A wide cross-section of stakeholders offered valuable contributions to the development of the plan. The Ministry of Education sincerely appreciates the partnerships that have been forged, and those yet to be developed, as this plan necessitates strong collaboration among government and non-government actors to safeguard effective implementation.

The Nevis Island Administration (NIA) fully supports this ESP and will assist the Ministry of Education in attaining its vision for education: the provision of holistic lifelong education for all that contributes to sustainable development, builds civic responsibility, and fosters in individuals the ability to succeed both locally and globally.

We are well aware that quality education and training is critical to the socio-economic health of a country, and are therefore committed to improving the education system to contribute to a more cohesive society and stronger economy.

This ESP targets areas including, but not limited to, teacher training, leadership and accountability, and equity in access and participation. Additionally, it places significant focus on curriculum reform to ensure students in basic education develop the foundation needed to support lifelong learning. With these objectives in mind, the NIA feels certain that effective implementation of the ESP will result in tremendous benefits for our people, our society, and our economy in the not too distant future.

The Honourable Vance Amory

Premier and Minister responsible for Education
Nevis Island Administration

1. Introduction

1.1. Background

The Government of St. Kitts and Nevis (GoSKN), through the Ministry of Education (MoE), has developed this five-year Education Sector Plan (ESP) for 2017–2021 to provide strategic direction for the accomplishment of key policy priorities to improve education provision and administration in the Federation. The ESP builds upon the imperatives communicated in the MoE *White Paper on Education Development and Policy 2009–2019,* which has guided the delivery and management of education since its publication. It also takes into account lessons learned from the implementation of the *White Paper*, including the need for a strong performance assessment framework and the required cost and finance components to sustain efficient and effective plan execution.

Consultation on ESP with secondary school students.

The ESP responds to many developmental priorities formulated at national, regional, and global levels.

At the national level, the plan is guided by the *2005 Education Act* and related regulations. It supports sustainable development efforts articulated in documents including, but not limited to, the *2006–2016 National Adaptation Strategy,* the *2011–2015 National Poverty Reduction Strategy* and the subsequent *2012–2016 National Social Protection Strategy*, as well as the *2013 Technical and Vocational Education and Training (TVET) Policy*. Critically, the plan also responds to crucial issues identified in the locally derived 2016 MoE Education Sector Diagnosis and the externally driven 2016 UNESCO Education Sector Policy Review, which was commissioned to analyse major policy gaps in four key areas in education: (i) governance, planning and management, including monitoring and evaluation; (ii) curriculum and assessment; (iii) academic staff policies; and (iv) teaching and learning environments.

At the regional level, the plan is aligned, where relevant, with the Organisation of Eastern Caribbean States (OECS) 2012–2021 sub-regional Education Sector Strategy (OESS) and seeks to contribute to economic integration and human development efforts substantiated through the Caribbean Community (CARICOM) Single Market Economy (CSME) and the concept of the 'Ideal Caribbean Person'. At the international level, the plan upholds the United Nations (UN) Convention of the Rights of the Child (OHCHR, 1989) and responds to the new global mandate for education development, captured in UN Sustainable Development Goal (SDG) 4, which states that, by 2030, countries are to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' (see Figure 1).[3]

Figure 1: Education Sector Plan commitments

Global

- UN 2030 Sustainable Development Goals
- Convention of the Rights of the Child

Regional

- CARICOM: Single Market Economy (CSME) and 'Ideal Caribbean Person'
- 2012-2021 OECS Education Sector Strategy (OESS)

National

- 2005 Education Act, 2009 White Paper on Education Development and Policy, 2013 TVET Policy, 2012-2016 National ECD Policy
- 2006-2016 National Adaptation Strategy, 2011-2015 National Poverty Reduction and 2012-2016 National Social Protection Strategy, Draft 2013 National Youth Policy

3. See www.uis.unesco.org/Education/Documents/wef-framework-for-action.pdf.

1.2. The goals, core values, and theme of the ESP

The MoE's goals and objectives

The overarching goals and objectives of the education sector are captured in the 2005 *Education Act*, which provides the legal framework for education policies and provision (see Box 1).

Box 1: Goals and objectives of the education sector

Goals:

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

Objectives:

(a) encourage and promote the development of 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) an appreciation and understanding of creative arts;
(v) physical development and personal health and fitness; and
(vi) the creative use of time;

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

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

(d) provide opportunities to reach maximum potential;

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

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

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

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

(i) promote a national and Caribbean identity through regional cooperation and integration;

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

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

Source: Education Act, GoSKN, 2005.

Taking these overall goals and objectives into account, and in line with the OESS vision that 'Every Learner Succeeds' (OECS, 2012), the Ministry of Education is guided by the following vision and mission statements:

Vision: The provision of holistic lifelong education for all that contributes to sustainable development, builds civic responsibility, and fosters in individuals the ability to succeed locally and globally.

Mission: To provide for all citizens and residents, in collaboration with other stakeholders, a comprehensive course of quality lifelong education, which will enable individuals to develop and achieve their full potential, allowing them to make meaningful contributions to national development.

The GoSKN, through the MoE, is committed to providing quality and relevant education for learners of all ages that allows for individual empowerment and national sustainable development.

The MoE's core values and guiding actions

Eight core values or central tenets have been identified as key to the MoE's pursuit of its vision, mission, and implementation of the ESP. These are supported by several guiding actions that take the form of approaches to implement the eight core values (see Table 1).

Table 1: Core values and guiding actions

Eight core values	Guiding actions
Accountability	• Establish and adhere to MoE and civil service standards, policies, and procedures. • Communicate rights and due processes for Ministry officials, institutions and their staff, students, and parents.
Efficiency	• Ensure and maintain Ministry-wide proactive and responsive services. • Maximize resources to improve educational outcomes.
Empowerment	• Provide learners, educators, and administrators with the tools and support needed to reach their full potential. • Emphasize critical thinking and individual agency in teaching and learning, and cultivate in learners a strong sense of self-worth, cultural awareness, and pride, as well as a positive moral disposition.
Equity	• Establish systems to ensure resources (human, financial, and material) are allocated to supporting the improvement of educational outcomes for all learners. • Redress inequalities by providing opportunities for quality learning outcomes to all students through close monitoring of resources and educational performance, and through collaboration with partner entities.
Excellence	• Entrench high-quality standards of performance throughout the system.
Learner-centredness	• Commit to providing educational experiences that are responsive to individual learning needs. • Include learners in decision-making processes regarding teaching-learning.
Integrity	• Adhere to applicable standards and maintain confidentiality. • Establish and sustain a circle of trust among education stakeholders.
Partnership	• Consult and collaborate with a wide range of diverse stakeholder groups in the provision of education to maximize resources and achieve shared education goals. • Engage the public to build common expectations and gain support for education reforms.

The ESP was devised around these core values and, through its implementation, seeks to operationalize these guiding actions.

The theme of the ESP

Taking into consideration the various commitments to national, regional, and global development efforts and the significant shift in the approach to education management and delivery necessary to achieve the objectives of the plan, the MoE has chosen the following central theme for the ESP: **Education for All: Embracing the Change, Securing the Future.**

1.3. Plan preparation process

Plan preparation was both highly collaborative and used as a capacity-building process in strategic planning for MoE personnel. A wide cross-section of stakeholders within and beyond the education sector were consulted at each important phase of plan development. Additionally, local writing teams composed of Ministry and institutional-level personnel were responsible for developing plan strategies in each key programme area under the expert guidance of a consultant for the UNESCO International Institute of Educational Planning (IIEP)[4]. This approach was critical to improving national ownership of the plan and efficacy of implementation. IIEP-UNESCO also offered vital technical expertise with monitoring and evaluation (M&E) as well as the cost and finance elements of the plan.

Ministry of Education officials preparing Sector Plan.

4. A list of stakeholders involved in the plan preparation process can be found in Annex 1.

1.4. Organization of the ESP

Chapter 1 offered relevant background information on the Ministry of Education, which provided a foundation for the development of the ESP, along with salient information on the plan preparation process and structure. *Chapter 2* offers an abridged education sector diagnosis, inclusive of identified policy priorities. *Chapter 3* presents the policy goals and strategies to be pursued in the ESP through six key programme areas, and includes a discussion of cross-cutting themes and targets for key performance indicators. *Chapter 4* provides detailed implementation arrangements for the ESP, while *Chapter 5* presents the cost and finance components associated with implementation. *Chapter 6* sets out the comprehensive M&E framework for the plan.

2. Education sector diagnosis

A clear understanding of the background and environment in which the education sector operates, along with sound analyses of the strengths and weaknesses of the system, are critical to developing a relevant education development strategy. Accordingly, in 2015 the Ministry of Education conducted and validated an education sector diagnosis (ESD), which contextualized education provision in the Federation and then examined the education system in terms of: (i) access and participation, (ii) quality and relevance, (iii) costs and finance, and (iv) governance and management, with equity as a cross-cutting angle of analysis, as applicable. This assessment, which was informed by several complementary sector analyses, both internally and externally driven,[5] brought key policy issues to the fore, which are now taken up in this ESP. A truncated version of the ESD is presented below.

2.1. Context

Historical background

St. Kitts and Nevis (SKN) was colonized by Great Britain in the 1620s,[6] and remained a British colony until 1983 when political independence was achieved, making the Federation the youngest sovereign nation in the Americas (Bekkers, 2009; Inniss, 1983, 1985).[7] However, education provision has been the responsibility of the nation since 1967, when St. Kitts and Nevis became an Associate State with internal autonomy to govern local affairs. The Saint Christopher and Nevis Constitution Order 1983 holds the GoSKN as the highest governing authority in the Federation, yet also grants the island of Nevis, governed by the Nevis Island Assembly, significant autonomy with respect to local governance, including the delivery and management of education (Bekkers, 2009; GoSKN, 2014a). Understanding the constitutional responsibilities assigned to the two levels of government is important, as developing education policy is a federal undertaking; yet policy implementation, if it is to be effective, must be sensitive to the contextual specificities of each jurisdiction that have developed because of autonomy between the islands in managing the day-to-day provision of education.

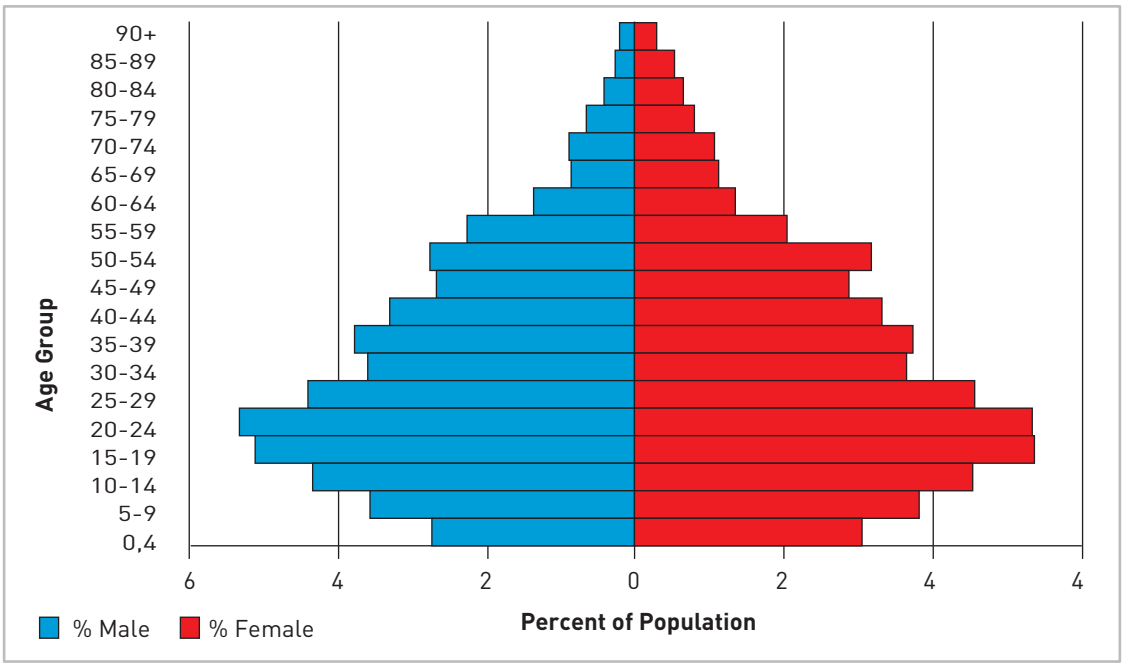
Geography and demography

SKN is a small island developing state (SIDS) in the Caribbean Leeward Islands Chain. The islands are separated by a 3-km channel, known as The Narrows. The combined total land area of SKN is 261 km^2 (St. Kitts: 168 km^2/Nevis: 93 km^2), 19.2% of which is arable. Each island is divided into administrative parishes with nine in St. Kitts and five in Nevis. The Federation, like many of the neighbouring islands, is home to beautiful beaches and vibrant ecosystems that are increasingly threatened by climate change. Additionally, the islands are susceptible to natural disasters such as tropical storms and hurricanes, which have caused significant infrastructural damage over the last 20 years (CDB, 2009). Such disasters can negatively impact the delivery of education, and as such potential hazards should be planned for and mitigated through the implementation of appropriate crisis/disaster risk reduction strategies.

Population growth has been negligible over the last century and 2011 census data indicate that the total population of the Federation is 47,149 (49% male and 51% female), with 34,872 persons, or 74%, living in St. Kitts (16,869 males and 18,003 females) and 12,277, or 26%, living in Nevis (6,126 males and 6,151 females) (see Figure 2). In St. Kitts, the largest share of the population lives in the capital city of Basseterre (36%), followed by the rural parishes of St. Peter (13%) and St. Mary (10%). In Nevis, the largest share of the population lives in the rural parish of St. Johns (31%), followed by the rural parish of St. Georges (20%); only 15% lives in the capital of Charlestown. In terms of ethnic composition, 90% of the population are of African descent, 3% are of East Indian origin, 2.7% are Caucasian, and 2.6% are registered as 'mixed'. The 2001 census was the first to incorporate the category of 'Hispanic' in the list of ethnicities, with 1.2% of the population identifying as such.[8] Although still a small share of the population, this reflects the growing number of persons from the Dominican Republic immigrating to SKN, for whom English is not a first language. Given this reality, the education sector must be prepared to accommodate learners with potential language barriers.

5. Internal analyses included the GoSKN Ministry of Education *Education Sector Situation Analysis* (2013e) and the *Education Sector Policy Review Country Background Report* (GoSKN, 2014a). External analyses included the UNESCO *St. Kitts and Nevis TVET Policy Review* (2014), the 2016 UNESCO Education Sector Policy Review on Governance, Planning and Management (including M&E, curricula, academic staff policies, and teaching and learning), and the World Bank Functional Review of the Ministry of Education (draft) (World Bank, 2015a, 2015b).
6. St. Kitts was colonized in 1624 and Nevis in 1628.
7. Anguilla was a member island of the Presidency of St. Kitts-Nevis-Anguilla until 1967.
8. 1.9% of the Nevis population reported being born in the Dominican Republic, making this group the second largest immigrant group following the Guyanese, who comprise 8% of the island's population. No federal data are available.

Figure 2: SKN population pyramid, 2011



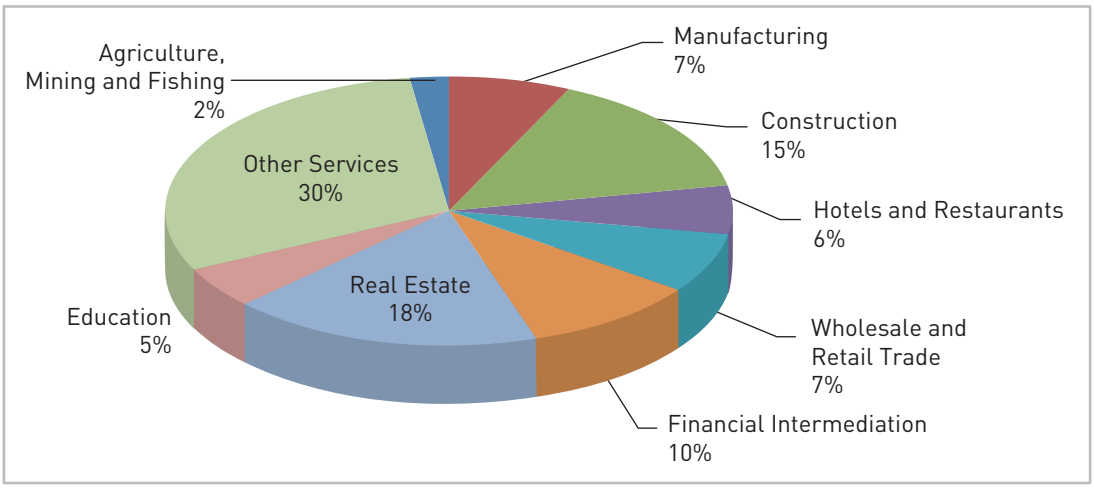
Source: Ministry of Sustainable Development, St. Kitts; Department of Statistics, Nevis.

Per 2011 census data, 22% of the population is below the age of 15, and approximately 21% is 15–24 years of age. Considering the size of the 15–24 age group and the length of time these persons could productively contribute to or be a strain on the economy and society, this demographic characteristic indicates the critical role that education must play in ensuring that earners of all ages can be integrated into the existing and emerging labour market.

Economy and society

The economy is open yet dependent, and since independence, macro-economic performance has been wide-ranging. The closure of the sugar industry in 2005–2006 contributed to an acute recession, which was exacerbated by the global economic downturn in 2008, but the country has been recovering steadily since 2012. SKN's proximity to the United States, which is an export market for the Federation as well as a source for students in the growing offshore higher education sector, has contributed to the recovery (UNESCO, 2014).

Figure 3: SKN GDP composition by sector in 2013 in constant prices (base 2006)



Source: Ministry of Sustainable Development, St. Kitts; Department of Statistics, Nevis.

Services, including tourism, are the largest contributor to gross domestic product (GDP) at over 80% (Figure 3) and are a major contributor to national economic diversification efforts. Sectors such as information and communication technology (ICT), transportation, construction, and personal services, including Citizenship By Investment, are expected to grow (GoSKN, 2013c, 2017).

According to the most recent labour market survey (2009), the labour force participation rate is 73% (73.8% in St. Kitts and 70.8% in Nevis) and the unemployment rate is 6.5% (6.0% in St. Kitts and 8.2% in Nevis). Notably, the unemployment rate of the 20–24 age group (12%) is almost double the national unemployment rate. This underlines the importance of strengthening the external efficiency of the education system, as prolonged unemployment among this population group could significantly undermine economic and social stability (Bekkers, 2009; UNESCO, 2014).

SKN is classified by the UNDP (2016) as a High Human Development Country; nevertheless, poverty and social vulnerability remain present on both islands, with an overall poverty rate of 23.7% in St. Kitts and 15.9% in Nevis (CDB, 2009). In terms of the geographical dispersion of poverty, poverty is concentrated in St. Georges-East and West (Basseterre) (30.52%), St. Johns (20.9%), and St. Mary's (17.1%) in St. Kitts, while the parish of St. John's in Nevis has the highest percentage of persons living in poverty (39.3%). With respect to poverty and gender, more women than men were living in poverty in St. Kitts, while the opposite was true in Nevis. Critically, young persons aged 0–14 comprised 40% of persons living in poverty, with 1 in 3 children in St. Kitts and 1 and 4 in Nevis found in this population group. In addition to youth below the poverty line, there are several other vulnerable demographic groups for which careful investments should be made to promote equity in educational access and learning outcomes. These include: (i) low-wage workers without (sufficient) educational certification (49.9% of males and 47.3% of females in the lowest poverty quintile), (ii) disillusioned youth (especially boys and teenage mothers who run the risk of not completing compulsory schooling,[9] and (iii) non-English speaking immigrant groups (GoSKN, 2012c).

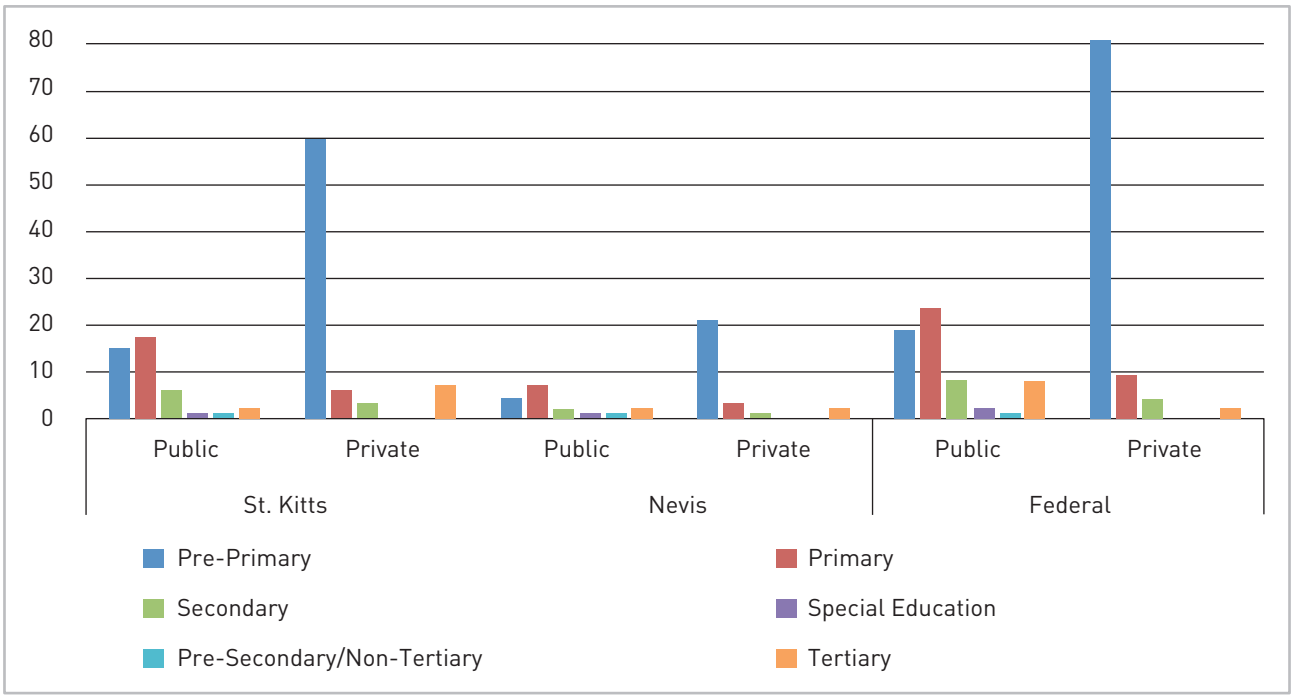
Culturally, the Federation abounds with indigenous knowledge, traditions, and art forms that have been historically marginalized through formal schooling. This marginalization is a socio-cultural legacy of the colonial education system that was designed to devalue expressions of local culture and African heritage and fashion loyal British subjects (Pemberton, 2010). Across the Caribbean, this lack of cultural pride has been put forward as a factor in negative affective development of youth and perceived social decline in the region. The curriculum, in all its iterations (intended, implemented, and hidden), transmits cultural values and, as such, has a significant role to play in fostering cultural empowerment and positive affective development in learners (Miller et al., 1991, 2000, Pemberton, 2010).

