

DESIGN OF POLICIES AND STRATEGIES
FOR THE PREVENTION OF SCHOOL FAILURE

Caribbean

Hemispheric Report Outline

Countries: Antigua and Barbuda, Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Jamaica, St. Kitts and Nevis, Saint Lucia, St. Vincent and the Grenadines, Suriname, Trinidad and Tobago

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Section 1: Social, Political, and Economic Characteristics by Country 1990-present

Countries: Antigua and Barbuda, Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Jamaica, St. Kitts and Nevis, Saint Lucia, St. Vincent and the Grenadines, Suriname, Trinidad and Tobago

1.1 Socio-Demographic Characteristics by Country

Table 1.1: Basic Socio-Demographic Indicators

Country or Territory	Total Population (000) 2000 *	Average Annual Growth Rate (%) 1990-2000*	Life Expectancy at Birth (years) 2002**	Urban Population (% of total) 2002**
Antigua & Barbuda	65	0.3	73.9	37.4
Bahamas	304	1.8	67.1	89.2
Barbados	267	0.4	77.1	51.1
Belize	226	2.0	71.5	48.2
Dominica	71	0.7	73.1	71.7
Grenada	94	0.3	65.3	40.0
Guyana	761	0.4	63.2	37.1
Jamaica	2,576	0.8	75.6	52.1
St. Kitts & Nevis	38	-0.9	70.0	32.4
Saint Lucia	148	1.2	72.4	30.1
St. Vincent and the Grenadines	113	0.6	74.0	57.2
Suriname	417	0.4	71.0	75.4
Trinidad & Tobago	1,294	0.6	71.4	75.0

Source(s): * EFA Global Monitoring Report 2003/4, **Human Development Report 2004

1.2 Living Conditions by Country

Table 1.2: Basic Living Conditions Indicators by Country

Country or Territory	Population without sustainable access to an improved water source (%) 2000**	Population below income poverty line (%) ^a 1983-2000**		Adult Illiteracy Rate ^b
		\$1 a day 1990-2002	National Poverty Line 1990-2001	
Antigua & Barbuda	9	...	...	...
Bahamas	3	...	...	4.5
Barbados	0	...	...	0.3
Belize	8	...	...	23.1
Dominica	3	...	...	...
Grenada	5	...	...	...
Guyana	6	<2	35.0	1.4
Jamaica	8	<2	18.7	12.4
St. Kitts & Nevis	2	...	...	...
Saint Lucia	2	...	...	...
St. Vincent and the Grenadines	7	...	...	...
Suriname	18	...	...	...
Trinidad & Tobago	10	12.4	21.0	1.5

1.3 Political-Economic Variables

Table 1.3: Political-Economic Variables

Country or Territory	Annual Growth Rate (%) 1999-2000	GNP per Capita 2000		Survey Year	Gini Index ^c	Share of Income or Consumption (%)**		
		Current US\$	Purchasing Power Parity			Poorest 10%	Poorest 20%	Richest 20%
Antigua & Barbuda	6.6	9440	10000	...	..	...	...	...
Bahamas	...	14960	16400	...	...	...	...	...
Barbados	4.0	9250	15020	...	...	...	...	...
Belize	6.8	3110	5240	...	...	...	...	...
Dominica	4.0	...	...	...	...	...	...	...
Grenada	6.1	3770	6960	...	...	...	...	...
Guyana	9.1	860	3670	1999	43.2	1.3	4.5	49.7
Jamaica	6.5	5070	8790	2000	37.9	2.7	6.7	46.0
St. Kitts & Nevis	5.9	6570	10960	...	...	...	...	...
Saint Lucia	6.1	4120	5400	1995	42.6	2.0	5.2	48.3
St. Vincent and the Grenadines	5.2	2720	5210	...	...	...	...	...
Suriname	9.6	1890	3480	...	...	...	...	...
Trinidad & Tobago	3.7	4930	8220	1992	40.3	2.1	5.5	45.9

Source(s): *EFA Global Monitoring Report, **Human Development Report 2004

^a Poverty Line is equivalent to \$1.08 (1993 PPP US\$).