Structure of the education system

Early childhood development (ECD) caters for children aged 0–5 and is provided through a combination of nurseries (0–2 years of age), preschools (3–5 years of age), and day cares (0–5 years of age). Primary and secondary education are free and compulsory for children aged 5–16, with primary school comprising Kindergarten to Grade 5, and secondary school comprising Forms 1 to 5. At the secondary level,[10] students in each form are grouped into 'ability streams', based on academic performance, and many of the students in the lowest stream of Form 4 have historically left school at the age of 16 before continuing to the final year of secondary school.[11] For learners with a range of special education needs, education and training is provided at the Cotton Thomas Comprehensive School (CTCS) in St. Kitts or the Cicele Brown Integrated School (CBIS) in Nevis. Higher education consists of formal and non-formal post-secondary TVET as well as national, regional, and off-shore tertiary level institutions. The GoSKN MoE manages education and training through the post-secondary/non-tertiary level in St. Kitts (ISCED 4) and the NIA MoE manages education provision up to the tertiary short cycle (ISCED 5) through the Nevis Sixth Form College.

9. 14.5% of births in 2011 were to women aged 19 or younger (Vassell, 2014).
10. Streaming also occurs in some primary schools with multiple classes per grade.
11. Although the trajectory of these students has not been tracked, it is safe to say that some of these students are absorbed into formal and non-formal post-secondary technical and vocational training (TVET) and/or work placement programmes.

Figure 4: Number and distribution of education and training institutions by level, status, and island, 2013–2014



Source: GoSKN, 2014c.

2.2. Access and participation

This section presents enrolment data for ECD through the tertiary level and describes the internal efficiency of compulsory education.[12] Equity in access and participation is taken up at the end of the section.

Early childhood education

Although this level of schooling is not compulsory, the GoSKN has taken great effort to improve access and participation to high-quality early childhood education, given its contribution to improving learning outcomes later in life, especially for the vulnerable. Efforts to increase access have included expanding existing centres and establishing new ones, implementing the Reaching the Unreached programme for home-based nursery providers, and ensuring that public centres can be accessed by persons with physical disabilities (GoSKN, 2013a).

As of 2013, net enrolment for the 0-2 age group across the Federation stood at 40% (46% in St. Kitts (SK) and 26% in Nevis (N)), with more boys than girls enrolled (GPI: 0.88). The significant difference in enrolment at this level between the islands is likely attributed to the fact that there are no public nurseries in Nevis, so services at this level are only available in private centres at a cost to families. For families living in or vulnerable to poverty on the island, this reality puts them at a disadvantage, which presents an equity issue for access and participation at this level (Clarke, 2014). For the 3–4 age group, net enrolment was 85% (84% SK, 89% N), with almost the same number of males and females participating (GPI: 0.98). Importantly, with an age-specific enrolment rate (ASER) of 100%, all five-year-olds access either ECD or Kindergarten, which is the compulsory age for schooling (see Table 2).

Primary and secondary education

The ability to provide access for 100% of the five-year-old population is an accomplishment of the private ECD sector and the Ministry of Education. However, according to the Education Act 2005, this age group should be catered for in the primary cycle. Given a gross intake rate (GIR) of 78% for males and 83% for females at this level, there is an indication that many five year olds are remaining in ECD, rather than commencing Kindergarten. This points to the need to ensure that the Ministry monitors more closely compliance with legislation on age of entry to the primary cycle (see Table 3).

12. Data are drawn from reconstructed population estimates and EMIS data from 2008, 2009, 2012, and 2013, as complete datasets were only available for these years. 2014-2015 and 2015-2016 data are being collected in the first quarter of 2017. The actual population by age is not available from the 2011 census.

Table 2: St. Kitts and Nevis enrolment indicators, 2013

NER ages 0-2	Males	42.2%
	Females	37.0%
	All	**39.6%**
	GPI	0.88
NER ages 3-4	Males	86.1%
	Females	84.3%
	All	**85.2%**
	GPI	0.98
ASER 5 years old	Males	100.0%
	Females	100.0%
	All	**100.0%**
	GPI	1.00

Source: GoSKN, 2014c; population projections from the SKN ESP Simulation Model, IIEP.

Table 3: Primary and secondary school Net Enrolment Ratio and Gender Parity Indices, 2013

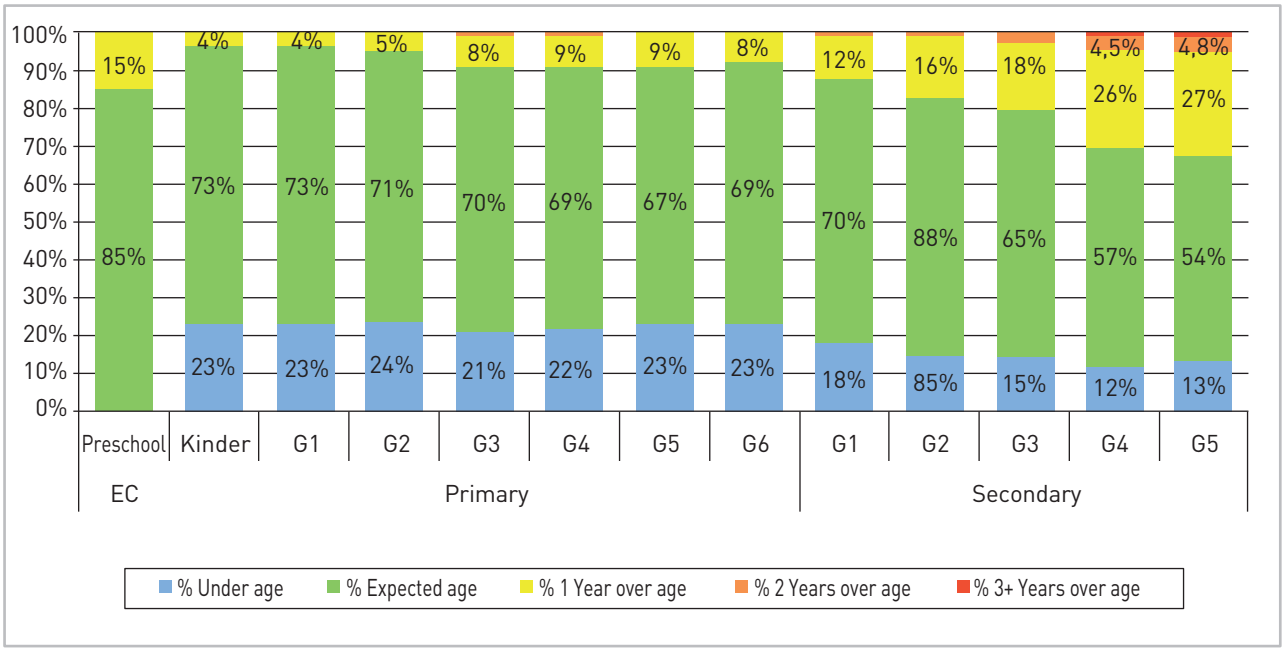
Primary NER	Males	93.2%
	Females	94.3%
	All	**93.8%**
	GPI	1.01
Secondary NER	Males	82.3%
	Females	80.3%
	All	**81.3%**
	GPI	0.98

Source: GoSKN, 2014c; population projections from the SKN ESP Simulation Model, IIEP.

Nonetheless, for decades, the Ministry has provided for universal education at the primary and secondary level. Using provisional population estimates, as of 2013, the gross enrolment ratio (GER) at the primary level stood at 98% (100% SK, 94% N) and net enrolment was 94% (95% SK, 90% N).[13] The male-to-female ratio at this level indicates that gender parity has been achieved. Additionally, SKN boasts a transition rate from primary to secondary of 100%

At the secondary level, despite the provision of free and compulsory comprehensive education since the 1960s, sustaining universal access and participation at this level has been challenging. Using 2013–2014 data, GER is 90% (90% SK, 88% N) and NER is 81% (82% SK, 79% N), which indicates that 19% of secondary school students are either over- or underage. In terms of participation by gender, the overall enrolment ratio of males to females is roughly equal (GPI 0.98) (see Figure 5).[14]

Figure 5: Students by grade and age condition (%), 2013–2014



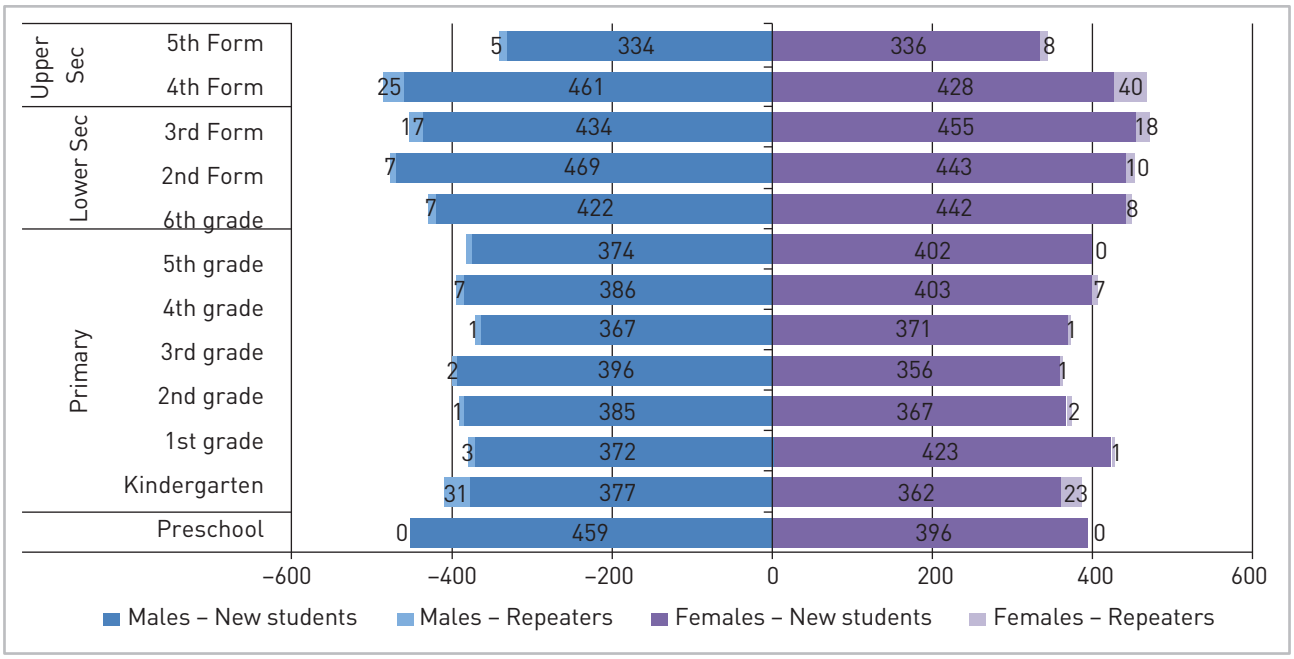
Source: EMIS data as depicted in UNICEF (2016), Graph 7.

13. The NER is lower than a number of key stakeholders believe to be true. MoE officials, officials with responsibility for the household registry in the Ministry of Social Development, principals, and community members alike express confidence that all primary school-age children are indeed in school. The low NER may be attributed to the single age disaggregation population reconstruction.

14. Without reliable age-disaggregated population information and complete enrolment datasets prior to 2013/2014, ascertaining GER before 2013/2014 was not feasible. GER/NER for 2013/2014 was projected by building population data in line with primary school demography, as it can be safely assumed that all primary school children are, indeed, in school.

Data on repetition and dropout are also instructive in homing in on access and participation challenges in compulsory education. As shown for 2013–2014, enrolment at the primary level is stable throughout each grade, however repetition is greatest in Kindergarten, which can likely be attributed to the significant number of students who are underage (23%) and may not have entered formal schooling with the 'learning readiness skills' needed for success in the early grades. At the secondary level, while repetition is generally low in Forms 1, 2, and 5 (2% each), it is higher in Form 3 (4%) and highest in Form 4 (7%), which contributes to the increasing share of the overage student body in Forms 3–5. Although the transition rate from lower to upper secondary is high at 99%, the repetition rates in Forms 3 and 4 presented above suggest that this transition can be difficult for some students.

Figure 6: Student enrolment pyramid by grade, gender, and repeater conditions, 2013–2014



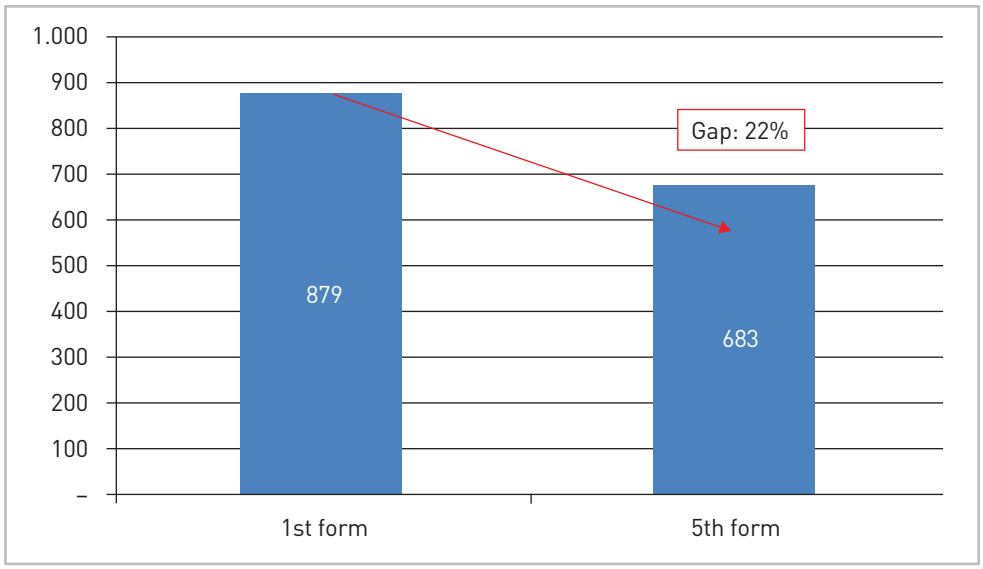
Source: EMIS data as depicted in UNICEF (2016), Graph 3.

Nonetheless, there is diminishing enrolment between Forms 1 and 5, especially between Forms 4 and 5, as indicated in Figure 7. While a comprehensive cohort analysis has not yet been conducted, assuming cohorts of a stable size, the 22% gap in enrolment between Form 1 and Form 5 points to significant retention issues that ought to be explored and addressed.[15] In fact, data further indicate that for the 2013–2014 year, 1 out of 7 students aged 14 and older left secondary school before completing the cycle, and the dropout rate was 27% in Form 4 (GoSKN, 2014c; UNICEF, 2015). It should be noted, however, that the significant decline in enrolment between Form 4 and 5 is sanctioned by the MoE, as students in the lowest academic streams of Forms 4 are considered 'school leavers', since they are not expected to progress to Form 5 to take the Caribbean Examination Council (CXC) Caribbean Certification of Secondary Level Competence (CSEC Exams).[16]

While data on the trajectories of out-of-school children have not been collected, EMIS data for 2014 indicate that out of the 229 students leaving school after Form 4 in 2013-2014, 183 (86 male and 97 female) or 80% were absorbed into remedial post-secondary programmes offered by the Advanced Vocational Education Centre (AVEC). Others were likely benefit from post-secondary 'safety-net training' provided through the MoE and Ministries of Social Development in St. Kitts and Nevis.[17] Considering both the significant expense and typically lower terminality rates of post-secondary level training, increasing retention rates and improving learning support in secondary education would be more sustainable and cost effective (UNESCO, 2014).

15. This indicator was not derived from a cohort analysis, but is a proxy for what the size of the fifth form should look like assuming stable cohorts at the level.
16. Students in the lowest academic streams in Form 4 attend school part time to complete academic subjects (English, Mathematics, and other topics that vary by school) and participate in a job attachment programme on a part-time basis. In St. Kitts, the school-to-work-based programme is the A'Ganar Programme, coordinated through the post-secondary National Skills Training Programme. In Nevis, individual secondary schools organize job attachments for identified students.
17. The social protection programmes MEND/RISE will strategically address some issues pertaining to school dropout in families (i.e. skill development, continuing education opportunities, access to employment, access to government assistance pending employment) and build on existing programmes in St. Kitts and Nevis. Existing programmes in Nevis include, but are not limited to, 'Youth at Work' and the 'Second Chance Teen Mothers' programme.

Figure 7: Gap between first and fifth forms, 2013–2014



Source: EMIS data as depicted in UNICEF (2016), Graph 10.

Special education

Special education services are to be provided in the 'the least restrictive and most enabling environment to the extent that resources permit' (Education Act, GoSKN, 2005, p. 41). In St. Kitts, there are approximately 107 students aged 5–19 enrolled at the CTCS, and 19 students aged 5–15 enrolled at CBIS in Nevis, with a range of cognitive, learning, behavioural, and physical disabilities. However, data are not available on the number of students who may need special education services but are not receiving them, and anecdotal evidence suggests that, owing to societal stigma, some parents/guardians are unwilling to have their dependant(s) assessed for special educational needs or enrolled in CTCS/CBIS despite official recommendations from the MoE. Low academic performance in mainstream education hints that additional students may need special education/learning support services. Additionally, owing to resource constraints for promoting inclusion in general education, CBIS and CTCS also serve students who are cognitively capable of attending mainstreams schools, but owing to certain disabilities (e.g. vision impairments) are attending special education institutions.

Higher education

The 2009 White Paper made it clear that improving GER in higher education is a key policy goal;[18] however, weaknesses in data capture and management do not permit a close analysis of participation at this level. Population projections indicate that GER in post-secondary (ages 17–20) is 20% for males and 38% for females, while available raw enrolment figures suggest low levels of access and disparities between the genders in participation. Approximately 758 persons enrolled in post-secondary and tertiary-level TVET programmes, offered by the MoE and CFBC, in 2013–2014.[19] There were gender biases in subject selection with the result that few females selected TVET areas that are historically male dominated and vice versa.

Several other issues constrain adequate provision of and equitable participation in post-secondary and tertiary-level TVET, as indicated in Box 2. There are plans to address many of the issues by operationalizing the 2013 TVET Policy, which provides a framework to institutionalize 'TVET for All'. Translating the policy into practice has begun by: (i) developing a regionally aligned National Qualifications Framework; and (ii) inaugurating the GoSKN and Caribbean Development Bank (CDB) TVET Project, which will, among other things, assist in rationalizing and expanding TVET programmes, upgrading TVET facilities to meet occupational standards, establishing a robust monitoring and evaluation system (M&E) for TVET, and providing institutional strengthening for the TVET Council and capacity building for TVET providers.

18. By 2020, 50% of the secondary school leaving cohort should be enrolled in higher education, with 20% enrolled in university programmes (GoSKN, 2009: 111).

19. Enrolment from 2012 for AVEC was used. The figure includes enrolment at the CFBC DTVEMS and Adult and Continuing Education.

Critically, enrolment in general tertiary-level education is also low, with approximately 1,011 persons enrolled across the Clarence Fitzroy Bryant College (115 males, 384 females), the University of the West Indies Open Campus (90 males, 287 females), and Nevis Sixth Form College (46 males, 89 females).[20] In general, there are more females than males enrolled at the tertiary level. With respect to participation at this level by island, it should be noted that enrolment at the Nevis Sixth Form College is hindered by narrow course offerings and physical space constraints, as it is housed on the crowded campus of the Charlestown Secondary School.

Box 2: TVET constraints

- TVET suffers from low status and the misperception that the courses are for less able students.
- Poor articulation of programmes (formal and non-formal) constrains the ability to easily navigate TVET opportunities and progress to higher levels of training.
- There are weak links between the needs of the labour market and TVET offerings, partly because of the lack of adequate labour market information and inadequate private sector involvement in TVET management.
- No formal post-secondary TVET opportunities are offered in Nevis.
- There is limited TVET offering in high-skill areas and at management or advanced levels.
- Demand for National Skills Training Programme (NSTP) courses has declined due to increased enrolment in the People Employment Programme, which provides on-the-job training and pays a salary.
- The value and portability of existing certification is limited.
- The mechanism for recognizing and assessing prior learning is not in place.

Source: GoSKN, 2013b, 2014a; UNESCO, 2014; and World Bank, 2015a, 2015b cited in GoSKN, 2016.

Equity in access and participation

To support the access and participation of children from low-income households, the GoSKN and the NIA have implemented social assistance programmes to defray the costs of school meals, textbooks, examinations, and uniforms, where applicable.[21] However, as captured in the 2012–2017 *National Social Protection Strategy*, better collaboration between the Ministries of Education and Ministries of Social Development on both islands is needed to improve targeting and reduce inefficiency in service delivery, as there are errors of inclusion and exclusion in existing service provision.

Differences between males and females in participation have been noted at the secondary level and beyond. These will need to be addressed if SKN is to meet Target 4.5 for SDG 4, which aims to eliminate gender disparities in participation by 2030. Additionally, meaningful participation may be constrained for English language learners, taking into consideration the growing number of persons immigrating from the Dominican Republic in the Federation, for many of whom English is not a first language. This is an area for further investigation. Lastly, the extent to which persons with physical disabilities can access and participate in mainstream schools is limited, as most education and training institutions are not handicapped accessible.

2.3. Quality and relevance

This section presents information on the quality and relevance of early childhood to tertiary education in the Federation, and contemplates not only outputs from the system (i.e. student performance), but also inputs and teaching and learning conditions that contribute to the quality of the system's output. The section also takes a cursory look at the external efficiency of the system, and presents issues of equity, as applicable.

20. Enrolment for 2013-2014 used for the CFBC, but excludes Adult and Continuing Education and DVETMS, as enrolment for these programmes is captured under post-secondary and tertiary level TVET.

21. School Meals are free in St. Kitts, but not Nevis.

Early childhood development

ECD in the Federation has been touted by development partners (e.g. OECS and UNICEF) as a model for the region owing to its focus on establishing and maintaining high-quality standards in the sector. An ECD Minimum Standard Checklist was developed with assistance from UNICEF, and is used for licensing centres, while a standard Programme Quality Assessment Tool is used to monitor strengths and weaknesses in programme delivery at each centre. As of 2015, 21 centres in St.Kitts and seven in Nevis were licensed using the Minimum Standard Checklist. Work continues to: (i) license the remaining centres, and (ii) implement standard licensing procedures for home-based providers. Teaching and learning at this level is informed by the High Scope Curriculum and a common curriculum framework is developed at the OECS level.

Orientation workshop for new preschool teachers.

Nonetheless, quality at this level is compromised by several factors. Few providers are teacher-trained (8% of teachers and 25% of supervisors),[22] and unlike the mandate for new and untrained teachers at the primary and secondary level, who are expected to attend the CFBC Teacher Education programme after two years of service, teacher training or certification is not compulsory for ECD providers. While the Associate Degree programme in ECD at the CFBC offers an avenue for improving teacher qualifications at this level, it is not mandatory. Furthermore, the relevance of the degree programme needs improvement, as the content is not well-aligned with the High Scope approach followed in the centres. Other challenges to quality at this level include an inadequate number of staff to monitor and supervise ECD providers and a need for more material resources to effectively implement the High Scope Curriculum (UNESCO, 2016).

Primary and secondary education

With respect to teacher qualifications, according to EMIS data for the academic years 2011/2 to 2013/14, 71% of public primary teachers (78% in St.Kitts and 59% in Nevis) and 51% of public secondary teachers (54% in St. Kitts and 47% in Nevis) are teacher-trained.[23] The Federation also benefits from low teacher-pupil ratios: at the primary level the teacher-pupil ratio is 1:14 (1:15 in SK, 1:10 N and 1:15 SKN Private), with an average class size of 16, and at the secondary level the ratio is 1:8 (1:9 in SK, 1:8 N and 1:5 SKN Private) with an average class size of 21. The teaching force predominantly consists of female teachers (100% at ECD, 90% at primary, and 69% at secondary level).[24]

Notwithstanding many trained teachers and small class sizes, student performance on national and regional assessments is indicative of deep-seated quality constraints.

At the primary level, mediocre and below average performance on the National Test of Standards (ToS), which is mandatory in Grades 3–6 in all public and assisted private schools, highlights quality issues in curriculum and assessment, as well as the teaching-learning environment.

For 2011–2014, average performance across subjects for Grades 3–6 was 58%, 54%, 50%, and 55%, respectively, with Nevis consistently yet marginally returning better results than St. Kitts. Average scores on Grade 6 Language Arts (47% in St.Kitts and 54% in Nevis) and Mathematics ToS (54% in St.Kitts and 63% in Nevis), indicate that the literacy and numeracy skills needed for secondary school are underdeveloped in many students (see Table 4).

At the secondary level, the current standard of success in secondary school is performance on the Caribbean Examination Council (CXC) Caribbean Secondary Education Certificate (CSEC), typically taken in Form 5. Since 2010, the national pass rate on CSEC exams has averaged 79%, which is markedly higher than the regional average of 61% (2014). This certainly heralds a high level of attainment for those who take CSEC examinations; however, approximately 71% of secondary school students take the CSEC examination (69% in St.Kitts and 78% in Nevis), which means that approximately 29% of students are leaving secondary school without a standard benchmark of achievement. Approximately 50% of secondary students sat and passed English A (48% in St.Kitts and 51% in Nevis),

22. These figures are based on available data on teacher training; however the response rate from ECD providers was unsatisfactory.
23. The EMIS department is working to build historical data on teacher qualifications, but these are not yet available. Principals and education officers have informally noted that, over time, the qualifications of teachers have generally improved.
24. As of 2014-2015, one male joined the ECD teaching force in St. Kitts.

36% sat and passed Mathematics (37% in StKitts and 36% in Nevis), and 60% sat and passed ICT subjects.[25] Only 2–6% of students participated in critical TVET areas such as Mechanical Engineering, Agriculture, Electrical and Electronic Technology, and Building Technology Construction (Caribbean Development Bank, 2015).

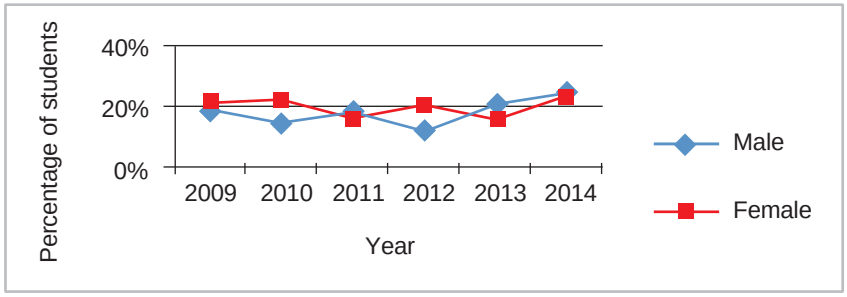
Table 4: Average test of standards performance, 2011–2014 (%)

		Nevis				St. Kitts			
		2011	2012	2013	2014	2011	2012	2013	2014
Grade 3	Language Arts	61	58	61	65	56	54	56	59
	Mathematics	55	67	64	58	51	61	59	53
	Social Studies	66	61	58	58	65	58	56	54
	Science	45	64	51	62	43	66	52	61
	Total	56	62	58	61	54	60	56	57
Grade 4	Language Arts	60	56	54	56	54	49	50	54
	Mathematics	62	59	59	59	54	52	52	55
	Social Studies	50	63	53	53	48	58	48	53
	Science	51	52	52	59	46	48	48	44
	Total	56	58	55	57	51	52	50	52
Grade 5	Language Arts	48	48	45	46	40	42	43	41
	Mathematics	56	65	53	53	44	61	49	46
	Social Studies	55	47	49	54	49	44	44	53
	Science	54	56	55	56	47	55	53	48
	Total	53	54	51	52	45	51	47	47
Grade 6	Language Arts	57	58	48	51	47	44	46	52
	Mathematics	58	70	62	62	46	59	57	53
	Social Studies	56	60	57	62	48	51	56	53
	Science	58	57	64	62	50	51	64	55
	Total	57	61	58	59	48	51	56	53

Source: GoSKN, 2014c.

Furthermore, less than 25% of males and females who take CSEC exams pass at least five, including Mathematics and English, which can be reduced to approximately 18% when the percentage of students sitting examinations is taken into consideration. Because this level of attainment is the current threshold for many entry-level positions in the world of work and for matriculation to many CFBC higher education programmes, it is cause for concern that so many students leave without these basic qualifications. It must be noted, however, that while additional students are developing fundamental literacy and numeracy skills assessed by the CXC Caribbean Certificate of Secondary Level Competence (CCSLC), this examination is not uniformly implemented across institutions and, importantly, lacks currency for a few reasons, chief among them being lack of recognition and value by employers and the wider community (see Figure 8).

Figure 8: Percentage of students achieving five CSEC subject passes including English and Mathematics



Source: GoSKN, 2014c.

National and school-based assessments are heavily scrutinized for their inability to adequately measure the learning of all students. The nationally organized primary school ToS and lower secondary school Common Exams are criticized for their utility and relevance, as neither are tethered to specific competency standards for each grade. Using CSEC examinations as the single determinant of secondary level achievement has also been criticized as this approach

25. This indicator was derived by dividing the reported pass rate for the subject by the percentage of students taking exams on each island (69% in St. Kitts and 78% in Nevis).

does not: (i) cater for all secondary school leavers, or (ii) offer a good indicator of a students' ability to perform at work and/or integrate into society after leaving school. Additionally, there is an over-reliance on summative paper and pencil assessments at the school level, and the quality of tests varies widely.

The GoSKN 2014 *Education Sector Policy Review Country Background Report* and the 2016 UNESCO *Education Sector Policy Review* highlighted several additional quality concerns in compulsory education that impact the outputs of education. These include: (i) an underdeveloped curriculum framework and absence of clear assessment policy to guide teaching and learning; (ii) constraints in the educational environment, such as insufficient student support services for students in need, absence of a Quality Teaching and Learning and ICT integration framework, over-reliance on rote methodology, and lack of differentiated teaching, as well as potential equity issues in access to quality learning outcomes for those in lower academic streams; and (iii) challenges with teacher supply, development, and management that negatively impacted recruitment and retention of qualified personnel (see Box 3).

Box 3: Challenges with teacher supply, demand, and management

- Attracting suitably quali ed people
- Teacher recruitment practices
- Deployment and utilization of teachers
- Teacher retention and attrition
- Initial training procedures and programmes
- Continuing professional development opportunities
- Teacher evaluation
- Quality assurance and accountability

Source: UNESCO, 2016.

Special education

With respect to special education, all students at CTCS and CBIS schools have individualized education plans (IEPs) to meet their specific learning needs and are exposed to a Special Education Curriculum designed to develop functional literacy, numeracy, and life and vocational skills for independent living. Unlike mainstream schools, students must complete at least 50 hours of community service and/or on-the-job training to graduate. To the improved quality and relevance of special education services, the following issues must be addressed: (i) inadequate diagnostic testing and fragmented documentation of students' history, (ii) need for additional therapeutic equipment, (iii) insufficient training for staff in mainstream and special needs schools, (iv) insufficient student support services for students with special education needs in mainstream schools, and (v) lack of support for gifted and talented special needs students.

Higher education and external ef ciency

Data on achievement in and graduates from higher education are not currently managed by the MoE. This information gap needs to be filled. Approaches to improve quality assurance in the sector include efforts to: (i) strengthen the regulatory roles of the TVET Council/Secretariat and SKN Accreditation Board/Secretariat, and (ii) develop a *National Qualification Framework* and supporting *Quality Assurance and Validation Policies, Procedures, and Guidelines Manual*. The CFBC has begun the accreditation process, which will help the college strengthen quality provision. The University of the West Indies (UWI) Open Campus is reviewed regularly by the UWI Quality Assurance Unit, and annual academic reports since 2011 and a recent self-study report are indicative of effective quality assurance processes and improved teaching and learning. However, with respect to post-secondary and tertiary TVET provision, quality and relevance has been compromised, in part, by weak links between labour market demands (present and anticipated) and the TVET offer, as well as the under-involvement of the private sector in TVET management (UNESCO, 2014).

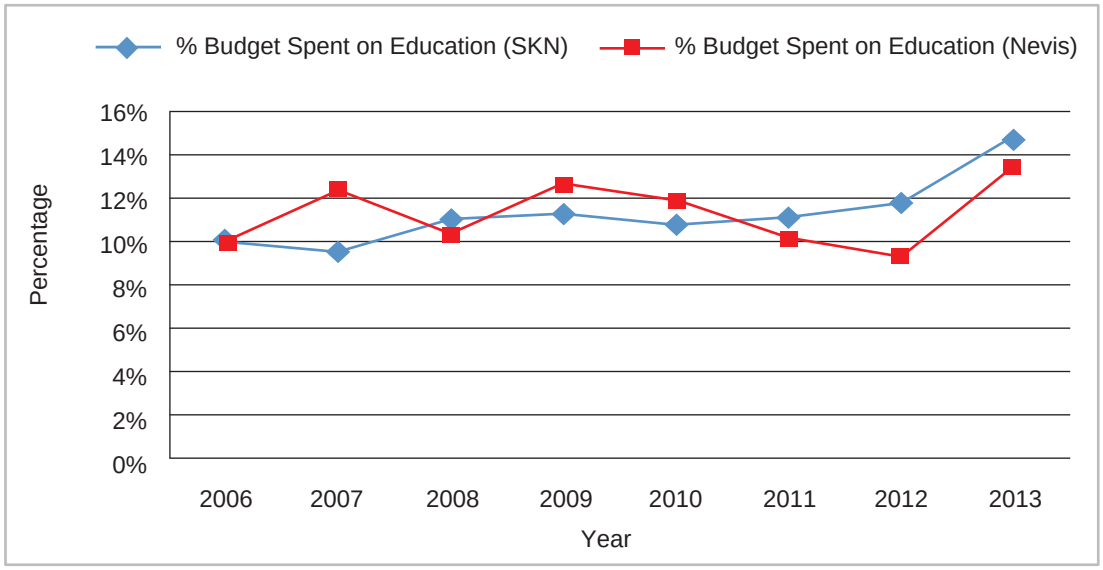
It is difficult to effectively analyse the external efficiency of the system without tracer studies, and the available labour market and socio-cultural data are limited. However, based on the most recent labour market assessment (2009), the education and training system is not adequately developing learners' skill sets for participation in economic sectors slated for growth (e.g. ICT) or, more generally, for participation in the 21st century knowledge economy. The labour market is bifurcated, with 46% of employees occupying positions that require at least five CSEC passes and 53% of employees occupying positions without such requirements. The demand for workers with higher education qualifications is substantiated by the shortage of persons with higher education degrees (50% at the post-graduate level and 24% at the Bachelors level). Moreover, employers in the public and private sector have expressed general frustration with the quality of service provided by employees with the requisite CSEC passes and from various local TVET programmes (UNESCO, 2014). With respect to education's role in sustainable socio-cultural development, this is an area for further study, as little research has been done to date in this regard.[26]

26. With respect to developing culturally empowered citizens, one doctoral dissertation posits that national curriculum reforms to date have fallen short of this educational objective (Pemberton, 2010).

2.4. Education costs and financing

Education is primarily funded by the GoSKN in St. Kitts and the NIA in Nevis. Between 2006 and 2012, GoSKN spent on average 4.2% of the GDP on education (at market prices), with very little fluctuation over the period (0.6%),[27] and each island invested an average of 11% of their budgets in the sector. In 2013, 16% of the GoSKN budget and 13% of the NIA budget was committed to the sector, indicating the high value placed on education and training (see Figure 9). Nevertheless, additional investments must be made if the MoE is to adhere to global recommendations that countries invest 20% of their public budget in education to achieve SDG 4.

Figure 9: Percentage of total budget spent on education in SKN, 2006–2013



Source: GoSKN, 2014c.

With respect to recurrent expenditure on education, the GoSKN dedicates the largest share to compulsory education, with an average of 33% and 34% spent at the primary and secondary levels in St Kitts between 2006 and 2013. Included in this expenditure is the School Meals Programme, which provides free lunches to all primary school students, as well as the Student Education Learning Fund (SELF) programme, which provides textbooks for families in need and covers the costs of CSEC exams taken at secondary schools.[28] Over the same time period, recurrent expenditure for NIA stood at 35% for primary level and 38% at secondary. In 2013, recurrent expenditure at pre-primary level was 6.7% in St Kitts and 3.5% in Nevis; special education was allocated 1.5% and 1.4%, respectively, and recurrent expenditure at post-secondary level was 12% in St. Kitts and 0.4% in Nevis. Taking into consideration the imperative to improve access, quality, and relevance in post-secondary and tertiary level TVET, staffing expenditure at the post-secondary level is rather low at only 20% of the value of expenditure on secondary education (UNESCO, 2014).[29]

Since 2008, expenditure per pupil has trended slightly upwards, likely linked to inflation rates. In 2013, approximately XCD$6,568.00 (USD$2,432) was spent per child at the primary level and XCD$8,349 (USD$3,092) was spent per child at secondary school.[30] In Nevis, expenditure per child was XCD$4,689.00 (USD$1,736) at the primary level and XCD$6,416.00 (USD$2,376) at secondary. There is no reliable information on household costs for education; however, because most Nevis households are responsible for the cost of CSEC exams, school meals (XCD $20–25 per week), and textbooks, it is arguable that household costs for education are higher in Nevis than in St.Kitts.[31]

Because public expenditure accounts for the lion's share of recurrent spending (primarily for employee compensation), little funding from the public purse is available for capital projects and other programming. As a result, development aid is often sought and secured for many education initiatives. However, it is difficult to assess the level of external

27. See http://data.un.org/CountryProfile.aspx?crName=Saint%20Kitts%20and%20Nevis.
28. Families with a household income of XCD $4,000 or less qualify for SELF textbooks. The School Meals programme is not free in Nevis.
29. Average expenditure in higher education in the OECD is approximately 50% of the value invested in secondary education (OECD, 2011: 203-223).
30. Expenditure per child was calculated using recurrent expenditure in primary and secondary education and the total number of students at each level.
31. The Ministry of Social Development on both islands assists identified poor and indigent families with the cost of uniforms, school meals, exam registration fees, etc.

financing in the system as data on investments from development partners are not centrally managed in the MoE. Additionally, although annual budget objectives and key performance indicators are derived from goals and strategies articulated in existing policy documents, the organization of the Budget Estimates documents, with respect to budgeted line items contained therein, does not facilitate the monitoring of expenditure in relation to budget objectives; this makes it very difficult to systematically analyse Ministry progress in aligning expenditure with policy priorities (GoSKN, 2014a; World Bank, 2015a).

Efforts to take stock of existing challenges related to access and participation, and quality and relevance in education, and to analyse the effectiveness and efficiency of public spending and development aid in the sector would shed light on barriers to existing resource allocation to meet sector objectives.

2.5. Governance and management

Based on provisions in *The Saint Christopher and Nevis Constitution Order 1983* (*Constitution*), education governance is deconcentrated between the GoSKN and the NIA with respect to education policy. This is to ensure compliance with polices set at the Federal level. Governance is decentralized with respect to administrative and financial responsibilities, as the GoSKN MoE is responsible for managing the day-to-day operations of the education system in St. Kitts, and the NIA is responsible for the same operations in Nevis. In each jurisdiction, overall governance is centralized within the Ministry of Education.

The legal framework for governance and management in the sector is provided by the 2005 Education Act and its accompanying regulations. Significantly, in terms of distributing governance responsibilities, the Act sanctions the establishment of several entities that could aid in management throughout the sector. However, some of these bodies are not functioning effectively (e.g. the Education Advisory Board), while others have not yet been established (e.g. the Council on Early Childhood Education, the Education Review Committee, the National Student Council and the National PTA Association, School Boards). Additionally, although education legislation is quite comprehensive, there is a need in some instances for reform to ensure legislation supports policy priorities. For example, corporal punishment is legislated as a mechanism of last resort with respect to student discipline, yet SKN has ratified the UN Convention on the Rights of the Child (CRC) and adopted the UNICEF-supported Effective/ Child-Friendly Schools (CFS) Framework, which is rooted in the CRC. As corporal punishment erodes children's right to attend school in a safe environment free from harm, existing legislation provides a challenge to effective implementation of the Effective/CFS framework.

Beyond the need to ensure that legislation undergirds policy directives, several other governance constraints have been identified and are presented below:

Policy development and coordination is fragmented, which negatively impacts effective policy implementation, as indicated in the 2016 UNESCO SKN Education Policy Review. For example, since the publication of the White Paper in 2009, more than a dozen policies covering areas such as, but not limited to, ICT in education, curriculum, school safety and maintenance, student behaviour, and teacher performance appraisals have been developed to support improved education provision; however, all remain in draft form and are yet to be fully implemented. Additionally, there is a need to develop and implement policies to guide monitoring and evaluation of equity in the system, as well as nancial, material, and human resource management. With respect to the latter, policies on succession planning, teacher training, and continuous professional development are key. Notably, to strengthen this strategic function, the GoSKN has appointed an of cer in the Education Planning Division with responsibility for supporting the Permanent Secretary (PS) in policy development and coordination.

The organizational structure and functions of MoE positions are unclear. For example, over time reporting protocols as depicted in the MoE organigram do not correspond with actual reporting practices and overlapping functions have emerged between MoE Departments, without a clear understanding of how such functions may be complementary (e.g. curriculum oversight by Curriculum Of cers versus Education Of cers) (World Bank, 2015a). Further, staff at all levels have noted a lack of clarity with respect to roles and responsibilities, as many job descriptions are out of date, and for some positions none exist. This breakdown in organizational structure and functions contributes to low levels of accountability in the system.

Long-term resource planning (human, nancial, and material) is not in place, and information and data needed for decision making at the Ministry and school levels are fragmented, insuf cient, or unavailable in some cases. This is largely due to limitations in the existing Education Management Information System (EMIS) system. While the overall quality of the SKN EMIS, as measured by the World Bank SABER–EMIS Assessment tool (SEAT), was better than the OECS average (the SKN overall score was 0.65 in comparison to the OECS average of 0.59) (World Bank, 2012), the system does not capture a suf ciently wide range of information (e.g. budgetary, teaching force, student performance and enrolment by stream, socio-economic, tertiary, etc.) to effectively monitor performance and equity in the system. Additionally, there is

a need for suf ciently quali ed staff with responsibility for data management at the MoE and institutional levels. Critically, the MoE has procured a web-based EMIS to improve data management and support evidence-based planning and decision making at all levels (UNESCO, 2016; World Bank, 2015b).

Performance assessment systems are in need of standardization. Beyond the limitations with accurately measuring student learning (indicated in section 2.3), the existing clinical supervision and teacher appraisal system is not implemented in a uniform manner and the data are not used systematically for decision making with respect to professional development, disciplinary action, and career advancement. In this regard, there are no MoE performance assessment systems in place for non-teaching staff (e.g.guidance counsellors), principals, or Ministry of cials. With respect to institutional performance assessments, objective rubrics and standards to guide school performance review processes are not in place.

Effective management at the level of the institution needs strengthening. While the majority of principals are teacher-trained (94% at the primary level and 64% at the secondary level), and incoming principals are expected to have at least a Bachelor's Degree, few principals have been trained in educational lead ership and administration.[32] With respect to school management teams, no terms of reference exist for their operation. As such, their operation differs between institutions, with varying levels of participation from key actors such as student councils and Parent Teacher Associations (PTAs). Additionally, although most schools have School Improvement Plans (SIPs), the quality of such plans and their use in guiding management decisions varies widely between institutions.

Governance and management arrangements in a small state or Ministry are typically more flexible and less formal than in larger contexts, owing to the multiple roles/functions that administrators typically fulfil. Nevertheless, the challenges mentioned above have limited strategic capacity as well as leadership and accountability within the MoE, which, in turn, compromises effective governance and management.

2.6. Summary of key policy issues

This chapter has presented available data and information on the strengths and weaknesses in the sector from various angles of analysis. Table5 provides a list of key policy issues to be taken up in the ESP. These are discussed further in Chapter 3 on policy goals and strategies.

Table 5: Summary of key policy issues

Domain	Key policy issues
Access and participation	• Need to increase enrolment in quality ECD, especially for ages 0–2 • Need to improve retention in upper secondary school • Lack of access to quality and relevant TVET • Need to reduce gender disparities in participation at the secondary level and beyond • Need to increase participation in higher education • Lack of clarity on the in uence of existing promotion and transition policies on students' motivation to learn and equity in access to quality teaching and learning (also a quality and relevance issue) • Need to ensure that students with special education needs can access quality teaching and learning in the least restrictive school environment • Need to safeguard equity in access and participation for vulnerable groups
Quality and relevance	• Inadequate student learning outcomes • Need to improve teacher supply, development, and management, with less gender imbalance in the teaching force • Outdated national curriculum and an underdeveloped curriculum development and evaluation framework • Lack of policies on quality and safety standards for education and training institutions • Underdeveloped student support services at all levels • Weak links between post-secondary and tertiary level programming and labour market needs
Governance, nance, and management	• Lack of clarity in organizational structure • Need to strengthen leadership and accountability throughout the system • Need to establish and use an evidence base for decision making, including improving EMIS • Need for improved medium- and long-term education planning • Challenges with policy development, coordination, and implementation • Underdeveloped performance assessment system for personnel and institutions • Need for improved nancial and human resources management systems • Lack of analysis on effectiveness of nancial investments in education

32. The NIA Department of Education mandated a six-week UWI course in Supervisory Management for all primary and secondary public school principals and deputies in 2015 and GoSKN MoE pursued the same in 2016.

3. Policy goals and strategies

The key policy issues presented in the education sector diagnosis (Chapter 2) must be taken up if the education system in SKN is to successfully contribute to individual and national development needs and uphold its commitment to the sub-regional education sector strategy (OESS), as well as the global mandate for education captured in SDG 4. As such, three overarching policy goals have been identified to strengthen the Ministry's capacity to attain its vision and mission and realize the objectives of the 2005 Education Act. The three policy goals and six thematic programme areas through which policies are operationalized are outlined below.

Table 6: Policy goals and programme areas

Policy Goals	Programme Areas
I. Improve equitable access to and participation in education at all levels	1. Access and Participation
II. Strengthen the quality and relevance of education at all levels to improve learning outcomes	2. Curriculum and Assessment 3. Quality and Relevant Teaching and Learning 4. Professionalizing the Teaching Force
III. Enhance governance, planning, and management to improve ef ciency and effectiveness throughout the sector	5. Knowledge Management for Decision Making 6. Leadership and Accountability

Figure 10: Cross-cutting themes

These policy goals provide a long-term view for the direction of education development and policy in SKN over the next 10 years. While they will need to be supported by sustained and relevant interventions over the long term to enable full actualization, this plan presents intermediate outcomes, strategies, and targets that will move the Federation closer to accomplishing these goals over the five-year period 2017–2021.

Significantly, while strategies within each programme area are designed to respond to specific components of each policy goal, strategies in all programme areas also respond to four cross-cutting themes central to achieving all three policy goals. These themes are: (i) policy development, (ii) ICT integration as a value-added pedagogical and management tool, (iii) increased focus on equity in education, and (iv)TVET as a driving and valued force in education sector development.

The remainder of this chapter discusses each policy goal and presents intermediate outcomes, strategies, and targets for 2021, with cross-cutting themes taken up in programme areas where relevant.