^b Data refer to estimates produced by UNESCO Institute for Statistics in July 2002

^c The Gini Index measures inequality over the entire distribution of income or consumption

1.4 Public Spending on Education

Table 1.4: Public Spending on Education

Country or Territory	Public Expenditure on Education ^d		Public Expenditure on Education by Level		
	As % of GDP 1999-2001**	As % of total government expenditure 1999-2001**	Pre-Primary and Primary 1999-2001	Secondary 1999-2001	Tertiary 1999-2001
Antigua & Barbuda	3.2	...	36.9 ^e	37.3 ^e	15.1 ^e
Bahamas	...	...	...	...	...
Barbados	6.5	16.7	33.4 ^e	33.9	29.9
Belize	6.2	20.9	44.9	35.1	16.2
Dominica	5.0	...	64.4 ^e	30.1 ^e	...
Grenada	5.1(1990)	13.2 (1990)	64.1 (1990)	31.7 (1990)	0.0 (1990)
Guyana	4.1 ^e	8.6 ^e	...	...	...
Jamaica	6.3	12.3	36.8	33.8	19.2
St. Kitts & Nevis	7.7	14.7	28.5	31.5	21.2
Saint Lucia	7.3 ^e	20.7 ^e	48.2 (1990)	23.3 (1990)	12.8 (1990)
St. Vincent and the Grenadines	9.3	13.4 ^e	48.9	25.5	5.2
Suriname	8.1 (1990)	...	60.5 (1990)	14.5 (1990)	8.8 (1990)
Trinidad & Tobago	4.0	16.7 ^e	59.6 ^e	32.3 ^e	3.7 ^e

Source(s): * EFA Global Monitoring Report 2003/4, **Human Development Report 2004

Section 2: An Overview of Early Childhood Education, Care and Development in the Caribbean

2.1 Defining Early Childhood Education, Care and Development

^d Data refer to the most recent year available during the period specified

^e Data refer to a UNESCO Institute for Statistics estimate where no national data is available

Early Childhood Education, Care and Development (ECECD) refers to both what is happening within the child and also to the care that the child requires in order to thrive. For a child to develop and learn in a healthy and normal way, it is important not only to meet the basic needs for protection, food, and health care, but also to meet the basic needs for interaction and stimulation, affection, security, and learning through exploration and discovery.

ECECD activities are those that support young children appropriately and seek to strengthen the environments in which they live. ECECD includes working with parents to strengthen parenting skills, working with siblings and other family members to recognize the specific developmental needs of younger children, working to provide or strengthen day care options, developing pre-schools and other early childhood education programmes that address the child's needs in holistic ways, as well as striving to bolster the community in its economic, physical, and moral support of families and young children. When discussing ECECD, it is important to have a common understanding of what is meant by the term. There are four parts to the phrase: *early childhood--education--care—and development*.

Early childhood

As it is currently used internationally, *early childhood* is defined as the period of a child's life from conception to age eight. There are two reasons for including this age range within a definition of ECECD, namely:

- First, this time frame is consistent with developmental psychology's view of the continuum of children's development. Children below the age of eight learn best when they have objects they can manipulate; when they have chances to explore the world around them; when they can experiment and learn from trial-and-error within a safe and stimulating environment. At about the age of nine they begin to view the world differently. They can manipulate ideas and learn concepts mentally, and are less dependent on objects. In terms of learning theory, the birth through age eight time period presents a developmental continuum.
- Second, the international definition of early childhood includes the early primary years (ages six-eight), because of the importance of the transition for children either from home or from a pre-school programme into the primary school. If preschool programmes for children are to be effective, there needs to be some interface between what happens in the pre-school and lower primary school. This does not mean that early childhood programmes should become formal experiences for young children. Rather, there is a need for early primary teachers to become more aware of the experiences, skills, and knowledge

2.2 Context

One of the most important aspects of the concept of basic education adopted in Jomtien is its broadened vision; the understanding that education begins at birth, not at 6 or 7 years of age, as was previously assumed. Similarly, Jomtien recognized that health, nutrition, and psycho-social processes impacts the possibilities of survival and of development during the first years of life, as well as on a child's opportunities to participate and obtain satisfactory results in primary school programs.