3.1. Policy Goal 1: Improve equitable access to and participation in education at all levels

Given the GoSKN's efforts to ensure widespread access to high-quality early childhood development and care, participation at the ECD level must be improved (NER 0–2: 40%, NER 3–4: 85%). With respect to compulsory education, while the majority of primary school-aged children are in school (NER 94%) with access and participation equal for males and females (GPI: 100%), repetition rates in kindergarten are relatively high and should be lowered (males 8% and females 5% versus 1–2% for other grades).[33] More significantly, taking into consideration the 100% transition rate from primary to secondary school for both genders, the current dropout rate from Form 4 (30% for males and 17% for females) indicates that retention in secondary schools must be improved. Additionally, given the MoE 2013 TVET Policy, which emphasizes mainstreaming TVET, it is important that all students have access to TVET competencies throughout compulsory education and beyond, if so inclined.

33. Strategies to decrease repetition in kindergarten are taken up by addressing improving student support services at the primary level, described under Policy Goal 2.

In terms of equity in access to high-quality and inclusive learning environments, it is important that: (i) existing transition and promotion policies are reviewed, taking into consideration their impact on student motivation to learn and retention; (ii) students with special education needs are able to access teaching-learning in the least restrictive school environment; and (iii) special attention is paid to identifying all vulnerable groups in education and monitoring their access and participation.

Furthermore, a GER of 20% for males and 38% for females at the post-secondary level and of 47% for males and 86% for females at the tertiary level provide evidence for the need to improve access to higher and continuing education overall, and to address significant gender disparities in participation.

Secondary school students' cook-off competition.

As such, seven intermediate outcomes were identified to contribute to the achievement of Policy Goal 1.

Table 7: Policy Goal 1: Programme area, rationale, and intermediate outcomes

Programme Area	Rationale	Intermediate Outcomes
1. Access and Participation	Improving equitable access to and participation in education at all levels is foundational to facilitating quality and relevant lifelong learning for all	1. Universal ECD for the 3–4 age group and growth in enrolment of the 0–2 age group in high-quality home and centre-based settings is achieved 2. Universal secondary education is provided for all students through Form 5 3. Universal access to TVET competencies in compulsory education is provided and gender disparities in participation in TVET courses are reduced at the secondary level and beyond 4. Student transition and promotion policies are informed by an evaluation of current practices regarding student motivation and equity 5. Students from ECD-post-secondary with special educational needs are able to access quality care and instruction in the least restrictive school environment 6. Increased enrolment and completion in higher and continuing education 7. Vulnerable and non-vulnerable groups are able to access quality education at all levels equally

Programme Area 1: Access and Participation

Intermediate Outcome 1: Universal ECD for the 3–4 age group and growth in enrolment of the 0–2 age group in high-quality home and centre-based settings is achieved

Strategies: The MoE seeks to provide adequate space for children aged 0–5, including those with special needs in a combination of public and private-assisted centres by increasing the number of day-care and preschool spaces. To do this, it will be necessary to determine current and projected ECD needs and establish a sustainable approach to expanding the sector that considers both the expansion of government centres and subsidizing the expansion of the private sector, which currently comprises 59% of service providers at this level. Additionally, effort will be made to expand and augment the Reaching the Unreached Programme, which provides early stimulation and education training to home-based providers, many of whom serve the most vulnerable in the 0–2 age group.

TARGETS

NER of 60% for children aged 2 years old and GER of 95% for children aged 4 years old for both males and females

Intermediate Outcome 2: Universal secondary education is provided for all students through Form 5.

Strategies: Efforts will be focused on reducing the dropout rate throughout the secondary cycle, and, particularly at the Form 4 level. To do this, academic, behavioural, psychosocial, and career-oriented student support services will be strengthened in secondary schools to assist students at risk

TARGETS

Dropout rates of no more than 1% for Forms 1-3 and 5% for Form 4 for both males and females

of leaving school prematurely. Secondary-level programming will also be modified and expanded to cater to more and diverse students, especially in Form 5. And last, but most critically, regulatory action will be taken to ensure that there is no longer a sanctioned 'school leaving group' in Form 4.

Intermediate Outcome 3: Universal access to TVET competencies in compulsory education is provided and gender disparities in participation in TVET courses are reduced at secondary level and beyond

Strategies: Building from the 2013 TVET Policy, which situates TVET as a vehicle for human and sustainable development and lifelong learning, the MoE will take steps to ensure that all students in primary and secondary school have access to TVET competencies such as problem solving, critical thinking, and other 'employability skills'.[34] To do this, such competencies will be embedded in the revised national curriculum to be developed over the next five years. With regard to generating demand for and redressing disparities in participation in TVET at the secondary level and beyond, the MoE, with financial support from the Caribbean Development Bank (CDB), is implementing the 2016–2020 TVET Enhancement Project to develop a high-quality, relevant, and gender-responsive TVET system in SKN. The scope of the project will include, but not be limited to, expanding and rationalizing the TVET offer in line with labour market needs and occupational standards as well as the development of a gender-responsive TVET strategic plan that will provide a road map for expanding access to quality and relevant TVET moving forward. Marketing campaigns to promote 'TVET for All' will also be critical.

TARGETS

100% of primary and lower secondary school students build TVET competencies through core subject areas
Increased proportion of males to females in traditionally female-dominated TVET subjects and vice versa

Intermediate Outcome 4: Student transition and promotion policies are informed by an evaluation of current practices regarding student motivation and equity

Strategy: Without the requisite remediation and other support services in place, equitable access to high-quality teaching and learning may be constrained by the existing policy of automatic promotion. Additionally, wholesale academic streaming at the secondary level, and in some instances the primary level, limits curriculum exposure and may contribute to demotivation and disillusionment in students, which are arguably factors contributing to high dropout rates at the secondary level. As such, over the plan period, research will be conducted to assess the influence of streaming and automatic promotion on students' motivation to learn and equity in access to quality teaching and learning, with a view to informing policy decisions and actions.

TARGETS

100% of public schools implement evidence-based policies on streaming and automatic promotion

Intermediate Outcome 5: Students from ECD to post-secondary with special educational needs are able to access quality care and instruction in the least restrictive school environment for the identified need

Strategies: Wherever feasible, the MoE seeks to provide inclusive learning environments for students with special education needs and disabilities. This will necessitate strengthening the regulatory framework that guides access and the participation of students with special education needs. Critically, this will include developing a special education policy that defines and operationalizes terms including, but not limited to, 'least restrictive environment' and 'inclusion'. Based on this policy, the institutional infrastructure will be retrofitted and learning spaces will be equipped to serve a diversity of students with special education needs. Additionally, teachers and auxiliary staff in mainstream and special education schools will be trained to provide quality care and instruction to learners with special education needs.

TARGETS

At least four mainstream public schools (two primary and two secondary) provide appropriate accommodation for special needs students, per Special Education Policy to be developed

Intermediate Outcome 6: Increased enrolment and completion in higher and continuing education

Strategies: Through the TVET Enhancement Project, the MoE will expand access to higher education and lifelong learning opportunities by offering a rationalized TVET system, which includes both formal and non-formal programmes. Programmes will be informed by labour market information to ensure relevance, and the sector will implement Prior Learning Assessment and Recognition (PLAR) to facilitate access to skills training for persons with industry experience but without sufficient formal qualifications. Additionally,

TARGETS

Post-secondary GER (ages 17–20) of 35% for males and 43% for females
50% reduction in dropout rates from local post-secondary and tertiary level programmes

34. Such employability skills include the ability to: collect and analyse information, communicate ideas and information, plan and organize activities, work with others in a team, use mathematical ideas and techniques, and use technology (OAS Assessor Training Course, OAS Hemispheric Project (2007) cited in GoSKN (2013b)).

effort will be made to improve coordination and collaboration between the MoE and higher education providers at home and abroad in widening access for citizens. The MoE will continue to implement the Supporting Advancement of Further Education (SAFE) programme, which provides financial support for students on a needs basis, and will incentivize learners pursuing higher education in fields of national interest, through scholarships and other means to be identified during the plan period.

Intermediate Outcome 7: Vulnerable and non-vulnerable groups are able to access quality education at all levels equally

Strategies: To safeguard equity in access to and participation of vulnerable groups in education, the MoE will collaborate with the Ministry of Social Development, and other partners, to develop programmes, where necessary, and improve the targeting of existing support programmes for vulnerable groups. For existing programmes, efforts will be made to address errors of inclusion and exclusion for beneficiaries, as well as any differences in service offer that negatively impacts or privileges students from a particular island. Additionally, research will be conducted to identify vulnerable groups that may not be adequately served by the education system. One programme already identified for development and implementation is teaching English as a Second Language for non-English speakers in mainstream schools. These strategies will complement existing strategies to promote equity, described previously.

TARGETS

Improved parity in access and participation indicators for vulnerable and non-vulnerable groups

3.2. Policy Goal 2: Strengthen the quality and relevance of education at all levels to improve learning outcomes

While increasing access to and participation in education and training will strengthen the MoE's contribution to national sustainable development efforts, there is an equally critical need to focus on improving learning outcomes for all. At the primary level, average performance on the Grade 6 Language Arts and Mathematics Tests of Standards is 51% and 61%, respectively. At the secondary level, although the Federation's pass rate on CXC CSEC exams (79%) is higher than the regional average (61%), only about 71% of students take CSEC exams, which indicates that around 29% of secondary students leave school without accepted benchmarks of achievement. Of those that sit CSEC exams, approximately 50% of secondary school students leave with accepted literacy benchmarks, 35% with mathematics benchmarks, and 18% with at least five CSEC passes, including Mathematics and English. Because the latter comprise the minimum qualifications for many entry level positions in the public and private sector and for matriculation to the tertiary level, this level of performance is a significant concern. Of equal concern is the reliance on using CSEC passes as the only valued determinant of success at the secondary level.

Student-led secondary school demonstration lesson in auto mechanics.

Inadequate learning outcomes are linked to several factors that compromise the quality and relevance of the education system. These include: (i)an out-of-date national curriculum and learning assessment system; (ii) challenges with teacher supply, demand, and management; (iii)teaching and learning constraints such as: underdeveloped support services for students, insufficient use of ICT as a value-added pedagogical tool, lack of differentiated instruction, and the absence of policies on quality and safety standards for institutions, and (iv)weak linkages between the higher and continuing education offer and labour market needs.

Taking into account these main constraints, the MoE will work toward six intermediate outcomes, organized under three programme areas, in order to attain the ultimate target of *improved and more equitable learning outcomes for all.*

Programme Area 2: Curriculum and Assessment

Intermediate Outcome 8: A revised national curriculum and learning assessment system is implemented

Strategies: The Ministry has begun the process of curriculum review by developing National Interim Curriculum Guides for existing core subjects at the primary level. While this curriculum provides more structure than obtained in previous curriculum guides, there is a need to overhaul the national curriculum and learning assessment system to ensure that it: (i) is learner-centred and inclusive; (ii) aligns with the 2005 Education Act and national sustainable development goals; and (iii) is built upon a set of core competencies (transversal and discipline specific), as well as clear learning standards for each level. As such, the MoE will first focus on developing the requisite curriculum development, M&E frameworks, and related policies. The curriculum M&E framework will contain a revised approach to learning assessments in the Federation and, critically, will include graduation criteria for the secondary level, as this is necessary to ensure that all students are holistically assessed by the end of compulsory education. Using these frameworks, National Curriculum Guides will be produced and the requisite curriculum and assessment resources, including ICTs, will be procured for schools. The revised national curriculum and assessment system will subsequently be piloted before full implementation at the end of the plan period. Additionally, because there is limited capacity in curriculum development, monitoring, and assessment, effort will be made to build such competencies in the MoE to support ongoing curriculum development and learning assessment needs.

Table 8: Policy Goal 2: Programme areas, rationale, and intermediate outcomes

Programme Area	Rationale	Intermediate Outcomes
2. Curriculum and Assessment	Ensuring that curriculum and assessment support the attainment of desired learning outcomes is central to improving the quality and relevance of education	8. A revised national curriculum and learning assessment system is implemented
3. Quality and Relevant Teaching and Learning	The environment and context in which education and training take place must be conducive for learning to support improved student outcomes	9. All education and training institutions adhere to quality safety and security standards and processes 10. Comprehensive student support services are available to learners in all institutions to support improved learning
4. Professionalizing the Teaching Force	Establishing a respected teaching profession will aid in attracting and retaining high-quality teachers	11. Increase in the percentage of quali ed teachers at all levels and improved gender parity in the teaching force 12. Quali ed teachers are equitably deployed within and between institutions at the ECD to post-secondary level and, where relevant, teach within their eld of expertise 13. Effective quality assurance, accountability, and support mechanisms are in place in the teaching profession

Programme Area 3: Quality and Relevant Teaching and Learning

Intermediate Outcome 9: All education and training institutions adhere to quality, safety, and security standards and processes

Strategies: While comprehensive quality and safety standards are available for the early childhood and TVET sectors, these need to be fully implemented and enforced. Additionally, such standards are piecemeal and not formalized for compulsory education. Thus, the MoE will take steps to facilitate compliance with existing safety and quality standards, and will develop and implement a Quality Teaching and Learning Framework (QTLF) that outlines the expectations for quality teaching and learning in compulsory education, including the use of ICTs as a value-added pedagogical tool. A school safety and security policy will also be developed and implemented. With respect to quality assurance of education and training institutions at the post-secondary level and higher, the MoE will work to strengthen the operational effectiveness and regulatory role of the SKN Accreditation Board, the TVET Council, and supporting Secretariats. This will include, but not be limited to, full implementation of the National Qualifications Framework and Register, updating legislation guiding the Accreditation Board, and the development and implementation of a quality assurance system for TVET, with this last activity supported by the CDB and MoE TVET Enhancement Project 2016–2020.

TARGETS

90% compliance rate with preschool minimum standards
80% compliance rate with QTLF and safety and security standards to be developed
75% of post-secondary and tertiary programmes meet minimum quality and safety standards

Intermediate Outcome 10: Comprehensive student support services are available to learners in all institutions to support improved learning

Strategies: With a focus on inclusion and providing equitable access to quality learning outcomes, the MoE recognizes that significant investments in improving student support services must be made to optimize each learner's education and training achievements. Thus, over the plan period, the MoE will establish a fully functional student support services unit in the MoE and ensure that comprehensive support services (academic, behavioural, psycho-social, early-intervention, social safety net) are available to learners in all institutions. In addition to staffing the unit with personnel with the requisite expertise, material resources to support improved student support services (e.g.screening tools), will be purchased and deployed as necessary. At the school level, staff will receive in-service training in maintaining inclusive classrooms and differentiated instruction, identifying learners with special needeice tr oms das

Intermediate Outcome 13: Effective quality assurance, accountability, and support mechanisms are in place in the teaching profession

Strategies: To raise the esteem of the teaching profession, the MoE will work with Human Resources, the Public Service Commission, and the Teachers' Union to establish a National Teaching Council to assist with the overall management and quality assurance of the profession. In this regard, a set of professional standards, including a code of ethics, will be developed and implemented for the profession, based on the draft CARICOM Professional Standards for Teachers. Additionally, in collaboration with the CFBC Division of Teacher Education and Technical Vocational and Management Studies, M&E of initial MoE and CFBC teacher training programmes will be systematized. Initiatives to support the welfare of teachers will also be implemented annually at Ministry and institutional levels.

TARGETS

80% adherence rate to professional standards to be developed
100% of teachers in initial teacher training monitored and evaluated using guidelines to be developed
National Teaching Council operational

3.3. Policy Goal 3: Enhance governance, planning, and management to improve efficiency and effectiveness throughout the sector

To attain the desired gains in education provision presented under Policy Goals 1 and 2, it is critical to enhance governance, planning, and management, in order to improve effectiveness and efficiency throughout the sector. At the Ministry level there is need for: (i) a more functional organizational structure to improve operations; (ii) a stronger strategic focus including enhanced education planning, policy coordination, and evidence-based decision making; and (iii) closer monitoring and evaluation of the level of investment and utilization of resources (human, financial, material) in the sector. Additionally, there are significant challenges throughout the education system with leadership and accountability that can be tied to the need for relevant job descriptions, strong performance assessment systems, and a core set of competencies and practices for school and Ministry leaders.

To tackle these governance issues, the MoE has developed six intermediate outcomes organized under two programme areas, in order to improve efficiency and effectiveness throughout the sector.

Table 9: Policy Goal 3: Programme areas, rationale, and intermediate outcomes

Programme Area	Rationale	Intermediate Outcomes
5. Knowledge Management for Decision Making	An evidence base must be established and maintained to support informed decision making and enhanced coordination of policy development and implementation, with a view to improving the ef ciency and effectiveness of desired policy actions	14. Education planning, policies, and resource management are informed by data 15. Knowledge management and policy development and implementation are ef cient and well-coordinated
6. Leadership and Accountability	Effective leadership and strong accountability mechanisms are necessary to sustain transparent and ef cient education administration	16. An ef cient and effective organizational structure is in place to support Ministry functions 17. The leadership skills of system leaders are enhanced and there is evidence of participatory decision making and distributed management at the Ministry and institutional level 18. Performance management systems are in place and functional for all personnel and educational institutions 19. Strong accountability mechanisms are in place and functioning to effectively manage resources and equity at all levels

Programme Area 5: Knowledge Management for Decision Making

Intermediate Outcome 14: Education planning, policies, and resource management are informed by data

Strategies: In order to develop and maintain a strong evidence base to support improved governance in education, the MoE will implement long-range resource planning by: (i) building technical capacity in the use of simulation models and financial forecasting; (ii) obtaining and using appropriate tools and databases for human, material, and financial resource management; and (iii) operationalizing a web-based school information system (SIS. Such data management tools will aid the MoE in generating comprehensive and reliable data/information to monitor and evaluate the performance of and equity in the education system. Additionally, a tailored M&E system for TVET will be implemented to support sub-sector development.

TARGETS

Medium- to long-term resource planning is implemented
80% of new MoE policies are informed by an evidence base
95% of schools use school-level data in relevant management decisions

Intermediate Outcome 15: Knowledge management and policy development and implementation are efficient and well-coordinated

Strategies: The MoE will enhance policy development and implementation by: (i) establishing a function for policy coordination in the Education Planning Division to: (ii) ensure that education priorities are supported by regulated policies and legislation, as necessary; (iii) provide training for MoE officials in policy development and technical writing; and (iv)improve public awareness of and access to Ministry policy documents. With respect to improving collaboration in knowledge management and policy development, the MoE will establish processes to improve information sharing between government departments and other key entities, as well as work with development partners to build local knowledge management capacity.

TARGETS

Common mechanisms to share information and collaborate in policy development in the MoE and with partner Ministries are established and utilized
All (17) policies/regulations listed in the ESP are in place

Programme Area 6: Leadership and Accountability

Intermediate Outcome 16: An efficient and effective organizational structure is in place to support Ministry functions

Strategies: To strengthen the operations of the MoE, the organizational structure will be modified to improve work flow, communication and reporting, and grouping of related functions. This work will be informed by relevant recommendations from the 2015 World Bank Functional Review of the MoE. Additionally, relevant job descriptions will be provided for all MoE staff and standard operating procedures established at the level of each department.

TARGETS

A revised organizational structure is formalized
100% of positions in the MoE have relevant and up-to-date job descriptions
100% of departments have written standard operating procedures

Intermediate Outcome 17: Leadership skills of system leaders are enhanced and there is evidence of participatory decision making and distributed management at the Ministry and institutional level

Strategies: The following actions will be taken to develop the leadership capabilities of system leaders and establish functioning entities at the Ministry and institutional levels to contribute to decision making. At the level of the Ministry, a senior leadership meeting comprising all Heads of Division will be put in place and a MoE Budget Committee set up. Leadership and management workshops for all MoE officers with supervisory responsibilities will be implemented, and entities sanctioned by the 2005 Education Act to assist with education governance will be strengthened, or established, where necessary. At the institution level, leadership standards for principals and terms of reference for school management teams will be established, and principals will be given training in instructional leadership and supervisory management.

TARGETS

100% of principals adhere to leadership standards, to be developed
100% of school principals and Ministry of cials with supervisory responsibility are trained in leadership and management
At least three additional entities sanctioned by the 2005 Education Act to assist in governance are operational
80% of schools have PTA and Student Councils that contribute to decision-making processes

4. Implementation arrangements

This chapter presents detailed programme matrices for the implementation of the sector plan and then discusses possible risks to effective implementation and identified mitigation strategies.

4.1. Programme matrices

Implementation arrangements for the six programme areas are presented on the following pages. Contained in each matrix are the intermediate outcomes, supporting strategies, SMART objectives,[35] activities, outputs, and offices responsible for leading and collaborating in implementation. Importantly, while programme matrices outline the activities over the five-year period, annual operational plans will be developed for each Ministry of Education Department; critically, the annual operational plan for the Education Services Division as well as TVET and Accreditation Secretariats will inform the development of annual improvement plans for each education and training institution. Additionally, plan implementation will coincide with the calendar year to facilitate alignment with the budget cycle.