For this reason, one of the basic objectives of the Framework of Action of Education for All is the expansion of support and activities for early childhood development, including input from families and communities, with special attention children who are poor, abandoned, or who have disabilities.

Education and care for early childhood an entire range of activities aimed at fostering the child's healthy growth and to meet his or her developmental needs from birth to eight years of age. These activities call upon the participation of various entities or services, such as health, education, nutrition, social services, and others.

Various studies show that from birth until three years of age, human brain cells require stimuli in order to function properly. When this does not occur, these cells are lost, thus limiting the maximization of the potential of the individual. Empirical evidence has proven that early childhood education and care can provide important benefits to children that receive it, as well as to their families. These findings have contributed to the creation of greater awareness of the importance of the early years on human development, and the importance of education during these years for development, as a preventive and compensatory factor to overcome learning difficulties and educational and social inequalities.

Early childhood education and care has different names in countries within the Americas. Within the Caribbean countries, for example, it is organized on two levels. Level 1 is composed of day-care centers which serve infants and children from 6 months to 3 years of age. Such centers are usually under the administration of ministries other than of education and have more a social than an educational function. Level 2 includes pre-school and serves children from 3 to five or six years of age. This level is under the jurisdiction of a ministry of education.

On the other hand, in Latin America, and in the United States of America, the age group usually considered within this stage is that from 0 to 5-6 years of age. Different names are used for each age group. For example, in the case of early education for 0 to 3-4 years, the home is the cite of preference, with pre-school being from 5-6 or 4-6. In some cases, the 5-6 year period is considered to be "transitional", and as preparation to better enter primary school.

Early childhood education and care programs, especially those directed at children from 0 to 3-4 years old, are sponsored in a variety of ways and utilize a wide range of methodologies. Among government-sponsored programs, there are those financed by ministries of health, labor, social welfare, education, and by entities for early childhood policies. The age group in question is also frequently served by private programs with sponsorship from churches, NGOs, and international cooperation organizations. For the 0-3 age group, the most common modalities are of the non-formal type, which involve greater participation of the family and community. For the 4-6 year age group the more formal modalities prevail, financed by government or private means, with different modes of participation. Non-formal schemes are especially directed at disadvantaged groups and those who live in rural or distant communities.

This variety of modes of financial support makes it difficult to collect reliable information on magnitude and distribution of coverage, the children served, and the efficiency of programs. It also frequently makes it difficult to offer integrated and balanced programs to the target group. Depending upon their sponsorship, early childhood programs vary in the attention they pay to health care concerns and to pedagogy and instruction.

All countries of the Americas, to a greater or lesser degree have incorporated goals and strategies directed at early childhood programs into their policies, goals, and strategies. This greater awareness is reflected by the fact that some countries in their education reforms have included the 5 to 6 year-old age group within basic obligatory school programs.

In spite of the interested demonstrated in promoting early childhood education and care, the emphasis continues to be on the instrumental character of such programs, as preparation for primary school, rather than on the importance *per se* of this stage of education due to its compensatory effect and to its impact on the development and well-being of boys and girls. This fact is reflected,

for example, in the greater participation of governments in promoting programs for the 4-6 year age group and its lesser participation in programs for ages 0 to 3.

2.3 Access and Coverage

There are some technical difficulties in comparing countries in regard to the access of children to early education and care programs:

- Different countries use different names, different age range classifications and different divisions within the classifications for this phase of education.
- The wide range of institutions that finance such programs and the variations in the way the programs are organized limits the accessibility of complete information in their regard.
- Due to the characteristics of the assessment design, information is not available on the distribution of coverage by age and by disadvantaged groups. Within the Caribbean countries that provided information on gross enrollment rates in child care centers, these rates were in the 5% range in 1990. This number represents a decline of two percentage points compared to the year 1998. For its part, the gross enrollment rate in early childhood education and care programs for boys and girls from 3 to 5 or 6 years of age varied among countries from 19% to 133% at the beginning of the decade to 26% to 100% in 1998. According to information supplied by 18 countries, seven of them had a gross enrollment rate near 100% at the beginning of the period, which continued and increased for six of them. Most of the eleven other countries showed increases until the middle of the decade, followed by decreases up to the end of the decade of the 90s.