4.2. Implementation risks and mitigation strategies

Significant investments have been made to devise a plan that is feasible, desirable, and sustainable from the vantage points of policy-makers, technocrats, institutional-level staff, students, education partners, and the wider community. While this should help to improve implementation efficacy overall, a number of conceivable risks that could, nonetheless, undermine successful plan implementation have been identified. These potential risks, their level of severity, and the mitigation strategies to be enacted are presented in Table10. Importantly, risk and mitigation strategies will be reviewed on a quarterly basis at Education Sector Plan Monitoring and Evaluation Committee (EMEC) and annual performance review meetings (see Chapter 6)

Table 10: Risk and mitigation strategies

Risk	Rank (high, medium, low)	Mitigation strategies
Insuf cient funding	Medium	• Seek nancial support from the private sector, non-governmental entities, and developmental partners • Renegotiate targets, activities, and time-lines for implementation
Lack of buy-in	Medium to high	• Conduct widespread sensitization sessions and consultations on plan implementation • Develop and implement relevant communication strategy for various audiences • Conduct informed public awareness activities
Limited baseline and monitoring data	Medium to high	• Implement web-based SIS and enhance data management practices and capacity at institutional and MoE levels
Lack of political will	Medium	• Maintain the participation of Government and Opposition leaders in monitoring plan implementation and determining annual performance targets

35. SMART is an acronym for Specific, Measurable, Attainable, Relevant, and Time-bound.

Programme Implementation Matrix 1: Access and Participation

Strategies	Objectives	Activities	Outputs	Responsibility
Intermediate Outcome 1: Universal ECD for the 3–4 age group, and growth in enrolment of the 0–2 age group in high-quality centres				
1.1. Provide adequate space for children 0-5, including those with special needs, in a combination of high-quality public and private-assisted centres	1.1a. Increase the number of nursery and preschool spaces in St. Kitts & Nevis to correspond with national needs by 2021	• Design an instrument and conduct a survey to determine service needs and providers (supply and demand) • Conduct a cost-bene t analysis (CBA) for the construction of additional public facilities, as well as the provision of nancial subsidies to private providers to ensure adequate space for quality ECD for all children aged 0–5, including the vulnerable • Prepare and submit a proposal to expand access to ECD based on the nding from the survey and the CBA • Implement the expansion strategy	• Data/information on service gaps for nursery and preschool and a CBA for building additional facilities and/or subsidizing private providers • Implementation of a strategy to expand ECD in accordance with the ndings of the survey and CBA	• *Lead*: Director of ECD, CEO/PEO • *Primary collaborators*: Permanent Secretary, Education Planners
	1.1b. Offer nancial support to qualifying centres by 2019	• Draft a policy to guide the provision of nancial support to qualifying centres including, but not limited to, duty free concessions for teaching/learning materials and subsidizing the salary of a trained ECD practitioner at each centre with an enrolment of 35 or more	• Policy on provision of nancial support to qualifying ECD private centres • All quali ed private ECD centres with an enrolment of 35 or more receive government subsidies for 1 trained ECD caregiver	• *Lead:* CEO/PEO, Director of ECD, PS • *Primary collaborator*: Ministry of Finance
1.2. Implement early stimulation/education programmes for children aged 0–2	1.2a. Enhance the 'Reaching the Unreached Programme' to empower home-based centres for children aged 0–2 to provide comprehensive early childhood stimulation by 2019	• Establish an MoU with the MoH and MoSCDCGA and Education to implement the 'Reaching the Unreached' programme • Finalize and implement M&E tools for 'Reaching the Unreached' • Conduct a six-week training of trainers course for 30 persons (10 Nevis) • Purchase toolkits • Source resource persons for Nevis, utilizing the government Skills Training Empowerment Programme (STEP)	• Establishment of an MoU • 90% of RTU assessed using a Monitoring and Assessment instrument • 150 toolkits purchased • 2 additional persons monitoring centres in Nevis • 8 community of health outreach workers and 22 resources persons trained	• *Lead*: PS-MoE, CEO/PEO, Director of ECD • *Primary collaborators*: MoH, MoSCDCGA

Strategies	Objectives	Activities	Outputs	Responsibility
		• In collaboration with the MoSCDCGA and the Department of Youth: (i) establish, where necessary, and expand access to existing psycho-social/behavioural support programmes (mentoring/youth IEPs empowerment, targeted counselling etc.) for students vulnerable to leaving school before Form 5; (ii) implement diversion programmes with an education component for students suspended from schools; (iii) implement relevant career counselling; and (iv) facilitate parental engagement for learners at risk • Identify each secondary school's human and material resource needs for effective student support services • Train a cadre of teachers and guidance counsellors in each secondary school (to be identi ed) to work with struggling learners and those vulnerable to leaving school before Form 5, including developing and managing IEPs	• Suspended students are catered for by diversion programming with an educational component • Career counselling and targeted parental engagement programmes are implemented • Material resources are provided to all secondary schools to support improved student supports. • An identi ed cadre in each secondary school is trained to address the academic and psycho-social/behavioural and career counselling needs of students at risk	

Strategies	Objectives	Activities	Outputs	Responsibility
Intermediate Outcome 3: Universal access to TVET competencies in compulsory education is provided and gender disparities in participation in TVET courses are reduced at secondary level and beyond				
3.1. Include TVET competencies in the national curriculum at primary and secondary level	3.1a. Infuse TVET competencies, outlined in the National TVET Policy, in core curriculum areas and through cross-curriculum learning in primary and secondary schools by 2019	• Embed TVET competencies for all levels and ability groups in the National Curriculum Framework, National Curriculum Monitoring and Evaluation Framework, and related policy documents, guides, and assessments	• National curriculum and learning assessments re ect TVET competencies (e.g. employability skills)	• *Lead*: CEO-TVET Secretariat, Director of CDU • *Primary collaborators:* TVET Council, CEO/PEO, Curriculum Consultants and Local Curriculum Committees
3.2. Implement a strategic plan and marketing and promotion plan to improve access, participation, and learning outcomes in TVET	3.2a Develop a gender-responsive TVET Strategic Plan by 2017	• Through the TVET Enhancement Project, obtain consultancy services to assist in developing a gender responsive TVET strategic plan • Implement the strategic plan	• A gender responsive strategic plan is in place for TVET development	• *Lead:* CEO-TVET Secretariat, Project Coordinator TVET Enhancement Project • *Primary collaborators:* TVET Secretariat and Council, TVET Coordinator Nevis, Heads of institutions, Chamber of Industry and Commerce
	3.2b. To prepare and execute a marketing strategy that promotes 'TVET for all' and seeks to increase demand for TVET and reduce gender stereotyping in TVET by 2019	• Contract a consultant to develop a marketing strategy that seeks to change the general perception of TVET • Implement the marketing strategy	• Marketing strategy devised and implemented	• *Lead:* CEO-TVET Secretariat, Project Coordinator TVET Enhancement Project • *Primary collaborators* : TVET Secretariat and Council, MoE Media Unit, TVET Coordinator Nevis SKNIS, NTV, Chamber of Industry and Commerce, National Entrepreneurial Development Division of Department of International Trade
Intermediate Outcome 4: Student transition and promotion policies are informed by an evaluation of current practices regarding student motivation and equity				
4.1. Assess the in uence of streaming and automatic promotion on: (i) students' motivation to learn, and (ii) equity in access to quality teaching-learning in order to inform policy decisions on transition and promotion practices	4.1a. Conduct research on the in uence of streaming and automatic promotion on students' motivation to learn and equity in access to quality teaching-learning to inform policy decisions by 2018	• Develop research design and conduct research • Using research ndings, draft policy recommendations for submission to Ministry leadership for decision making • Policy decision taken and implemented	• Research report • Policy statements formulated and implemented	• *Lead:* CEO/PEO, Education Planners, PS • *Primary collaborators:* Director EMIS, Principals

Strategies	Objectives	Activities	Outputs	Responsibility
	5.2b. Train teachers and identi ed auxiliary staff in mainstream and special education schools to provide quality care and instruction to learners with special needs by 2020	• Collaborate with the CFBC to implement a mandatory course in the Teacher Education Programme on working with learners with special education needs at ECD to secondary level • Conduct capacity-building workshops for teachers and identi ed school auxiliary staff on working with special needs learners	• Course offered at CFBC • Five days of training offered annually for 50 teachers per year	• *Lead:* CEO/PEO, Division of Teacher Ed ucation: CFBC • *Primary collaborators*: Learning Support and Student Support Of cers
Intermediate Outcome 6: Increased enrolment and completion in higher and continuing education				
6.1. Expand access to post-secondary and tertiary-level training and lifelong learning opportunities	6.1a. Offer a range of well-articulated formal and non-formal TVET and continuing education programmes that align with national interests and are informed by labour market information by 2020	• Utilize labour market information to design new and re ne existing TVET and continuing education programmes • Through the TVET Enhancement Project, restructure the existing TVET training offer to develop an integrated training system • Utilize the National Quali cation Framework (NQF) to provide a pathway for programme development and the articulation of higher and continuing education quali cations	• Post-secondary programmes are offered that align with national interest and labour market needs • Integrated post-secondary TVET system is in place • NQF is used as a tool by institutions and the MoE in programme development and articulation	• *Lead*: CEO: TVET, TVET Secretariat and Council, Project Management Entities: TVET Enhancement Project • *Collaborators:* SKN Accreditation Board, Adult and Continuing Education Coordinator Nevis, Post-secondary and tertiary-level institutions, Public Works Department, Department of Labour
	6.1b. Facilitate access for persons in industry to enter post-secondary and tertiary level TVET programmes by 2018	• Implement Prior Learning Assessment and Recognition (PLAR) policies within education and training institutions to assist with the matriculation of persons without typical entry requirements	• PLAR processes operational and functional in institutions and at the MoE	• *Lead*: CEO: TVET Secretariat and TVET Council • *Primary collaborators*: Post-secondary and tertiary TVET Institutions, SKN Accreditation Board
	6.1c. Upgrade post-secondary training opportunities in Nevis by 2021	• Expand and out t the Multi-Purpose Centre to transform it into a post-secondary TVET training institution able to adequately serve adult and continuing education TVET needs while continuing to serve secondary school students • Establish the Nevis Sixth Form College as an institution autonomous from the Charlestown Secondary School	• Formal post-secondary level TVET training offered in Nevis • Nevis Sixth Form College established as distinct from the Charlestown Secondary School	• *Lead:* PS-Ministry of Education Nevis, Project Management Entities: TVET Enhancement Project, Director of Higher and Continuing Education • *Primary collaborators*: Nevis Sixth Form College Director, Director AVEC, CFBC

Strategies	Objectives	Activities	Outputs	Responsibility
	6.1d. Improve coordination and collaboration between the MoE and local/ regional/international higher and continuing education institutions in providing lifelong learning opportunities by 2018	• Assign an of cer in the MoE with the responsibility for coordination of higher and continuing education opportunities in St. Kitts • Establish formal collaboration mechanisms between the MoE and higher and continuing education institutions to support the relevant programme/course offer	• Of cer responsible for managing the coordination of higher and continuing education in St. Kitts is in place • Increase in the number of post-secondary and adult education courses offered locally	• *Lead*: PS, CEO Director of Higher and Continuing Education Nevis • *Primary collaborators:* Post-secondary and tertiary level institutions, Adult and Continuing Education Of cer Nevis
	6.1e. Incentivize learners pursuing higher education in elds of national interest by 2018	• Submit priority areas for higher and continuing education scholarships • Restructure existing funding programmes, where relevant, and develop additional ones, where necessary, to provide funding to learners pursuing studies in elds of national interest • Develop public-private partnerships to increase scholarship offerings	• Increased nancial support for higher education in elds of national interest	• *Lead:* PS, Director of Higher and Continuing Education Nevis • *Primary collaborators*: Personnel Of cer, Education Planners, Human Resources Department, public and private funding entities
Intermediate Outcome 7: Vulnerable and non-vulnerable groups are able to access quality education at all levels equally				
7.1. Develop, where necessary, and improve the targeting of existing programmes to support vulnerable groups in accessing quality education	7.1a. Improve the targeting of existing social assistance programmes for learners from lower socio-economic backgrounds by 2018	• In collaboration with MoSCDCGA, assess the effectiveness of current targeting mechanisms for existing programmes • Modify and strengthen the targeting of existing assistance programmes based on information gathered from assessment	• An effective targeting system for social service assistance programmes is in place	• *Lead:* CEO/PEO, SELF coordinator • *Collaborators:* Director of Social Services, Education Of cers, Principals, Guidance Counsellors
	7.1b. Establish targeted programmes where necessary to support access of vulnerable groups by 2019	• Conduct research to identify all vulnerable groups and the support services needed to improve participation in education • Develop and implement an English as a Second Language (ESL) Programme for non-English speakers in mainstream schools • Develop programming, as necessary, to facilitate access for vulnerable groups not being reached by existing programmes • Pursue equity between the islands in offering social assistance and learning support services to vulnerable students	• All vulnerable groups identi ed • ESL programming offered in mainstream schools with signi cant Spanish-speaking populations • Programmes for vulnerable groups not catered for by existing programmes are developed • Vulnerable students in St. Kitts as well as Nevis can access similar social assistance and/or learning support programmes	• *Lead:* CEO/PEO, Planner, PS-MoE • *Primary collaborators*: Director of Social Services, Principals and Guidance Counsellors, Learning Support Of cer, Student Support Of cer

Strategies	Objectives	Activities	Outputs	Responsibility
8.3. Develop, implement, monitor, and evaluate the national curriculum	8.3a. Utilize the curriculum frameworks and policies to draft/revise the National Curriculum Guides for respective levels from ECD to post-secondary by 2018	• Develop curriculum guides in collaboration with writing teams and consultants • Conduct consultations with a wide cross-section of stakeholders for sensitization, buy-in, and feedback • Compile the draft nal curriculum guides for piloting	• Revised curriculum guides	• *Lead:* Director CDU-TRC • *Primary collaborators:* advisory groups, writing teams, consultants, Subject Coordinator
	8.3b. Utilize the curriculum frameworks, related policies, and draft of the National Curriculum Guides to develop/obtain a suf cient number of high-quality instructional resources, including ICTs, to aid implementation of the national curriculum for each level from ECD to post-secondary secondary by 2019	• Identify and procure the relevant instructional resources needed to support curriculum implementation as outlined in the curriculum guides (including ICTs: see ICT policy in QTLF)	• Relevant instructional resources obtained and equitably deployed to institutions	• *Lead:* Director CDU-TRC and Education Planners • *Primary collaborators:* CEO/PEO Subject Coordinators and Education Of cers with responsibility for curriculum, IT departments, SELF Coordinator
	8.3c. Implement the National Curriculum *(guide and related instructional resources)* and the Monitoring and Evaluation and Learning Assessment Frameworks from ECD to post-secondary by 2021	• Provide training for education of cials with responsibility for the curriculum and school staff in use of the curriculum guides, instructional resources, and implementation of the M&E framework and related policies • Equitably deploy instructional resources to all public schools in the Federation • Pilot the National Curriculum and M&E framework • Revise the National Curriculum and M&E framework based on an evaluation of the pilot, where necessary • Implement the National Curriculum and M&E framework at all levels in all institutions	• All education of cials with responsibility for curriculum, heads of institutions, teachers/ instructors trained in the use of instructional resources and implementing the M&E framework and related policies • Instructional resources are equitably deployed to institutions • Pilot implemented and evaluated • National Curriculum and M&E framework and policies implemented in all institutions	• *Lead:* Director CDU-TRC, CEO/PEO • *Primary collaborators:* Education Of cers, Principals, Subject Coordinators, Dean CFBC Teacher Education Division, SELF and DoE in Nevis

Strategies	Objectives	Activities	Outputs	Responsibility
8.4. Build human resource capacity to manage curriculum development, monitoring, and assessment	8.4a. Develop the human resource capacity of the Curriculum Development Unit, TVET Council, ECD Unit and other relevant departments in curriculum development, monitoring and assessment by 2021	• Based on the National Curriculum Framework and Policies, as well as the M&E Framework, identify the human resource gaps (technical and personnel needs) to effectively develop, monitor, manage, and assess the national curriculum • Prioritize training areas for inclusion on national training priority list in consultation with PS and HR • Secure funding for training based on the priority list, with at least 2 persons accessing training by 2019 • Plan with CFBC, UWI, and regional and international organizations, where relevant, to develop a continuous professional development (CPD)/ training programme on curriculum development, instruction, and assessment for existing personnel	• Human resource gaps identi ed (personnel and technical) • Curriculum and instruction/ assessment on national training priority list • Scholarships obtained for certi cation training for at least two persons in areas on the priority list • Short courses and CPD for all CDU staff, Education of cers with responsibility for curriculum and instruction, and resource of cers in the ECD and TVET Council in priority areas	• *Lead:* P.S- MoE, Personnel Of cer • *Primary collaborators*: Director CDU-TRC, Human Resource Department, CFBC, UWI

Strategies	Objectives	Activities	Outputs	Responsibility
		• Align curriculum and assessment provided in secondary schools (including graduation criteria) and post-secondary institutions with the learning outcomes/levels indicated in the NQF	• Curriculum and assessment at secondary and post-secondary levels are aligned with the NQF, including secondary school graduation criteria	• *Primary collaborators:* TVET Council CEO/ PEO, Heads of secondary and post-secondary institutions
	9.1d. Develop and implement a quality assurance system for TVET by 2018	• Through the TVET Enhancement Project, obtain consultancy services to develop a quality assurance system for TVET and provide training in implementing, maintaining, and monitoring the quality assurance system. • Implement the quality assurance system	• A relevant quality assurance system for TVET is operational	• *Lead:* CEO-TVET, Project Coordinator-TVET Enhancement Project • *Primary collaborators*: TVET Council, SKNAB, CEO/PEO Heads of secondary and post-secondary institutions
	9.1e. Strengthen the regulatory role of the SKN Accreditation Board and Secretariat and the TVET Council in managing quality assurance in post-secondary and tertiary-level training by 2018	• Finalize and gazette revised Accreditation Act • Revise and develop policy regulations to support the functions and responsibilities of the Accreditation Board and TVET Council • Provide continuous professional development for Accreditation and TVET Secretariat Board members in quality assurance at post-secondary and tertiary level	• Legislation on the remit of the SKN Accreditation Board is updated • Policies and regulations for the SKNAB and TVET Secretariat and Council are updated • All SKNAB and TVET Council members trained in quality assurance	• *Lead*: SKNAB and Executive Director of the SKNAB Secretariat • *Primary collaborator*: Minister
9.2. Develop, where lacking, and enforce compliance with safety and security standards for all education and training institutions	9.2a. Develop and implement school safety and security policy by 2020	• Establish a task force including, but not limited to, the MoE, Public Works Department, NEMA/NDMD, Police, Fire Departments, MoH, Red Cross, school representatives, and Land and Housing to draft a comprehensive school safety and security policy, which includes a component on disaster risk reduction (DRR). • Identify at each institution a prioritized and costed list of safety and security modi cations to be made (e.g. re extinguishers, multiple exits, railings, PA system, etc.) • Seek government and external nancing for the prioritized list • Provide resources to upgrade education and training institutions' facilities per established safety and security standards • Ensure all new construction is built per safety and security standards	• Policies and standards for school safety and security, including DRR, are in place • Prioritized and costed list of required safety and security modi cations is submitted to the MoE • Institutions modi ed and safety and security resources obtained • New construction adheres to safety and security standards	• *Lead*: CEO/PEO Task Force • *Primary collaborators*: Chief of Education Planning, PS, MoF, and institutions

Strategies	Objectives	Activities	Outputs	Responsibility
Intermediate Outcome 10: Comprehensive student support services are available to learners in all institutions to support improved learning				
10.1. Establish a fully functional Student Support Services Unit in the MoE and implement comprehensive student support services in institutions to facilitate academic, behavioural, early intervention, social assistance, and other relevant student support mechanisms, as needed, for learners	10.1a. Establish a fully functional Student Support Services Unit in the MoE by 2021	• Develop the Framework/ToRs for the Unit and identify key positions to be lled to ensure all institutions have access to specialists with expertise in such areas as: literacy and numeracy development, child/ school psychology, behaviour management, special needs screening, etc. • Hire personnel and/or secure funding to provide certi cation training for individuals already in key positions • Procure the requisite resources (e.g. screening and assessment tools) to assist the work of the Unit • Collaborate with SELF, School Meals, the Ministry of Social Development and other relevant ministries/entities to deliver an adequate social safety net and other support services to students	• Student Support Services Framework and ToRs established for the Unit • The Unit is staffed with a minimum of one school psychologist, two student support coordinators, and three resource personnel • Academic and psychological screening and assessment tools procured and utilized • Process/MoU established for delivering student support services organized through partner ministries (see also 14–15)	• *Lead:* CEO/PEO • *Primary collaborators*: PS, MoSCDCGA
	10.1b. Implement comprehensive student support services in institutions to provide academic, behavioural, early intervention, social assistance, and other relevant student support mechanisms, as needed, for learners by 2021	• Provide training for school staff (teachers, guidance counsellors) in: identifying learners in need of early intervention/ student support services, providing basic academic and behavioural supports for students maintaining inclusive classrooms and utilizing differentiated instruction • Prioritize training areas in student support for inclusion on the national training priority list (e.g. literacy and numeracy development, child/school psychology, behaviour management, special education) and secure funding for at least one person in relevant areas • Establish targeted student support services for struggling learners at risk of early school leaving at the secondary level (see also 2.1c.) • Implement parent sensitization and training sessions on student support services	• At least 70 school staff trained annually (40 St. Kitts and 30 Nevis) in differentiated instruction and inclusion • All students in need of student support services are identi ed and receive necessary services • At least one person receives certi cation/degree training in area of need identi ed. • All institutions have access to academic, behavioural-psychosocial, and social safety net support services • Parent education programmes implemented on each island	• *Lead:* CEO/PEO • *Primary collaborators*: Personnel Of cer, PS, Student Support Of cer, Coordinators for Learning Support and Reading, Head of Learning Support Department in secondary schools, Guidance Counsellors

Strategies	Objectives	Activities	Outputs	Responsibility
11.3. Implement a Continuous Professional Development Framework and motivating career path to increase the retention of quali ed persons in the teaching service	11.3a. Develop and implement a Continuous Professional Development Framework by 2021	• Modify the existing initial training programme to provide quality professional development for untrained teachers in the system before matriculation to Teachers' College, which includes a mentoring component • Contract a consultant to develop a CPD framework which should include, but not be limited to: – parameters on the number of hours and scope of training, training opportunities, research/publishing sabbaticals for those who qualify (quali cations TBD) – a standard approach to the initial training programme for untrained teachers in the system before matriculation to CFBC-Teacher Education, which includes a mentoring component • Implement the CPD framework • Build partnerships with regional and international training institutions to deliver recognized CPD	• Initial training programme modi ed • CPD framework established and implemented • Partners in implementing CPD identi ed and formal agreements established	• *Lead:* CEO/PEO • *Primary collaborators*: Dean of Teacher Ed CFBC, Education Planners, PS, Head of UWI
	11.3b. Establish and implement a career path to retain quali ed personnel by 2021	• Work with consultancy services to revise the existing career path and align it with the CPD framework to be developed • Cost the implementation of the career path • Implement the career path	• Updated and costed career path document • Career path implemented	• *Lead:* CEO/PEO • *Primary collaborators*: PS, Teachers' Union, Assistant Secretary: Finance, MoF
11.4. Provide certi cation and degree training for TVET instructors	11.4a. Develop a cadre of skilled TVET Instructors at the secondary level and beyond by 2021	• Through the TVET Enhancement project, identify priority TVET areas in need of capacity development or additional personnel, and provide certi cation training up to the degree level for identi ed TVET instructors at the secondary and post-secondary level	• 45 teachers and instructors trained	• *Lead:* CEO-TVET • *Primary collaborators:* PO-TVET Nevis, Project Coordinators, Heads of secondary schools and post-secondary institutions

Strategies	Objectives	Activities	Outputs	Responsibility
Intermediate Outcome 12. Quali ed teachers are equitably deployed within and between institutions at the ECD to post-secondary level and teach within their eld of expertise				
12.1. Implement equitable deployment of quali ed teachers to and within institutions, and increase the number of quali ed teachers teaching in their eld of expertise	12.1a. Establish mechanisms to analyse the needs of institutions as they relate to teacher quali cations to guide the deployment of quali ed teachers by 2019	• Include a policy statement on the equitable deployment of teachers/instructors in equity policy, to be developed (see also 19.1a) • Utilize EMIS and the teacher database, to be developed, to analyse the current deployment of quali ed teachers and the number of out-of- eld teachers • Redeploy quali ed teachers, where necessary, to improve the equitable deployment of quali ed teachers to and within institutions • Research contributing factors for out-of- eld teaching • Using research results, develop strategies to increase the number of teachers placed in their eld of expertise	• Deployment practices identi ed • Quali ed teachers deployed equitably within and between schools • Contributing factors for out-of- eld teachers identi ed • Increased number of teachers placed in their eld of expertise	• *Lead:* CEO/PEO/ Personnel Of cer or Nevis of cer identi ed for personnel management • *Primary collaborators*: Director EMIS, CEO/ PEO, Heads of institutions, Education Planners
Intermediate Outcome 13. Effective quality assurance, accountability, and support mechanisms are in place in the teaching profession				
13.1. Implement professional standards for teachers and initiatives to support their welfare	13.1a. Establish and implement professional standards for the teaching profession by 2018	• Obtain consultancy services and install a task force to develop and vet professional standards (CARICOM Professional Standards for Teachers to be used a as guide) • Conduct consultations on draft standards • Implement professional standards	• Professional standards are implemented	• *Lead*: CEO/PEO • *Primary collaborators*: PO, Teachers' Unions, Principals
	13.1b. Develop and implement initiatives to support teacher welfare by 2018	• Establish a committee with MoE, school, and Teachers' Unions representation to identify key welfare initiatives and annual recognitions systems for those in the teaching service • Establish a budget for identi ed welfare initiatives and annual recognition systems at MoE and institutional level	• Welfare initiatives established in collaboration with the Teachers' Union • Annual recognition systems implemented at the MoE level and at each public primary-post-secondary institution	• *Lead*: CEO/PEO, Teachers' Unions • *Primary collaborators*: Heads of institutions, Assistant Secretary: Finance, Chamber of Commerce