Within Latin America, coverage of early childhood education and care programs increased in 15 countries that supplied enrollment information for the beginning and end of the decade. For the 3 to 6 year age group, the gross enrollment range was from 5% to 62% at the beginning of the decade; at the end of the decade the range was from 22% to 77%. For the 4-6 year age group, the range of the gross enrollment rate was from 9% to 50% at the beginning of the 90s, reaching 22% to 58% at the end of the decade. In five countries, gross enrollment rates increased by nearly or more than 50%. Only one country in the region has attained universal coverage in early childhood education and care for children from 0 to 6 years of age. One notes that the countries that show greater coverage rates are those in which there is greater participation in the sector.

In spite of the general increase in coverage and the fact that many countries have given priority to rural areas and power sectors of the population, coverage of these programs continues to be low and their distribution is unequal. In general, the profile is the following:

- Coverage is concentrated in urban areas and within the middle and upper classes.
- Coverage is concentrated in the age groups nearest to the age for entry into primary school, especially at around 5 years of age.
- Coverage for 0 to 3 years of age is very low.

Another way of looking at coverage of early childhood education and care programs is in terms of the percentage of new enrollments in primary school that have participated in some kind of early childhood program. In this sense, data from the Caribbean show that the proportion of children who enroll in primary school with some kind of organized early childhood education experience has increased. This percentage was above 85% in 1998. In seven countries, the proportion was near 100%. The gender parity index did not show significant changes, and is very close to 1. It should be noted that in those Caribbean countries in which early childhood education and care activities were organized within primary schools, the enrollments rates increased significantly.

In Latin America there was an increase in the percentage of first-time enrollees in primary school who had had access to some kind of organized early childhood development program. The countries that experienced the largest increases are those that concentrated on the 4-6 year age group. For Latin America, the percentage of first-time enrollees in primary school who had had access to an

early childhood education and care program ranged between 11% and 74% at the beginning of the decade. At the end of the 90s, the figures varied between 24% and 91%. For urban areas, the percentages were between 21% and 82% at the beginning of the period, and 47% to 100% at the end. In rural areas, the percentages at the beginning of the decade ranged between 3% and 66%. At the end of the decade this range was from 15% to 68%. The data show the large disparity between rural and urban areas

2.4 Equity

In order to be equitable, education should offer all children, young people and adults the opportunity to satisfy their basic learning needs. In Jomtien it was stated that the most urgent priority was to assure access and improve the quality of education for girls and for disadvantaged groups, guaranteeing not only access, but active participation, eliminating obstacles or barriers to active participation and learning.

Taking as a reference the priority groups cited in the Jomtien Action Framework, one may state the following:

- Equity problems do not exist in regard to gender for access and coverage of early childhood development programs.
- Because disaggregated group data is unavailable, the level of coverage inequality remains to be determined for disadvantaged boys and girls (street children, child migrants, child laborers, impoverished children, among others).
- Although some countries have given priority to children with disabilities, information is not available regarding the access of these individuals to early childhood development programs.
- Nor is information available on the quality of programs directed at vulnerable groups.

2.5 Improvement of the quality of early childhood education and care programs

The goals established by countries for early childhood education and care have been more focused on increasing coverage than improving quality.

The Caribbean countries have made significant efforts to diminish teacher/student ratios in early childhood education and care programs. They have established standards for acceptable teacher/student ratios for day care centers and for pre-school programs. In day care centers this ratio was at acceptable levels. This was not the case for pre-school programs, where 4 of 6 countries that provided data had teacher/student ratios above the acceptable standard. The data show that, during the decade, Caribbean countries have made serious efforts to reduce the teacher/student ratio.