Programme Implementation Matrix 5: Knowledge Management for Decision Making

Strategies	Objectives	Activities	Outputs	Responsibility
Intermediate Outcome 14: Education planning, policies, and resource management are informed by data				
14.1. Implement medium- to long-term human, material, and nancial resource planning	14.1a. Build MoE technical capacity in medium- to long-term resource planning by 2018	• Secure funding to train at least four persons in the planning and education services division in simulation modelling and nancial forecasting • Identify training agent or facility and mode of training	• At least four persons trained in simulation modelling and nancial forecasting • Education planning and education services division equipped with technical capacity for simulation modelling and nancial forecasting	• *Lead*: Chief of Education Planning, PS • *Primary collaborators*: EMIS Director, Personnel Of cer, CEO/ PEO Finance Of cer
	14.1b. Develop and use simulation tools and appropriate databases for human and nancial resource planning and forecasting by 2019	• Procure/develop appropriate human resource management systems and databases/simulation tools for human and nancial resource management	• Simulation models for strategic planning procured and functioning • Human and nance management systems developed/procured and functioning	• *Lead*: Chief of Education Planning • *Primary collaborators:* EMIS Director, Finance Of cer, Personnel Of cer, CEO, PEO, HR Department, MoF
14.2. Build the capacity of system leaders and teachers in using ICTs to manage data for decision making	14.2a. Provide training to Education Administration Of cials, school management, and teachers/ instructors in using ICTs to input, manage, and monitor data by 2018	• Train six persons from the Education Planning Division (EPD), three MoE administrators, all Education Of cers and school heads, and at least two primary and three secondary school of cials to input, manage, monitor, and use data for decision making • Design and implement targeted training programmes • Collaborate with teacher education at CFBC to integrating data management into teacher training	• Six persons in the EPD, three MoE administrators, all Education Of cers and school principals, and at least two primary and three secondary school staff and trained to use ICT to manage and monitor data in the EMIS system • Teachers' Education division of CFBC incorporates data management into the training programme	• *Lead:* EMIS Director, Chief of Education Planning • *Primary collaborators*: CEO/PEO, Heads of institutions, Heads of Departments, Dean of Teacher Ed CFBC
14.3. Generate comprehensive and reliable data/ information to monitor and evaluate performance and equity in the system	14.3a. Operationalize EMIS platforms by 2020	• Identify indicators/data to be captured in EMIS platforms to monitor performance and equity at the individual, institutional, and system-wide level, including TVET (see 15.3b). • Introduce a web-based SIS in the Ministry and institutions to capture school-level data	• Web-based SIS operational in all primary and secondary schools and data accessible to MoE • Platforms/systems to manage nancial and human resource data utilized • Quantitative and qualitative data are used to evaluate performance and equity in the system	• *Lead*: Education Planners • *Primary collaborators*: EMIS Director, CEO, PEO (PS/Planner/IT), institutional staff, PS-MoE

Strategies	Objectives	Activities	Outputs	Responsibility
		• Develop or procure other platforms/ systems to manage nancial and human resource data (see also 19.1b) • Procure the requisite infrastructure components for institutional, planning, and administrative deployment of EMIS platforms • Input suf cient and relevant data into the platforms • Establish clear policies and necessary legislation on requirements for providing required data/information and consequences for non-compliance	• Policy/legislation on data submission requirements is in place	
	14.3b. Develop and implement an M&E system for TVET by 2018	• Obtain consultancy services to develop a relevant M&E system for TVET, inclusive of an online MIS and tracer study methodology • Assign an of cer with responsibility for M&E to the TVET Secretariat	• Relevant M&E system for TVET established and implemented • Of cer for M&E assigned to the TVET Secretariat	• *Lead*: Project Coordinator TVET Enhancement Project, CEO-TVET, Education Planners • *Primary collaborators:* TVET Coordinator Nevis, Director of Higher and Continuing Education Nevis, Labour Commissioner
	14.3c. Expand the operations of the Education Planning Division to include research and evaluation, and a stronger EMIS Department, and ensure adequate research/ data management/planning capacity in Nevis by 2019	• Assess existing personnel that could be reassigned to function as research of cers and identify new posts to be added, where necessary • Based on an assessment of existing data and information management systems and structures, develop and implement a strategy to improve operation of the EMIS Department to support better information and data management throughout the sector • Budget for new positions and capacity building • Establish a full-time EMIS of cer in Nevis	• Research and evaluation capacity established in EDP • Research and evaluation projects form part of the regular scope of work for the EPD of Education Planning • Information and knowledge management strategy implemented • Scope of work and personnel expanded in the EMIS Department • EMIS of cer in place in Nevis	• *Lead*: PS, Chief of Education Planning • *Primary collaborators:* EMIS Director, PEO, CEO, Personnel Of cer, MoF

Programme Implementation Matrix 6: Leadership and Accountability

Strategies	Objectives	Activities	Outputs	Responsibility
Intermediate Outcome 16: An organizational structure is in place to support ef cient and effective Ministry functions				
16.1. Revise the organizational structure and update/ draft job descriptions to accurately re ect the functions of the Ministry of Education and articulate the reporting/ communication protocols between positions	16.1a. Improve the organizational structure and ensure that all staff in the Ministry understand their roles and responsibilities, by the end of 2019	• Design a clearly outlined and functional organizational structure/chart incorporating relevant recommendations from the World Bank Functional Review 2015 • Develop standard operating procedures for each Division/Department • Provide relevant job descriptions for all positions managed by the MoE • Develop and implement orientation programmes for all positions managed by the MoE	• A functional organizational structure/chart • Job descriptions for all positions • Standard operating procedures and orientation programmes implemented in all MoE Divisions	• *Lead:* PS, Personnel Of cer • *Primary collaborators*: MoE Heads of Divisions/ Departments, Chief of Education Planning, Human Resources Department
Intermediate Outcome 17: Leadership skills of system leaders are enhanced and there is evidence of participatory decision making and distributed management at the Ministry and institutional level				
17.1. Enhance leadership skills of system leaders and establish functioning entities at the institutional and Ministry levels to contribute to participatory decision making	17.1a. Develop and improve the leadership capabilities of system leaders and school management teams by 2019	• Institute management teams in MoE Divisions and establish a Budget Committee in the MoE • Develop and implement principal leadership standards, including a relevant principals' handbook • Establish clear ToRs for school management teams that outline, among others, the role of the PTA and students in school-level decision making • Organize Ministry-coordinated leadership and management training workshops for 30 MoE of cials and all public-school Principals, and school-based training sessions for school management teams • Conduct capacity-building sessions for all school supervisors and management teams on relevant policies, regulations, and legislations to support an effective accountability processes	• Management teams and Budget Committee in MoE established and functional • Leadership standards and principals' handbook nalized • Management teams in institutions functioning per ToRs • All Principals and 30 MoE of cials trained in leadership and management • Management teams exposed to policies and legislation to support leadership and accountability in the school	• *Lead:* PS, Education Planners, CEO/PEO, • *Primary collaborators*: Heads of Department, Education Of cers, Principals

Strategies	Objectives	Activities	Outputs	Responsibility
	17.1b. Strengthen and establish, where necessary, entities sanctioned by the Education Act to assist in governance by 2018	• Strengthen the functioning of existing entities and establish, where relevant, advisory/management entities that are sanctioned by the Education Act: – Strengthen: Education Advisory Board, TVET Council – Establish: Education Review Committee, National PTA, National Student Council Association, School Boards, etc. • Provide ToRs based on the Education Act for all entities • Conduct orientation sessions for members of all entities to apprise them of their roles, responsibilities, and reporting protocols • Devise regular platforms for information sharing and clear reporting protocols between Ministry leadership and advisory/ management entities in alignment with revised Ministry organizational structure	• All entities fully installed and functioning per ToRs	• *Lead:* Minister, PS • *Primary collaborators:* CEO/PEO, Education Planners, Director ECD, CEO of TVET, Principals
Intermediate Outcome 18: Performance management systems are in place and functional for all personnel and educational institutions				
18.1. Establish, where necessary, and strengthen performance assessment systems for MoE-managed personnel and institutions	18.1a. Improve, develop, and implement performance management systems that have formative and summative components and are used for decision making regarding professional development and human resource decisions by 2019	• Develop performance assessment policy and tools for: – all staff in the Ministry (auxiliary staff, clerks, Education Of cers and Curriculum Of cers, Heads of Departments, and all other Ministry Administrators) – Principals and Heads of institutions – school support staff (Guidance Counsellors, librarians, etc.) and auxiliary staff – TVET Instructors – PE, Computer Teachers, etc. • Revise existing clinical supervision and teacher appraisal policy, and tools for teachers utilizing information from the OECS Review of Teacher Performance Appraisal System – April 2015 • Conduct training for all Ministry and school staff involved in conducting performance assessments • Implement performance assessment systems per policy	• Performance assessment systems implemented for all personnel in the Ministry • Performance assessment data captured in relevant databases (HR, web-based SIS, etc.) and used for decision making • System and institutional leaders have records of staff performance assessment data	• *Lead*: PS, Personnel Of cer, CEO/PEO, Chief of Education Planning • *Primary collaborators:* Principals, Heads of Departments, Members of management teams

Strategies	Objectives	Activities	Outputs	Responsibility
	19.1b. Improve the human, nancial, and material management systems to better track/monitor the distribution and usage of human and nancial resources by 2019	• Develop and maintain a comprehensive staff database • Establish a role/function in the Nevis MoE for human resource management • Develop and maintain a nancial resources management system that captures government, household, and donor (local, regional, international) nancing at Ministry and institutional levels (see also 14.1b) • Track budget revenue and expenditure in relation to budget objectives and implement a Public Expenditure Tracking Survey to identify possible wastage • Train at least two school of cials and at least one staff member in each budget-maintaining entity to operate the nancial management system to better track/ monitor the distribution and usage of nances in educational administration and at various education levels in relation to budget objectives	• Staff database and nancial system utilized to manage resources • Person appointed in Nevis MoE for human resource management • At least two school of cials and at least one staff member in each budget-maintaining entity trained to operate nancial management system • Wastage of public funds identi ed • Quarterly nancial reports from budget maintaining entities submitted	• *Lead:* Director of EMIS, Personnel Of cer, Assistant Secretary: Finance • *Primary collaborators*: CEO/PEO, Heads of institutions

5. Cost and financing

This chapter presents key data from the SKN ESP Simulation Model, which was developed with technical support from IIEP-UNESCO to aid in establishing feasible plan targets by projecting the costs associated with implementing the strategic Programme Areas presented in Chapter 4. The cost of plan implementation depends on several factors, which can be grouped as follows:

The main policy objectives Signi cant plan costs are associated with policy objectives that seek to expand as well as improve quality and relevance in the system, as indicated by the enrolment and internal ef ciency targets in the *Access and Participation* programme area (see Programme Implementation Matrix 1), as well as the targets for stronger quality and safety standards for institutions and enhanced student support services in the *Quality and Relevant Teaching and Learning* programme area (see Programme Implementation Matrix 3).

Assumptions about the cost of the required resources (e.g. salaries, operational costs, etc.). These costs are estimated using the *St. Kitts and Nevis Estimates for the Year 2017 Volumes I and II* and the *Nevis Island Administration Recurrent and Capital Budget Estimate of Expenditure and Revenue* for the Year 2017 by category of cost. Notably, the cost of salaries is projected to grow slowly, in line with the pace of GDP per capita (see Table 13).

Assumptions about economic growth. Recent values and projections of GDP are extracted from the IMF World Economic Outlook Database, as of October 2016. The projection for GDP growth was estimated at 3.5% for 2016 and 2017, decreasing to 2.8% in 2021. Because GDP growth is estimated to outpace population growth, which is projected to remain stable at 1.2% over the plan period, this should lead to an increase of national wealth measured per capita (see Table 8).

Having outlined the factors involved in projecting plan costs and financing, the following sections provide detailed information on: (i) the estimated cost of the plan, (ii) the estimated financing of the plan, and (iii) the estimated plan financing gap that must be managed to meet policy goals and targets.

5.1. Cost of the plan

The following tables present the overall cost of the plan, including the share of costs associated with various sub-sectors and programme areas. All costs are expressed in constant XCD prices for 2016.

Table 11 presents the estimated costs by sub-sector for each year of the plan. Recurrent and capital costs are included, and programme costs are excluded.

Table 11: Estimates of yearly cost (recurrent and capital included, programmes excluded) by level of education, constant XCD thousands, 2016

Education sub-sector	2017	2018	2019	2020	2021
ECD	8,929	10,416	10,895	11,390	11,904
Primary	24,752	25,782	26,841	28,230	29,548
Secondary	41,090	40,382	40,607	40,817	42,297
Post-secondary	4,196	4,206	4,122	4,007	3,853
Special education	1,991	2,221	2,453	2,706	2,963
Tertiary	14,240	13,783	13,097	12,341	11,520
Administration	16,172	16,013	15,933	15,989	16,171
Total	111,371	112,803	113,949	115,479	118,256

Source: GoSKN (2013d, 2014b, 2015, 2016, 2017), Nevis Island Administration (2012a, 2012b, 2013a, 2013b, 2014a, 2014b, 2015a, 2015b) and SKN ESP Simulation Model, IIEP.

The annual increase in costs in the ECD, primary, and special education sub-sectors is a result of forthcoming efforts to widen access to quality ECD and special education services, and assumptions regarding the slightly increasing salary costs in line with projected GDP per capita growth. The increasing recurrent and capital cost at the secondary level between 2018 and 2021 are a result of forthcoming efforts to reduce the dropout rate in Form 4, which will necessitate structural expansion at institutions and additional personnel.

Table 12 below captures both the annual and total costs associated with implementing each programme area.

Table 13: Education budget

	2017	2018	2019	2020	2021
Macro-economic framework					
Population	56,923	57,579	58,287	58,977	59,678
Population growth	*1.2%*	*1.2%*	*1.2%*	*1.2%*	*1.2%*
GDP at current prices*	2,715	2,866	3,015	3,167	3,323
GDP at constant prices*	2,670	2,760	2,842	2,923	3,006
Economic growth	*3.5%*	*3.4%*	*3.0%*	*2.8%*	*2.8%*
GDP per capita at current prices	47,696	49,775	51,727	53,699	55,682
GDP per capita at constant prices	46,910	47,934	48,765	49,566	50,365
Projected government budget					
Government resources as % of GDP	*25.0%*	*23.8%*	*23.0%*	*23.0%*	*23.0%*
Government resources*	678	681	693	728	764
Current expenditure as % of resources	*70.3%*	*68.3%*	*66.3%*	*66.3%*	*66.3%*
Capital expenditure as % of resources	*21.2%*	*19.8%*	*19.0%*	*19.0%*	*19.0%*
Current expenditure*	477	465	460	483	506
Capital expenditure*	144	135	132	138	145
Projected education budget					
Current in % of government current expenditure	*19.4%*	*19.4%*	*19.4%*	*19.4%*	*19.4%*
Capital in % of government capital expenditure	*13.3%*	*13.3%*	*13.3%*	*13.3%*	*13.3%*
Education current expenditure**	92,284	90,070	88,973	93,459	98,062
Education capital expenditure**	19,087	17,866	17,483	18,365	19,270
Education total expenditure**	111,371	107,936	106,457	111,824	117,332

Source: GoSKN (2013d, 2014b, 2015, 2016, 2017), Nevis Island Administration (2012a, 2012b, 2013a, 2013b, 2014a, 2014b, 2015a, 2015b) and IMF (2016).
Note: *constant XCD millions 2016; **constant XCD thousands 2016.

5.3. Estimating and managing the plan financing gap

The plan financing gap is calculated by comparing the estimated cost of the plan with the projected financing available for implementation, and including guaranteed funding for special programmes. Additionally, as shown at the bottom of Table 14, a second calculation recalculates the gap over investment and programme costs to account for financing likely to be obtained.

As shown, the financing gap over the recurrent budget is reasonably sustainable, with a peak of 7.4% in 2019; this is attributed to the previously mentioned targeted expansion of the system. It represents an average gap of 3.6% over the plan period. The financing gap over the potential capital budget is more difficult to discuss owing to the variability of capital budget year to year. Using estimations of likely financing for certain special programmes (e.g. USAID/OFDA support of school safety policy in *Quality and Relevant Teaching and Learning* or UNICEF support of ECD development initiatives in *Access and Participation*), the financing gap over the capital budget still shows a peak of 10% in 2019. It represents an average gap of 7.5% over the plan period.

Considering the scope of the strategies to be implemented, the financing gap over the recurrent and investment budgets are expected yet manageable. This analysis is perhaps optimistic, but it is anticipated that the MoF will respond positively to requests for increased budgetary allocations in pursuit of this strategy. Recent reforms in the annual budget negotiation process have highlighted the criticality of using strategic plans, with clear monitoring frameworks and cost components, to bring to bear fruitful budget negotiations. Accordingly, this plan meets MoF expectations for considering increased allocations to the MoE, within the government's Medium-Term Expenditure Framework (MTEF).

Additionally, the MoE will work to strengthen partnerships with the private sector, donors, and other non-state providers to defray the cost of plan implementation. Where austerity measures are necessary, annual plan targets and activities will be modified to align with the available financing. This will be done through the annual performance plan preparation and review processes. Last, but certainly not least, as the MoE strengthens knowledge management for decision making and builds capacity in financial forecasting and planning, unit costs will be reviewed and amended as necessary, which may lower estimated plan costs.

Table 14: Financing gap, constant XCD thousands, 2016

	2017	2018	2019	2020	2021
Plan expenditure					
Current expenditure	92,284	94,168	95,577	97,384	100,166
Capital expenditure	19,087	18,634	18,373	18,094	18,090
Programme expenditure	17,550	18,973	18,764	12,576	8,200
Total	128,921	131,775	132,713	128,054	126,456
Potential budget					
Current expenditure	92,284	90,070	88,973	93,459	98,062
Capital expenditure	19,087	17,866	17,483	18,365	19,270
Programme expenditure (guaranteed)	16,546	16,511	15,990	9,978	5,568
Total	127,917	124,447	122,446	121,802	122,900
Financing gap					
Gap on current expenditure	0	4,098	6,603	3,926	2,104
Gap on capital + programme expenditure	1,005	3,230	3,663	2,327	1,451
Total	1,005	7,328	10,266	6,252	3,555
% of potential recurrent budget	0.0%	4.5%	7.4%	4.2%	2.1%
% of potential capital budget	2.8%	9.4%	10.9%	8.2%	5.8%
% of total budget	0.8%	5.9%	8.4%	5.1%	2.9%
Programme expenditure (likely)	14	108	286	16	16
New capital + programme potential budget	35,647	34,485	33,759	28,359	24,854
New funding gap for capital + programme expenditure	991	3,122	3,377	2,311	1,435
New % of potential capital budget (including likely nancing)	2.8%	9.1%	10.0%	8.1%	5.8%

Source: GoSKN (2013d, 2014b, 2015, 2016, 2017), Nevis Island Administration (2012a, 2012b, 2013a, 2013b, 2014a, 2014b, 2015a, 2015b) and SKN ESP Simulation Model, IIEP.

Core Planning Team: This existing planning team will be responsible for ensuring the requisite M&E activities take place at all levels. The team will lead the preparation of the MoE annual performance operational plans and prepare overarching technical documents for all identified review processes to be held at specified intervals. As such, this team functions as the secretariat for the EMEC and all periodic review processes. The Core Planning Team will also provide guidance to and build capacity among Heads of Divisions and institutions in developing relevant annual Departmental operational plans and school/institutional improvement plans that are in line with the MoE annual/ performance operational plan.

Additionally, while the Education Advisory Board will not have direct responsibility for monitoring plan implementation, this entity may also, at the request of the Minister, provide policy and implementation guidance to the senior leadership and the Sector Plan Monitoring and Evaluation Committee.

6.2. M&E procedures and review processes

Sources of information captured in the Performance Monitoring Matrix, presented in section 6.3.2, will enable the monitoring of plan implementation on an ongoing basis at the level of the institution and the MoE through standing meetings and required reports.

Institutional Level: Progress on School/Institutional Improvement Plans will be discussed and reviewed regularly at staff meetings, which are typically held monthly. Each term, the institution will draft an End of Term report on School/ Institutional Improvement Plan Progress, which will be shared with the CEO. The Core Planning Team will work with the CEO on the format for this report.

MoE Divisions: Heads of Division will be responsible for ensuring that adequate quantitative and qualitative data are captured on plan implementation. Each technical officer in MoE divisions will submit monthly updates to Heads of Division that will capture, where relevant, activities executed in line with the annual operational plan for the ESP. These will be discussed in regularly scheduled Divisional meetings, chaired by the Head of each Division. Heads of Division will also submit monthly reports to the Permanent Secretary, which will outline salient developments in plan implementation. These will be reviewed at the level of senior leadership, which includes the Chief of Education Planning.

Instructional Leadership Meeting : An instructional leadership meeting will be held at least once per term to discuss general issues related to teaching-learning. During these meetings, progress related to strategies in all six programme areas can be discussed as relevant. Minutes from this meeting will be kept and shared with the senior leadership and, where relevant, the Core Planning Team. This meeting is chaired by the Chief Education Officer; meeting attendees will include, but are not be limited to the Permanent Secretary, the Principal Education Officer in Nevis, the Director of the Curriculum Development Unit, the CFBC Teacher Education Representative, ECD Direct, the CXC Registrar, the Director for the Student Education Learning Fund, Student Support and Learning Support Officers, and the Chief Librarian.

Several periodic performance reviews will also be conducted:

Quarterly Progress Review: Heads of Division and other identified persons with ‘lead responsibility’ will prepare quarterly progress reports on plan implementation for their area of responsibility for discussion at the quarterly EMEC meetings. In an effort to minimize what could become an overly bureaucratic and cumbersome reporting process, reports are to provide brief updates of major plan activities and, where relevant, focus on challenges to implementation in an effort to identify corrective actions. The Core Planning Team will provide a template for this report and will also be responsible for producing a global quarterly progress report on plan implementation to be shared with the senior leadership committee and other MoE stakeholders, including institutions. Risks and mitigation strategies will be addressed at these meetings, as necessary.

Annual Performance Review: Nationally, plan performance will be reviewed to: (i) measure progress against key performance indicators at the input and outcome levels, and (ii) identify key strategies and activities for the following annual performance plan. Specifically, data and information from quarterly progress reports will be synthesized into an annual review report that critically analyses the performance of each programme area against agreed-upon targets, noting risks and mitigation strategies where relevant. The review will be held annually in June to ensure recommendations for action can be included in the budget preparation processes for the subsequent cycle, as necessary. Critically, where performance targets have not been met, contributing factors will be identified and strategies adjusted. Where necessary, targets will be modified to improve feasibility. Participants will include, but not be limited to, MoE senior leadership and members of the EMEC committee, along with representatives from the Education Advisory Board, the Teachers’ Union, the Chamber of Industry and Commerce, the CFBC, and other ministries such as Finance, Sustainable Development, and Social Development.

Mid-term and Final Evaluation: In 2019, a mid-term evaluation will take place to: (i) evaluate progress in meeting plan targets and the process of plan implementation, utilizing data from internal quarterly progress and annual reviews, as well as special evaluation studies as needed; and (ii) revise targets and programme strategies, as necessary, for the remainder of the plan period. At the end of 2021, a final evaluation will be conducted to evaluate the plan's outcomes, relevance, and cost-effectiveness, including an analysis of success and challenges in plan implementation, in order to frame the development of the subsequent medium- to long-term plan. The Senior Leadership Committee will decide whether these evaluations are conducted internally, by an external body, or through a combination of approaches.

Significantly, M&E findings will be used not only to guide policy and planning, but also to promote transparency, accountability, and capacity building among education stakeholders.

Table 15: Summary of M&E processes

Types of M&E Processes	Timeframe	Responsibility	Use of information
Day-to-day monitoring	Monthly	Institution, Department, and Division Heads	Accountability and capacity building of education stakeholders
Quarterly Progress Review	Four times per year	EMEC Committee members, Core Planning Team	Accountability and capacity building of education stakeholders
Annual Performance Review	Annually in June	Members of the Senior Leadership Committee and EMEC, Core Planning Team, and other key representatives from the private sector, government ministries, Teachers' Unions and CFBC	Improve policy and planning and accountability in plan implementation
Mid-term Evaluation	2019	Members of the Senior Leadership Committee, Members of the EMEC Committee, the Core Planning Team, other key representatives from the private sector, government ministries, Teachers' Unions, CFBC and, possibly, an external evaluator	Improve policy and planning and accountability in plan implementation
Final Evaluation	2021–2022		Improve policy and planning and accountability in plan implementation

6.3. M&E framework

With targeted outputs outlined for each SMART objective contained in the Programme Area Matrices (see Chapter 4), this section presents the performance monitoring framework for the Policy Goals and Intermediate Outcomes of the sector plan. First, it presents a narrative summary of the results chain for the plan period. Then it outlines key performance indicators for assessing policy goals, along with outcome level indicators/measures, and accompanying baselines and targets where applicable. Given the foundational work that will be undertaken to improve the availability and quality of data for decision making over the plan period, a deliberate decision has been taken to ensure that indicators can be calculated and M&E questions can be feasibly answered with data available over the plan period. As such, impact evaluation will be measured by the extent to which policy goals have been achieved. While it is best practice to evaluate the impact of education sector plans on their contribution to long-term development goals (e.g. poverty reduction, economic growth, social integration, cultural empowerment), this plan period will focus sharply on gathering the kinds of education data needed and collaborating with other entities to ensure that complementary information is available to reliably answer such complex impact evaluation questions for future plans.

6.3.1. Mapping programme logic and plan results

Being able to establish and communicate the logical relationship between inputs, outputs, and outcomes of a given programme or plan is central to effectively monitoring and evaluating plan implementation. Below is a narrative summary of the results chain for the ESP, which highlights the following aspects for each programme area: (i) financial input, (ii) key outputs critical for successful implementation of the plan, (iii) intended programme results in the form of intermediate outcomes, and (iv) policy-level outcomes/impacts.

Table 16: Education Sector Plan results chain

Programme area	Mapping programme results		
Key inputs	Key outputs	Intermediate outcomes	Outcomes/Impacts
Access and Participation Financial investment in programme: XCD$29,327,000 Ordinary budget (resulting increase in operational cost): XCD$14,949,000	• Implementation of an ECD expansion strategy including sustainable funding mechanisms • Expansion and diversi cation of secondary level programming • Creation of new regulations to support equality in access to secondary education through Form 5 • Implementation of a gender-responsive TVET strategic plan including a marketing strategy • Creation of an evidence-based policy statement on streaming and automatic promotion • Education infrastructure and mainstream learning spaces are equipped for persons with special education needs • Implementation of a special education policy • Creation of an integrated TVET system relevant to the labour market • Availability of post-secondary and tertiary-level training in Nevis • Availability of increased nancial support for higher education in elds of national interest • Creation of better-targeted programmes for vulnerable groups to support participation	1. Universal ECD for the 3-4 age group and growth in enrolment of the 0–2 age group in high-quality home and centre-based settings is achieved 2. Universal secondary education is provided for *all* students through Form 5 3. Universal access to TVET competencies in compulsory education is provided and gender disparities in participation in TVET courses are reduced at secondary level and beyond 4. Student transition and promotion policies are informed by an evaluation of current practices regarding student motivation and equity 5. Students from ECD to post-secondary with special educational needs are able to access quality care and instruction in the least restrictive school environment for the identi ed need 6. Increased enrolment in higher and continuing education 7. Vulnerable and non-vulnerable groups are able to access quality education at all levels equally	Improved and more equitable access to and participation in education at all levels
Curriculum and Assessment Financial investment in programme: XCD$2,531,000	• Publication of the National Curriculum Development Framework and related policies • Publication of the National Curriculum M&E Framework including a learning assessment framework and related policies • Revision of the National Curriculum with curriculum resources obtained and deployed • Piloting of the revised National Curriculum • The Curriculum Development Unit has adequate personnel with expertise in curriculum development and testing and measurement	8. A revised national curriculum and learning assessment system is implemented	Improved and more equitable learning outcomes at all levels

Programme area	Mapping programme results		
Key inputs	Key outputs	Intermediate outcomes	Outcomes/Impacts
Quality Relevant Teaching and Learning Financial investment in programme: XCD$13,076,000	• Development and implementation of quality, safety, and security standards, where these were absent • Establishment and use of a Quality Teaching and Learning Framework including an ICT integration policy for conducting performance assessments of all ECD to post-secondary institutions • Development and operation of a Quality Assurance System for TVET • Alignment of secondary and post-secondary programmes with the National Quali cation Framework • Creation of a Student Support Services Unit in the MoE with adequate student support services available to schools • Implementation of parent education programmes on each island	9. All education and training institutions adhere to quality, safety, and security standards and processes 10. Comprehensive student support services are available to learners in all institutions to support improved learning	
Professionalizing the Teaching Force Financial investment in programme: XCD$323,000	• An increasing number of people with entry-level requirements are applying for teaching, with a special emphasis on males • Establishment of a framework for pre-service training • Establishment and implementation of the Continuous Professional Development framework • Implementation of a motivational career path • Publication of Professional Standards for Teachers • Establishment of the National Teaching Council • Equitable deployment of quali ed teachers within and between institutions • Publication and implementation of guidelines and instruments for monitoring and evaluating teacher training	11. Increase in the percentage of quali ed teachers at all levels and improved gender parity in the teaching force 12. Quali ed teachers are equitably deployed within and between institutions at the ECD to post-secondary level and, where relevant, teach within their eld of expertise 13. Effective quality assurance, accountability, and support mechanisms are in place in the teaching profession	

Programme area	Mapping programme results		
Key inputs	Key outputs	Intermediate outcomes	Outcomes/Impacts
Knowledge Management for Decision Making Financial investment in programme: XCD$1,278,000	• Use of simulation models and nancial forecasting in planning • Fully functional online EMIS is in use at MoE and institutional levels for decision making • Establishment of an M&E system for TVET • Implementation of an information and knowledge management strategy • Creation of human and nancial management systems • Creation of research and evaluation capacity within the Planning Division • Availability of public-friendly policy material • Establishment of a virtual knowledge management platform	14. Education planning, policies, and resource management are informed by data 15. Knowledge management and policy development and implementation are ef cient and well-coordinated	Improved ef ciency and effectiveness of the education sector through enhanced governance planning and management
Leadership and Accountability Financial investment in programme: XCD$298,000	• Revision of MoE's organizational structure with updated Standard Operating Procedures • Publication of relevant job descriptions for all positions • Development of leadership standards for Principals • School Management Teams are functioning • Governance entities cited in the Education Act are operational • Implementation of performance assessment systems for all personnel in the Ministry • Development and implementation of an Equity Policy • Implementation of a comprehensive set of human resource, nancial, and material management policies • Availability of a Public Expenditure Tracking Survey or results to inform MoE budgeting processes • Updating of policies and regulations in line with education mandates	16. An ef cient and effective organizational structure is in place to support Ministry functions. 17. Leadership skills of system leaders are enhanced and there is evidence of participatory decision making and distributed management at the Ministry and institutional level 18. Performance management systems are in place and functional for all personnel and educational institutions 19. Strong accountability mechanisms are in place and functioning to effectively manage resource and equity at all levels	

6.3.2. Performance monitoring matrix

Having established the desired results it is equally important to identify a set of good quantitative indicators and qualitative measures that are reliable, relevant, precise, agreed-upon, and easily understood by decision makers to aid in monitoring and evaluating the sector plan (IIEP-UNESCO, 2010). The Performance Monitoring Matrix on the following pages captures key performance indicators (KPIs) at the level of each Policy Goal followed by Outcome Indicators/Measures for each Intermediate Outcome that can be reliably monitored throughout the plan period. Baseline data from 2013/2017, milestones for 2017 and 2019, targets for 2021, and data sources for each indicator/measure are also provided, where available.[37] Indicators for which data are not collected but that the MoE intends to track are presented in italics, as the Ministry aims to widen data capture to better monitor access and participation, as well as quality and equity in education provision and governance. As data collection, management, and information sharing with partner ministries and entities improves over the plan period, the Performance Monitoring Matrix will evolve to include indicators that can be disaggregated beyond gender to include geographic location (e.g. urban/rural), socio-economic status (SES), and ability stream, among others. Because this plan is intended to move the Federation closer to attainment of SDG 4, performance monitoring will also be expanded to include relevant indicators as data become available.

37. Baseline data are from 2013/2014 as these are the most reliable. Data for 2017 will also be collected to ensure accuracy. Milestones and targets will be adjusted as necessary, where relevant.

Performance Monitoring Matrix

OUTCOMES	Outcome Indicators/ Measures	Gender	Baseline 2013	Actual 2017	Milestone 2019	Target 2021	Data Sources
Policy Goal 1: Improved and more equitable access and participation at all levels	GER 4 years old	M	101%	98%	96%	95%	School Questionnaire, SIS, Census Data
		F	92%	93%	94%	95%	
	GIR	M	78%	91%	98%	105%	
		F	83%	94%	100%	105%	
	Transition rate from Grade 6	M	101%	100%	100%	100%	
		F	101%	100%	100%	100%	
	Dropout rate: F4	M	30%	30%	24%	14%	
		F	17%	17%	11%	8%	
	GER post-secondary 17-20	M	20%	27%	31%	35%	
		F	38%	40%	42%	43%	
	ECD						
Intermediate Outcome 1: Universal ECD for the 3-4 age group and growth in enrolment of the 0-2 age group in high-quality home and centre-based settings is achieved	NER 0 years old	M	22%	24%	24%	25%	School Questionnaire, SIS, Census Data
		F	22%	24%	24%	25%	
	NER 1 year old	M	40%	42%	44%	45%	
		F	37%	41%	43%	45%	
	NER 2 years old	M	65%	67%	69%	70%	
		F	53%	61%	66%	70%	
	% private		65%	60%	57%	70%	
	NER 3 years old	M	89%	92%	94%	95%	
		F	90%	93%	94%	95%	
	GER 4 years old	M	101%	98%	96%	95%	
		F	92%	93%	94%	95%	
	% private		65%	63%	64%	70%	
	Primary						
Policy Goal 1 (cont'd). No related intermediate outcome	GIR	M	78%	91%	98%	105%	School Questionnaire, SIS, Census Data
		F	83%	94%	100%	105%	
	Repetition rate: KG	M	8%	4%	3%	2%	
		F	6%	3%	2%	2%	
	Repetition rate: other grades (max)	M	1%	1%	1%	1%	
		F	1%	1%	1%	1%	
	Dropout rates: all grades (max)	M	1%	1%	1%	1%	
		F	1%	1%	1%	1%	
	% private		23%	23%	23%	23%	

OUTCOMES	Outcome Indicators/ Measures	Gender	Baseline 2013	Actual 2017	Milestone 2019	Target 2021	Data Sources
	Secondary						
Intermediate Outcome 2: Universal secondary education is provided for *all* students through Form 5	Transition rate from Grade 6	M	101%	100%	100%	100%	School Questionnaire, SIS
		F	101%	100%	100%	100%	
	Repetition rate: F4	M	5%	100%	100%	100%	
		F	8%	4%	4%	4%	
	Dropout rates: F1 to F3 (max)	M	1%	6%	5%	4%	
		F	1%	1%	1%	1%	
	Dropout rate: F4	M	30%	30%	24%	5%	
		F	17%	17%	11%	5%	
	% private		4%	4%	4%	4%	
Intermediate Outcome 3: Universal access to TVET competencies in compulsory education is provided and gender disparities in participation in TVET courses are reduced at secondary level and beyond	*100% of primary and lower secondary school students build TVET competencies through core subject areas**	*NA*	*0%*	*0%*	*75%*	*100%*	National Curriculum Guides, curriculum monitoring observation data collection tools
	Enrolment of males to females in non-traditional skill areas and vice-versa	*NA*	*TBD*	*9%*	*20%*	*25%*	School Questionnaire, SIS, TVET course enrolment data
Intermediate Outcome 4: Student transition and promotion policies are informed by an evaluation of current practices as regards to student motivation and equity	*% of public schools that implement evidence-based policies on streaming and automatic promotion*	*NA*	*NA*	*NA*	*75%*	*100%*	Policies and regulations, SIS data, school timetables
	Special education						
Intermediate Outcome 5: Students from ECD to post-secondary with special education needs are able to access quality care and instruction in the least restrictive school environment for the identi ed need	GER 5-18	M	2%	2%	2%	2%	School Questionnaire, SIS, Census Data
		F	1%	1%	2%	2%	
	Number of schools with appropriate accommodation for students with special needs, according to Special Education Policy to be developed	*NA*	*0%*	*0%*	*100%*	At least 4 mainstream schools (2 primary and 2 secondary) provide accommodation for students, according to policy	Education Of cer Reports, school evaluation reports

**Note*: Italicized text identifies indicators for which data is not currently captured, but is intended to be captured over the course of the plan period.

OUTCOMES	Outcome Indicators/ Measures	Gender	Baseline 2013	Actual 2017	Milestone 2019	Target 2021	Data Sources
	Post-secondary						
Intermediate Outcome 6: Increased enrolment and completion in higher and continuing education	GER 17-20	M	20%	20%	25%	26%	School Questionnaire, SIS, Census Data
		F	38%	38%	42%	43%	
	Enrolment in CFBC	M	335	TBD	420	555	
		F	720	TBD	800	850	
	Enrolment in AVEC	M	60	TBD	TBD	150	
		F	44	TBD	TBD	150	
	Dropout rate AVEC/NSTP	M	NA	TBD	TBD	TBD	
		F	NA	TBD	TBD	TBD	
	Tertiary education						
	GER 17-20	M	47%	49%	49%	50%	School Questionnaire, SIS Census Data
		F	86%	86%	87%	87%	
	Dropout rate CFBC	M	TBD	TBD	TBD	TBD	
		F	TBD	TBD	TBD	TBD	
Intermediate Outcome 7: Vulnerable and non-vulnerable groups are able to access quality education at all levels equally	Disaggregated access and participation indicators by gender, and if possible, where applicable: *urban/ rural, SES, ability stream, language group*		TBD	TBD	TBD	Improved parity in access and participation indicators for vulnerable and non-vulnerable groups	School Questionnaire, SIS, Ministry of Social Services MIS data
Policy Goal 2: Strengthen the quality and relevance of education at all levels to improve learning outcomes	Average score on Grade 6 ToS	M	51%	TBD	55%	60%	ToS Data
		F	54%	TBD	57%	60%	
	% of secondary school students sitting CSEC exams in Forms 4 and 5	*M*	*TBD*	*TBD*	*TBD*	*TBD*	SIS data, CXC registrar data
		F	*TBD*	*TBD*	*TBD*	*TBD*	
	% of secondary students sitting exams who achieve ve or more CSEC passes, including Mathematics and English	M	24%	TBD	26%	30%	CXC registrar data
		F	23%	TBD	26%	30%	
	Number of persons certi ed at CVQ Levels I, II, and II	*M*	*0%*	*0%*	*17%*	*22%*	
		F	*0%*	*0%*	*13%*	*20%*	

OUTCOMES	Outcome Indicators/ Measures	Gender	Baseline 2013	Actual 2017	Milestone 2019	Target 2021	Data Sources
	% of students meeting nationally developed graduation criteria	*M*	TBD	TBD	TBD	TBD	TBD
		F	TBD	TBD	TBD	TBD	
Intermediate Outcome 8: A revised national curriculum and learning assessment is implemented	*% of preschool institutions implementing curriculum as outlined in the revised national curriculum framework to be developed*	*NA*	*0%*	*0%*	*40%*	*75%*	ECD Monitoring Reports, national curriculum monitoring observation data collection tools, school evaluation reports
	Same as above: primary	*NA*	*0%*	*0%*	*40%*	*100%*	
	Same as above: secondary	*NA*	*0%*	*0%*	*40%*	*100%*	
	Same as above: post-secondary	*NA*	*0%*	*0%*	*40%*	*100%*	
	% of preschools adhering to learning assessment framework as outlined in the curriculum monitoring and evaluation framework	*NA*	*0%*	*0%*	*40%*	*75%*	ECD Monitoring Reports, national curriculum monitoring observation data collection tools, school evaluation reports
	Same as above: primary	*NA*	*0%*	*0%*	*40%*	*100%*	
	Same as above: secondary	*NA*	*0%*	*0%*	*40%*	*100%*	
	Same as above: post-secondary	*NA*	*0%*	*0%*	*40%*	*75%*	
	% of preschool institutions with suf cient instructional resources, including ICTs, for curriculum and assessment implementation according to the National Curriculum Frameworks	*NA*	*0%*	*0%*	*40%*	*75%*	ECD Monitoring Reports, curriculum monitoring observation data collection tools, school evaluation reports, post-secondary curriculum monitoring tools (to be developed)
	Same as above: primary	*NA*	*0%*	*0%*	*40%*	*100%*	
	Same as above: secondary	*NA*	*0%*	*0%*	*40%*	*100%*	
	Same as above: post-secondary	*NA*	*0%*	*0%*	*40%*	*75%*	

OUTCOMES	Outcome Indicators/ Measures	Gender	Baseline 2013	Actual 2017	Milestone 2019	Target 2021	Data Sources
Intermediate Outcome 9: All education and training institutions adhere to quality safety and security standards and processes	Compliance rate with ECD minimum standards nursery (to be developed)	NA	TBD	TBD	TBD	80%	ECD nursery monitoring checklists
	Compliance rate with ECD minimum standards (preschool)	NA	TBD	TBD	TBD	80%	ECD preschool monitoring checklists
	Compliance rate with QTLF framework to be developed (primary)	*NA*	*0%*	*0%*	*25%*	*80%*	Education Of cer Reports, curriculum monitoring reports, and checklists (to be developed)
	Same as above: secondary	*NA*	*0%*	*0%*	*25%*	*80%*	
	Institutional compliance rate with safety and security standards to be developed (primary)	*NA*	*0%*	*0%*	*25%*	*80%*	Education Of cer Reports, curriculum monitoring reports, and checklists (to be developed)
	Same as above secondary	*NA*	*0%*	*0%*	*25%*	*80%*	
	% of post-secondary and tertiary TVET institutions meeting minimum quality and safety standards according to quality assurance system to be developed for TVET and updated accreditation regulations	*NA*	*TBD*	*TBD*	*50%*	*80%*	Accreditation site visit reports, TVET monitoring tools (to be developed)

OUTCOMES	Outcome Indicators/ Measures	Gender	Baseline 2013	Actual 2017	Milestone 2019	Target 2021	Data Sources
Intermediate Outcome 10: Comprehensive student support services are available to learners in all institutions to support improved learning	*Existence of Student Support Services Unit with relevant expertise and resources in the MoE*	*NA*	*NA*	*One Staff Coordinator*	*School Psychologist and at least one other staff member (behavioural, remediation, etc.) added; screening and remediation resources procured*	*Fully functioning (resources and staff) unit*	MoE staff lists, budget allocation
	% of mainstream schools that have access to comprehensive student support services (academic, behavioural, early intervention, psycho-social, social safety net)	*NA*	*0%*	*100% of schools have access to limited academic, behavioural, and social safety net services*	*70% have access to comprehensive student support services*	*100% have access to comprehensive student support services*	List of support services offered by schools and through the MoE, record of use by schools, school satisfaction survey with support services offered
	% of teachers trained in differentiated instruction and inclusion (by school, level and island)	*NA*	*25%*	*25%*	*70%*	*90%*	MoE and school-level training rosters
	% of teachers demonstrating differentiated instruction and maintenance of inclusive classrooms	*NA*	*25%*	*25%*	*70%*	*90%*	School evaluation reports, curriculum monitoring documents, teacher appraisal reports

OUTCOMES	Outcome Indicators/ Measures	Gender	Baseline 2013	Actual 2017	Milestone 2019	Target 2021	Data Sources
Intermediate Outcome 11: Increase in the percentage of quali ed teachers at all levels and improved gender parity in the teaching force	% of trained teachers in ECD	NA	8%	TBD	13%	15%	School Questionnaire, SIS, human resource database to be developed/ implemented
	% of trained teachers in primary	NA	73%	74%	74%	80%	
	% of trained teachers in secondary	NA	52%	53%	54%	60%	School Questionnaire, SIS, human resource database to be developed/ implemented
	% of full-time instructors in higher education (post-secondary and tertiary) with at least a postgraduate certi cation or higher	NA	TBD	TBD	TBD	80%	
	% of male teachers in ECD	NA	0%	0%	2%	3%	
	% of male teachers in primary	NA	10%	TBD	13%	15%	
	% of male teachers in secondary	NA	31%	TBD	35%	37%	
	% of teachers at the primary level receiving at least 40 hours of CPD annually	NA	TBD	TBD	TBD	90%	
	% of teachers at the secondary level receiving at least 40 hours of CPD annually	*NA*	*TBD*	*TBD*	*TBD*	*90%*	

OUTCOMES	Outcome Indicators/ Measures	Gender	Baseline 2013	Actual 2017	Milestone 2019	Target 2021	Data Sources
Intermediate Outcome 12: Qualified teachers are equitably deployed within and between institutions at the ECD-post-secondary level and, where relevant, teach within their expertise	Share of trained teachers by school	NA	TBD	TBD	TBD	Share of trained teachers in each primary school and each secondary school is approximately equal to other primary and secondary schools, respectively	School Questionnaire, SIS, staff placement/timetable, human resource database to be developed
	Share of trained teachers within each primary school at infant, lower, and upper sections	NA	TBD	TBD	TBD	Share of trained teachers in primary is evenly distributed between infant, lower, and upper sections	
	Share of trained teachers at lower and upper secondary school	NA	TBD	TBD	TBD	Share of trained teachers is evenly distributed between lower and upper sections	
	Share of trained teachers in secondary schools in each ability stream	NA	TBD	TBD	TBD	Share of trained teachers in secondary school is evenly distributed across ability streams	
	% of out-of-field teaching	*NA*	*TBD*	*TBD*	*TBD*	*TBD*	

OUTCOMES	Outcome Indicators/ Measures	Gender	Baseline 2013	Actual 2017	Milestone 2019	Target 2021	Data Sources
Intermediate Outcome 13: Effective quality assurance, accountability, and support mechanisms are in place in the teaching profession	*% of primary teachers adhering to professional standards to be developed*	*NA*	*0%*	*0%*	*0%*	*80%*	Teacher appraisal reports, Principal Reports to CEO
	% of secondary teachers adhering to professional standards to be developed	*NA*	*0%*	*0%*	*0%*	*80%*	
	% of teachers-trainees in MoE and CFBC initial training being monitored and evaluated according to guidelines to be developed	*NA*	*0%*	*0%*	*0%*	*100%*	Completed monitoring and evaluation forms to be developed, list of new teachers in initial training
	% of teachers-trainees in teacher-training programme at the CFBC being monitored and evaluated according to guidelines to be developed	*NA*	*0%*	*0%*	*0%*	*100%*	
	Existence of a National Teaching Council	NA	Not in place	Not in place	National Teaching Council established with supporting policy, regulations	National Teaching Council operational	Documents on Council formation, policies, regulations, ToRs for Council, Council appointment letters
	% of public ECD institutions that implement teacher recognition and/ or welfare initiatives institutions at least annually	*NA*	*TBD*	*TBD*	*70%*	*100%*	ECD Director reports to CEO