In Latin America there has been progress in improving the quality of early childhood education and care programs. Some countries have developed, or are developing curricula for children under 6 years of age, although in some cases they only cover 5-6 year olds. This aspect is important because many such programs have been more concerned with "caring for" children than with educating them as such. In general, early childhood programs include areas such as nutrition, health, growth supervision, home instruction in skills that aid in subsequent learning of reading and arithmetic, and parenting. Some countries note their preoccupation with the quality of non-formal programs, adding that there is a lack of studies on their activities, outcomes, efficacy, and impact. One of the measures adopted by some countries to improve quality is the use of teaching materials, equipment, schoolroom libraries and material for parents in order to stimulate the abilities of their children at home. The preparation of teachers, parents, and other individuals involved in the care and education of children is another strategy used to improve the quality of care. Some countries have made progress in improving the interface between pre-school and primary education.

2.6. Available financial, human, and infrastructure resources

In the Caribbean, enrollment increases in early childhood education and development programs have not been accompanied by similar increases in the percentage of spending on education directed at such programs.

Latin American countries have provided little information on the financing of early childhood programs, or on spending on such programs compared to total spending on education. In the cases where information is available, there has been greater government investment, but it is evident that the percentage dedicated to these programs is much smaller than that spent on other phases of education. It is important to note that private investment is very important on this level, with financial support frequently coming from international agencies, NGOs, and churches.

This support is mainly concentrated in non-conventional programs directed at younger children and at groups considered disadvantaged and at risk. Information regarding financial resources invested by the private sector is not generally available in a systematic fashion. In regard to human resources, many countries note the lack of training to adequately prepare teachers, other professionals, and parents to provide quality attention to these young children. Countries also mention difficulties in regard to infrastructure, particularly for non-conventional programs, which frequently do not have access to the minimum amount of space needed for developmental activities.

2.7 Family participation and cooperative activities

All countries in the Americas have developed diverse activities that provide training for families and the community. These activities seek to prepare parents in techniques aimed at stimulating their children's development, at protecting children's rights and to improve parent-child relations.

2.8 Regional Actions:

2.8a. The Caribbean Plan of Action for Early Childhood Education, Care and Development

The Caribbean Plan of Action for Early Childhood Education, Care and Development is an overarching framework to guide the development of early child development programs. The plan is remarkably consistent with the recommendations of the World Bank and the Ontario Early Years Study. Its development and initial implementation over the past three years offer some valuable experiences and insights into the challenges and opportunities Canadian federal, provincial and territorial governments face in negotiating an early child development agreement in this country.

The action plan is based on a framework of knowledge and understanding that recognizes both the importance of early human development and the need for integrated early child development programs for all children and families. It outlines nine key objectives to transform the knowledge into action.

- legislative framework for coordinated provision of services and monitoring standards in this sector;
- integrated social planning and implementation of initiatives;
- adequate financing;
- equitable access to quality provisions to minimize the plight of the large percentage of children in high risk situations; education and training for all providers of early childhood education and development;
- appropriate curriculum development and materials development;
- increased parent, community and media awareness and involvement;
- coordinated action at both national regional levels; and

- increased research to inform development of the sector.

The plan contains detailed description of the current context, constraints and opportunities related to each major issue, recommendations for strategies and actions, and suggestions for the organizations that should take responsibility. It is intended as a broad guideline that is sensitive to local cultural, economic and political contexts. Each country was expected to revise and adapt the detailed components to suit local priorities, needs and circumstances but to fully implement the key objectives by the year 2002.

The Caribbean Plan of Action began in 1997. The UNICEF Caribbean Area Office supported the preparation of a draft plan for early child development in the region that was reviewed and adopted by participants at the Second Early Childhood Conference hosted in Barbados. The 250 delegates and participants - early childhood practitioners and policy makers from the Caribbean region, USA, Canada and donor agencies - approved the plan. The Caribbean Community governments (Antigua & Barbuda, Bahamas, Barbados, Belize, British Virgin Islands, Cayman Islands, Commonwealth of Dominica, Grenada, Montserrat, Netherlands Antilles, St. Kitts & Nevis, St. Lucia, St. Vincent & the Grenadines, Trinidad & Tobago, Jamaica, the Turks & Caicos Islands, and the South American mainland states of Guyana and Suriname) adopted the plan.

Since 1997, every country is involved in activities of various kinds to develop the early childhood sector in its country. The Plan of Action provides a useful frame for reference for early childhood practitioners and middle level government and non-government policy staff. However, the Caribbean Plan of Action does not seem to have galvanized the public policy support, structured implementation and financial resources that it had identified.

A review of the progress to date prepared in advance of the Third Caribbean Conference identified a number of challenges that are similar to those Ontario and other regions of Canada face in implementing early child development and parenting programs for all children and their families:

- Implementation of initiatives for change when governments do not control the service providers - most of whom are private sector operators
- Overcoming resistance and suspicion
- Managing "turfism" among ministries
- Getting work done in a multitude of areas with limited resources and skills
- Getting governments to provide more resources to the sector in the current economic context

The implementation activities that are now underway provide a number of lessons that can be useful for pursuing a similar agenda in Canada:

- Genuine stakeholder involvement can go a long way to breaking down barriers
- Working with the private sector is possible
- The importance of objective bases of analyses
- The need for pragmatic approaches to developing the sector
- The need to establish clear priorities

The Third Caribbean Conference on Early Childhood Education, Care and Development was held in Jamaica, July 10 - 14, 2000. Participants and delegates once more included early childhood practitioners, policy makers, elected government officials and researchers, who considered progress to date on the Plan of Action. They also considered future strategies for the development of the early childhood sector in the Caribbean and revisions to the 1997 plan. Five priority issues are:

- Collaboration at the local and regional level to ensure integrated development of programs and maximization of scarce financial and human resources

- Monitoring and data systems
- Capacity building for change agents
- Mobilization of financial, technical and technological resources
- Increase access and coverage to more children and their families

Source(s):

CAB 2000/015: Measuring the Impact: An Assessment of Progress in ECECD in the Caribbean Charles, L., http://www.unicef.org/evaldatabase/files/CAB_2000_015_part_2.pdf

Regional Report of The Americas: An Assessment of the Education for All programs in the year 2000 http://www.unesco.cl/medios/biblioteca/documentos/ept_evaluacion2000_informe_regional_ameri cas_eng.pdf?menu=/esp/ept/docdig/

The Caribbean Plan of Action for Early Childhood Education, Care and Development, <http://www.earlychilddevelopment.ca/ey/communities.nsf/6b509381eedca20985256930005a504f/5ad90e3541bb6a71852569290056026b>

Section 3.1: Organization and Structure of the Educational Systems of the Region

Country: Antigua and Barbuda

I. Summary of Current Educational System

Mission Statement: The Government's Educational Policy is predicated on the philosophy that each child should first be socialized as a human being and only secondly as an economic unit of production. To this end the education system is expected to develop creative and productive and adaptable men and women and in the process identify, nurture and cultivate as fully as possible each child's capacity, aptitude, skill and strength.

1a. Overview of Educational System

1b. Organization of the management of the educational system

The delivery of education and training is the primary responsibility of the Ministry of Education (MOE).

Minister of Education, Culture and Technology
Church Street
SAINT JOHN'S

Tel: (1.268) 462 4959 - 462 1051
Fax: (1.268) 462 4970

There are 71 schools in Antigua and Barbuda, 39 government schools and 32 private institutions. Basic Education services are provided by the public and private sectors. However, the 1973 Education Act makes it mandatory for the government to provide education for children between the ages of five and sixteen years. Although there are 95 pre-schools and day-care centers in Antigua and Barbuda with over 2000 pre-schoolers, these institutions are mainly privately operated and financed. However, Government has established an Early Childhood Education Centre with a Supervisor and staff to assist in the training of caregivers at this level.

There are also twenty-five (25) private primary schools which cater for children between the ages of five and twelve years. In addition, there are thirty (30) government primary schools in Antigua and Barbuda.

1c. Structure of the levels and cycles

Education is delivered at the following levels:

LEVEL AND AGE

Early Childhood Education/Pre-Primary:3 - 5

Primary: 5 - 12

Secondary: 12 - 17

Tertiary: 17 and over

Pre-Primary Education

Pre-primary or Early Childhood Education is undertaken by private individuals and the church, with technical assistance from the Government of Antigua and Barbuda.