OUTCOMES	Outcome Indicators/ Measures	Gender	Baseline 2013	Actual 2017	Milestone 2019	Target 2021	Data Sources
	% of public primary schools that implement teacher recognition and/or welfare initiatives at least annually	*NA*	*TBD*	*TBD*	*70%*	*100%*	Principal reports to CEO
	% of public secondary schools that implement teacher recognition and/or welfare initiatives at least annually	*NA*	*TBD*	*TBD*	*70%*	*100%*	
	Frequency of teacher recognition at the Ministry level	*NA*	*TBD*	*TBD*	*At least one Ministry-organized teacher recognition event*	*Annual teacher recognition budgeted for and implemented*	MoE budget and list of recognition activities
Policy Goal 3: Enhance governance, planning, and management to improve efficiency and effectiveness throughout the sector	*Evidence of medium- to long-term human, material, and financial resource planning*	*NA*	*TBD*	*Simulation model and SIS in place and operational*	*Human, financial, and material resource management platforms in place and operational*	*Medium- to long-range resource planning is implemented*	Simulation model, human resource, and financial database information, annual budget documents, MoE Divisional reports
	Number of policies enacted to support ESP implementation	*NA*	*1*	*2*	*15*	*17*	Policy documents
	% of Ministry Department Heads and Education Officers (EOs) trained in leadership and management	*NA*	*NA*	*TBD*	*TBD*	*100%*	MoE training rosters, pass rates for supervisory management course
	% of schools with PTAs and Student Councils that contribute to decision making at the school	*NA*	*NA*	*TBD*	*TBD*	*80%*	Education Officer reports, Survey of PTA and Student Councils, school review reports
	% of institutions assessed annually using performance management system to be established	*NA*	*NA*	*TBD*	*TBD*	*100%*	Performance review reports, EOs' reports, CEO Divisional Report

OUTCOMES	Outcome Indicators/ Measures	Gender	Baseline 2013	Actual 2017	Milestone 2019	Target 2021	Data Sources
Intermediate Outcome 14: Education planning, policies, and resource management are informed by data	Evidence of medium- to long-term human, material, and financial resource planning	NA	TBD	Simulation model and SIS in place and operational	Human, financial, and material resource management platforms in place and operational	Medium- to long-range resource planning is implemented	Simulation model, human resource, and financial database information, annual budget documents, MoE Divisional reports
	% of new MoE policies informed by an evidence base	NA	0%	0%	50% of policies listed in ESP developed utilizing relevant data	80% of policies listed in ESP developed utilizing relevant data	Policy documents and supporting evidence base (reports, etc.)
	% of institutions in compliance with EMIS requirements (by island)	*NA*	*NA*	*TBD*	*75%*	*100%*	EMIS records
	% of public ECD institutions using data to guide management decisions	*NA*	*NA*	*0%*	*0%*	*80%*	School Improvement Plans, Principals' report to MoE (monthly and once per term)
	Same as above: primary	*NA*	*NA*	*0%*	*0%*	*100%*	
	Same as above: secondary	*NA*	*NA*	*0%*	*0%*	*100%*	
Intermediate Outcome 15: Knowledge management and policy development and implementation are efficient and well-coordinated	*Existence of common information sharing and policy development platforms and mechanisms*	*NA*	*NA*	*MoU with Social Development on use of MIS*	*Common platforms and mechanisms to share information and collaborate on policy development within the MoE and with partner ministries are established*	*Common platforms and mechanisms to share information and collaborate on policy development within the MoE and with partner ministries are utilized*	Knowledge sharing and policy development platforms, MoUs with partner ministries on information sharing, logs of users from platforms
	Number of policies/ legislation enacted to support ESP implementation	*NA*	*1*	*2*	*15*	*17 (all listed in strategy)*	Policy documents
Intermediate Outcome 16: An efficient and effective organizational structure is in place to support Ministry functions	*Evidence of revised MoE organigram*	*NA*	*NA*	*Draft revised MoE structure in place*	*Revised organizational structure formalized*	*Revised organizational structure formalized*	Organigram

OUTCOMES	Outcome Indicators/ Measures	Gender	Baseline 2013	Actual 2017	Milestone 2019	Target 2021	Data Sources
	% of MoE positions with relevant and up to date job descriptions		*TBD*	*TBD*	*75%*	*100%*	Job descriptions
	% of MoE Departments with written standard operating procedures	*NA*	*0%*	*0%*	*75%*	*100%*	Standard operating procedures
Intermediate Outcome 17: Leadership skills of system leaders are enhanced and there is evidence of participatory decision making and distributed management at the Ministry and institutional level	*% of Ministry Department Heads and Education Officers trained in leadership and management*	*NA*	*NA*	*TBD*	*TBD*	*100%*	CEO divisional report; training roster, MoE staff list
	% of ECD preschool managers that adhere to leadership standards to be developed	*NA*	*NA*	*TBD*	*TBD*	*80%*	ECD monitoring reports, Director of ECD reports, CEO Divisional report
	Same as above: primary	*NA*	*NA*	*TBD*	*TBD*	*100%*	Education Officers' Reports and CEO divisional report, school review reports
	Same as above: secondary	*NA*	*NA*	*TBD*	*TBD*	*100%*	
	% of ECD centre managers trained in leadership and management	*NA*	*NA*	*TBD*	*70%*	*80%*	MoE training rosters, pass rates for supervisory management course
	Same as above: primary principals	*NA*	*NA*	*TBD*	*70%*	*100%*	
	Same as above: secondary principals	*NA*	*NA*	*TBD*	*70%*	*100%*	
	Number of operational entities sanctioned by the Education Act to assist in governance	*NA*	*2/10*	*2/10*	*4/10*	*5/10*	ToRs for entities
	% of primary schools with functioning PTAs that contribute to decision making at the school	*NA*	*NA*	*TBD*	*TBD*	*80%*	Education Officer reports, Survey of PTA and Student Councils, school review reports
	Same as above: secondary	*NA*	*NA*	*TBD*	*TBD*	*80%*	
	% of primary schools with functioning student councils that contribute to decision making at the school	*NA*	*NA*	*TBD*	*TBD*	*80%*	
	Same as above: secondary	*NA*	*NA*	*TBD*	*TBD*	*80%*	

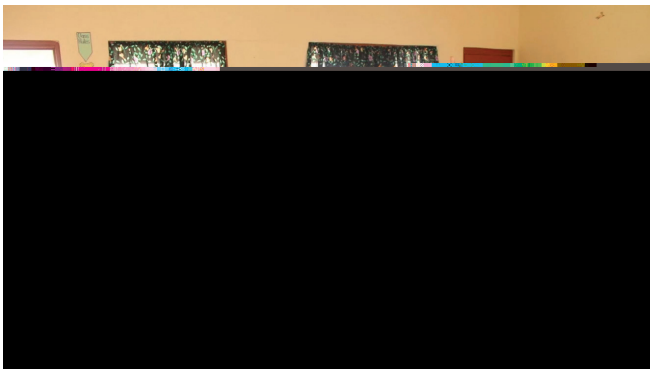
OUTCOMES	Outcome Indicators/ Measures	Gender	Baseline 2013	Actual 2017	Milestone 2019	Target 2021	Data Sources
	% of primary schools that report progress on the SIP to PTAs	*NA*	*NA*	*TBD*	*TBD*	*100%*	PTA minutes and School SIPs
	Same as above: secondary	*NA*	*NA*	*TBD*	*TBD*	*100%*	
	% of primary schools that report progress on the SIP to the MoE	*NA*	*NA*	*TBD*	*TBD*	*100%*	Principal reports
	Same as above: secondary	*NA*	*NA*	*TBD*	*TBD*	*100%*	
Intermediate Outcome 18: Performance management systems are in place and operational for all personnel and educational institutions.	*% of ECD staff appraised according to performance management policy to be developed*	*NA*	*NA*	*TBD*	*TBD*	*80%*	Performance appraisal reports, ECD Director reports, CEO Divisional Report
	Same as above: primary teachers	*NA*	*NA*	*TBD*	*TBD*	*100%*	
	Same as above: secondary teachers	*NA*	*NA*	*TBD*	*TBD*	*100%*	
	Same as above: post-secondary teachers	*NA*	*NA*	*TBD*	*TBD*	*100%*	
	% of ECD Heads appraised according to performance management policy to be established	*NA*	*NA*	*TBD*	*TBD*	*100%*	
	Same as above: primary Principals	*NA*	*NA*	*TBD*	*TBD*	*100%*	
	Same as above: secondary Principals	*NA*	*NA*	*TBD*	*TBD*	*100%*	
	Same as above: post-secondary	*NA*	*NA*	*TBD*	*TBD*	*100%*	
	% of student support staff being appraised per the performance management policy	*NA*	*NA*	*TBD*	*TBD*	*100%*	
	% of Ministry Officials appraised according to performance management policy to be developed	*NA*	*NA*	*TBD*	*TBD*	*100%*	
	% of ECD centres with Centre improvement plans linked to the ESP	*NA*	*NA*	*TBD*	*TBD*	*80%*	Institutional SIPs, CEO Divisional Report

OUTCOMES	Outcome Indicators/ Measures	Gender	Baseline 2013	Actual 2017	Milestone 2019	Target 2021	Data Sources
	% of public ECD centres producing annual reports linked to the ESP	*NA*	*NA*	*TBD*	*TBD*	*100%*	Annual institutional reports, institutional SIP, CEO Divisional Report
	% of primary schools with SIPs linked to the ESP	*NA*	*NA*	*TBD*	*TBD*	*100%*	
	% of primary schools producing annual reports linked to the ESP	*NA*	*NA*	*TBD*	*TBD*	*100%*	
	% of secondary schools with SIPs linked to the ESP	*NA*	*NA*	*TBD*	*TBD*	*100%*	
	% of secondary schools producing annual reports linked to the ESP	*NA*	*NA*	*TBD*	*TBD*	*100%*	
	% of MoE managed post-secondary institutions with improvement plans linked to the ESP	*NA*	*NA*	*TBD*	*TBD*	*100%*	
	% of MOE-managed post-secondary institutions producing annual reports linked to the ESP	*NA*	*NA*	*TBD*	*TBD*	*100%*	
	% of ECD institutions assessed annually according to established performance review protocols (licensing, COR, etc.)	NA	NA	TBD	TBD	80%	Performance review reports, ECD Director reports, EO's report, CEO Divisional Report
	% of primary schools assessed annually using institution review schedule and protocols to be established	*NA*	*NA*	*TBD*	*TBD*	*100%*	
	Same as above: secondary	*NA*	*NA*	*TBD*	*TBD*	*100%*	
	Same as above: post-secondary	*NA*	*NA*	*TBD*	*TBD*	*100%*	

OUTCOMES	Outcome Indicators/ Measures	Gender	Baseline 2013	Actual 2017	Milestone 2019	Target 2021	Data Sources
Intermediate Outcome 19: Strong accountability mechanisms are in place and functioning to effectively manage resources and equity at all levels	*% of ECD institutions in compliance with all material resource record-keeping requirements to be formalized*	*NA*	*NA*	*TBD*	*TBD*	*80%*	ECD monitoring reports, Director of ECD reports, CEO Divisional report
	Same as above: primary	*NA*	*NA*	*TBD*	*TBD*	*90%*	Education Officer quarterly reports, school performance review report, CEO Divisional report
	Same as above: secondary	*NA*	*NA*	*TBD*	*TBD*	*90%*	
	Same as above: MoE managed post-secondary	*NA*	*NA*	*TBD*	*TBD*	*80%*	
	% of ECD institutions in compliance with all financial resource record-keeping requirements to be formalized	*NA*	*NA*	*TBD*	*TBD*	*80%*	ECD monitoring reports, Director of ECD reports, CEO Divisional report
	Same as above: primary	*NA*	*NA*	*TBD*	*TBD*	*90%*	Education Officer quarterly reports, school performance review report, CEO Divisional report
	Same as above: secondary	*NA*	*NA*	*TBD*	*TBD*	*90%*	
	Same as above: post-secondary	*NA*	*NA*	*TBD*	*TBD*	*80%*	
	% of ECD institutions in compliance with all human resource management policies to be formalized	*NA*	*NA*	*TBD*	*TBD*	*80%*	ECD monitoring reports, Director of ECD reports, CEO Divisional report
	Same as above: primary institutions	*NA*	*NA*	*TBD*	*TBD*	*90%*	Education Officer quarterly reports, school performance review report, CEO Divisional report
	Same as above secondary institutions	*NA*	*NA*	*TBD*	*TBD*	*90%*	
	Same as above post-secondary institutions	*NA*	*NA*	*TBD*	*TBD*	*80%*	
	% of ECD centres complying with reporting requirements to be finalized	*NA*	*NA*	*TBD*	*TBD*	*80%*	ECD monitoring reports, Director of ECD reports, CEO Divisional report
	% of primary schools complying with reporting requirements to be formalized	*NA*	*NA*	*TBD*	*TBD*	*90%*	Education Officer quarterly reports, school performance review report, CEO Divisional report
	Same as above: secondary schools	*NA*	*NA*	*TBD*	*TBD*	*90%*	

OUTCOMES	Outcome Indicators/ Measures	Gender	Baseline 2013	Actual 2017	Milestone 2019	Target 2021	Data Sources
	Same as above: post-secondary schools	*NA*	*NA*	*TBD*	*TBD*	*80%*	
	% of MoE departments adhering to financial record-keeping requirements	*NA*	*NA*	*TBD*	*TBD*	*100%*	
	% of MoE departments adhering to material record-keeping requirements to be finalized	*NA*	*NA*	*TBD*	*TBD*	*100%*	
	% of Ministry officials submitting reports as outlined by Division Heads	*NA*	*NA*	*TBD*	*TBD*	*95%*	MoE Divisional Reports, PS records
	% of ECD institutions operating in accordance with equity policy to be developed	*NA*	*NA*	*TBD*	*TBD*	*80%*	ECD monitoring reports, Director of ECD reports, CEO Divisional report
	Same as above: primary institutions	*NA*	*NA*	*TBD*	*TBD*	*90%*	Education Officer quarterly reports, school performance review report, CEO Divisional report
	Same as above: secondary institutions	*NA*	*NA*	*TBD*	*TBD*	*90%*	
	Same as above: post-secondary institutions	*NA*	*NA*	*TBD*	*TBD*	*80%*	
	Level of alignment of MoE human resource, material, and financial policies with over-arching equity policy to be developed	*NA*	*NA*	TBD	*TBD*	*Close alignment of MoE human resource, material, and financial policies with over-arching equity policy to be developed.*	*Human financial, material resource management policies, equity policy*
	Level of alignment between budget objectives and education expenditure	*NA*	*NA*	*TBD*	*TBD*	*Close alignment between budget objectives and education expenditure is evident*	Annual budget document, budget reports
	Level of ICT integration to support resource management	*NA*	*NA*	*TBD*	*TBD*	*ICT platforms to support human, material, and financial resource management are operational and utilized*	Platforms, reports generated from platforms

7. Conclusion



Primary school teacher engaging students

In providing a framework through which the MoE can demonstrate its eight core values (see Table 1), the ESP takes the MoE closer to its vision of providing holistic lifelong education for all. With its emphasis on improving access, equity, quality and relevance, and governance, the plan logically articulates how the MoE intends to contribute to national and regional sustainable development efforts, as well as the wider global mandate for education articulated by SDG 4. As evidenced by the ESP strategies and captured in the theme of the plan – **Education for All: Embracing the Change, Securing the Future** – to truly provide education for all, the MoE and its stakeholders will have to embrace change. Accordingly, the ESP presents a paradigm shift in the approach to education services and management. Importantly, if implemented with fidelity, the MoE will be better able to cater for a wider range of learners and to empower those it serves with a diverse set of competencies for meaningful participation in local and global societies and economies. It will also be in a much better position to efficiently manage education resources and plan for the provision of services over the long term.

The MoE fully recognizes the transformative power of this ESP and, as such, will work assiduously to ensure adequate financing for plan implementation and to maintain close adherence to monitoring and evaluation processes. Support from entities beyond the MoE will be critical for effective plan implementation and, as such, the MoE looks forward to building and sustaining partnerships with public and non-state actors in the roll-out and uptake of this ESP.

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Annex 1: SKN ESP Stakeholder Consultation List

Ministry of Education Programme Development Teams

Access and Participation

Mrs June James	Director, National Skills Training Programme
Mrs Jacqueline M orris	Director, Early Childhood
Mrs Carla Diamond	Principal, Charles E Mills Secondary School
Ms Donna Bassue	SELF Coordinator, MoE
Ms Joy Napier	Principal, Nevis International Secondary School/Private Secondary school Nevis
Mr Orette Smith	TVET Coordinator, Nevis
Mrs Marvah Bradshaw	EO, St. Kitts

Curriculum and Access

Dr Eva Bowrin	Director, CDU
Mr Kertney Thompson	CEO-TVET
Mr Winsford King	Testing and Measurement Coordinator, CDU
Mrs Josephine Claxton-Richardson	Learning Support Coordinator, CDU
Ms Emileta Warner Paul	EO, MoE
Ms Kenisha Lewis	Teacher, Charlestown Secondary School
Ms Michelle Sutton	EO, MoE

Knowledge Management for Decision Making

Mr Quinton Morton	Education Planner, MoE
Mr Jafric Rhyner	Administrative Officer/Technician, MoE
Mr Laurence Richards	Education Officer, Nevis
Mr John Gumbs	Principal, St. Pauls Primary
Mrs Latoya Jeffers	Principal, Charlestown Primary School
Mr Tom Buchanan	Finance Officer, MoE

Professionalizing the Teaching Force

Mr Daryll Lloyd	Education Officer, MoE
Mrs Lisa Pistana	Education Officer, MoE
Mrs Avril Elliott	Education Officer, DoE Nevis
Mr Clyde Christopher	Director of AVEC
Mrs Florence Smithen	Education Officer, DoE Nevis
Mrs Michelle Jacobs	Student Support Officer, MoE
Mrs Terres Dore	Education Officer, DoE Nevis
Mrs Trisha Francis	Executive Director, SKNAB
Ms Kerinda Warner	Director, Project Strong

Leadership and Accountability

Ms Jackie Flemming	Quality Assurance to TVET
Ms Palsy Wilkin	PEO, DoE Nevis
Mrs Janelle Williams-Jacobs	Principal, Joshua Obediah Primary
Ms Stacy D Gumbs	Personnel Officer, MoE
Ms Roxanne Webbe	Teacher, Charlestown Secondary School

Consultations

St. Kitts and Nevis Ministries

Mr Kertney Thompson	CEO-TVET, MoE
Ms Azilla Clarke	Director of Social & Community Development
Mr Anthony Wiltshire	Director of Sports

Mr Christopher Herbert	Director of EMIS
Mrs Celia Christopher	Director of Gender Affairs
Ms Osslyn Ward	Social Development Planner, Ministry of Sustainable Development
Ms Lucy Dawes	New Horizons UNICEF Consultant
Ms Adele Williams	Director, New Horizon Rehabilitation Centre
Mr Clyde Christopher	Director, AVEC
Mr Clyde Williams	Teacher, New Horizons Rehabilitation Centre
Ms Joan Pemberton	Senior Budget Analyst, MoF Nevis
Ms Esther Brooks	Artistic Manager – Nevis Cultural and Development Foundation
Mr Keith Scarborough	CEO, Nevis Cultural and Development Foundation
Ms Judy Nisbett	Medical Officer of Health, MoH, Nevis
Mrs Nadine Carty-Caines	AIDS Programme Coordinator, Health Promotion Unit, Nevis
Ms Mavis Parris	TVET Council & Charlestown Secondary School, Multipurpose
Ms Sandra Maynard	Director, Social Services, Nevis
Mr Stanley Knight	P.S, Ministry of Youth, Sport & Culture, St. Kitts
Mr Antonio Maynard	Secretary General, SKN National Commission for UNESCO
Ms Avril Elliott	EO, DoE, Nevis
Ms Ermileta Elliott	EO, DoE, Nevis
Ms Ilena Mills	EO, DoE Nevis

Teachers' Unions

Ms Soretta Browne	SKTU
Ms Jennifer Belle	SKTU
Ms Tricia Williams	NTU
Ms Paulette Pemberton	NTU
Ms Philicia Walters	NTU
Ms Adonis Rivers	NTU
Mr Dalton N. Esdaille	SKTU
Mr Dale Phipps	SKTU
Mr Ron Dublin-Collins	SKTU
Ms Ornette Webbe	NTU
Ms Nadia Natta	SKTU
Seidu Amadu Joe-Barry	SKTU
Murriel Powell	SKTU
Ms Violet Gordon	SKTU
Ms Vera Jeffers	NTU
Ms Ercia Blake	NTU
Mrs Andrea Browne	SKTU
Mrs Michelle Rochester-Woodley	SKTU
Ms Juliette Claxton	NTU

Education Institution Staff[38]

Ms Shea Swanston-Wilkin	Principal, VOJN
Ms Daniele Wallace	Principal, St. James' Primary School
Ms Marigold Wilkinson	Director, Combermere Pre School
Mr Garfield Virgo	Director, Charlestown Secondary School, Multipurpose Centre
Ms Janice Whittaker-Richards	Principal, Ivor Walters Primary School
Ms Carissa David	Principal, Charlestown Primary School
Ms Lisa Lee	Director, Charlestown Pre School
Ms Omelle Browne	Teacher, Ivor Walters
Ms Norlene Smithen	Principal, St. Thomas' Primary School
Ms Shenelle Pemberton	Elizabeth Pemberton Primary School
Ms Barbara Hendrickson	Principal, Joycelyn Liburd Primary
Ms Josette Myers	Director, Maude Smith Pre School

38. Principals of St. Kitts Institutions were also consulted during a regularly scheduled Principals' meeting

Elvina Brown	Washington Archibald High School (WAHS)
Cykarani Bena	Saddlers Secondary School
Jcavier Mills	Charles E Mills Secondary School
Shavannah Henderson	Cayon High School
Renee Henderson	Cayon High School
Sabita Jalim	Saddlers Secondary School
Rocquanna Walters	Basseterre High School
Bruce Moses	Cayon High School
Breana Hutchinson	Verchilds High School
Cheyanne Govia	Charles E Mills Secondary School
Kexion Hodge	Basseterre High School
Nickhail Sutton	Verchilds High School
Anilecia Gopi	Cayon High School

UWI and CFBC

Ms Wanda Hughes	CFBC
Mrs Gaile Grag Phillip	CFBC
Mrs Lavern Dublin-Collins	CFBC, DTVEMS
Mr Anthony Evelyn	CFBC, DTVEMS
Mr Joseph O'Flaherty	CFBC, DTVEMS
Mr Fritzroy Wilkin	CFBC, DTVEMS
Mrs Susan Sarah Owen	UWI Open Campus

Civil Society Groups, Private Sector, Development Partners, NGOs

Mr Terence Craig	Representative of the OAS
Mr Lauston Percival	Operation Future
Mr Dan Macmullin	Operation Future
Mr Ramie Gumbs	Operation Future
Mr Russell Williams	SKN Chamber of Industry and Commerce, IT Facility Representative
Dr. Izben C Williams	The Ripple President Institute SKN
P'Della'P Stanley	The Ripple Institute SKN EXEC Coordinator
Mr Eversley Pemberton	Nevis Evangelical Association
Ms Camara Lee	Nevis Youth Council
Delroy Ras Iroy Pinney	Organisation of Rastafari in Unity
Ms Violet Clarke	Legacy International Inc, Principal Cicele Brown Integrated School
Ms Adella Meade	Community Representative, Nevis
Mr Linkon Maynard	Chamber of Industry and Commerce, Carib Brewery Representative SKN