Enrollment at this level in 1996/97 is 3,024.

Primary Level

There are thirty (30) public and twenty-six (26) private schools in the state. The student population at this level is 11,594. Schools are divided into three (3) zones for administrative purposes. The emphasis of education at this level is basically academic.

Secondary Level

There are nine (9) public and four (4) private schools with a student population of 4,788. Five (5) of the nine (9) secondary schools are located in St. John's. Education at this level is structured to meet academic demands and also to provide technical and vocational skills in preparation for the world of work.

Tertiary Level

There are three main tertiary level institutions in Antigua and Barbuda via:- the University of the West Indies School of Continuing Studies, the Antigua State College and the Hotel Training School. The Antigua State College has an enrollment of over 800 students.

II. Main Challenges:

The state of Primary education in Antigua and Barbuda is a major concern to the Ministry of Education. To this end several studies and reviews have been done in the Education Sector to

ascertain where the problems lie and to determine what remedial measures may be taken to improve this important and crucial sector.

III. Summary of Policies in the Area of Early Childhood Care and Development:

Education at the pre-school level is not compulsory. Most of the schools are private. But being cognizant of the importance of guidance and appropriate socialization experiences in the child's formative years, Government, with assistance from UNICEF has been working assiduously in this area. A Coordinator has been appointed who has the responsibility of ensuring that appropriate teaching learning practices are established and maintained. Constant monitoring at this level has shown that though there is tremendous improvement in the quality of service rendered there is much more to be done to enhance the quality of service.

Pre-School Education

Goal: To enhance access to quality preschool education

Objectives	Strategies	Expected Outcomes
To ensure safety and maintain a desired level of Quality education	Regulating the establishment of private schools	A safe and healthy teaching learning environment
To expose pupils to rich and varied socialization experiences	Developing and implementing relevant and suitable curriculum	Pupils experience a variety of rich socialization experiences.
To provide parents with skills needed to stimulate their young children	Conducting parenting education	Parents are sensitized to the value of early childhood education
To help teachers to acquire relevant skills and knowledge in early childhood education	Training of Preschool teachers	Teachers are better able to relate with pre-scholars

The goal is to lay a foundation for the future men and women in Antigua and Barbuda by providing healthy and effective developmental experiences in early childhood which will equip children adequately to be dependable, productive citizens, ultimately.

Although education at the preschool level is not compulsory, Government, cognizant of the importance of guidance and appropriate socialization experiences in the formative years, has been in collaboration with private agencies with the intent of:

Enhancing access to preschool education and improving the quality of service provided; and providing parents with the skills needed to stimulate their young children and encouraging practices in the domestic environment which are conducive to desired socialization as well as health and nutritional well being.

To achieve these goals, Government

Formulated criteria for the regulation and establishment of preschools;

- Accelerated its efforts at improving and ensuring that the environment created is conducive to the teaching/learning process;

- Made provisions for the training of persons involved in pre-school education;

- Provided technical assistance for the development of relevant and suitable curricula; and

- Provided parent education.

Early Childhood education is a private entity heavily subsidized by Government. The developmental programme and activities are the responsibility of the Ministry of Education, Culture and Technology. Its main function is to upgrade daycare centers and pre-schools that are established by interested citizens to care for young children and provide learning experiences during early childhood. At first there were sixty-five (65) such centers, to date there are now ninety-nine (99) since five (5) of them were closed recently. They are termed Daycare Centers, Nurseries and Preschools. The Ministry of Health is responsible for eight (8) of these nurseries, churches operate some, the majority is privately owned. Each centre varies in the quality of service offered.

Because Early Childhood Education is seen as a comprehensive ever widening body of knowledge, it is of the view that not only the staff and parents, but also the community should be aware of what goes on in this field, and the work of the centre should be publicized in order to educate the public about this area of Educational Stimulation and Development.

The changing economic circumstances of people in small communities as a result of the worldwide recession bring a great deal of stress on families, parents and children.

In this regard women, who are the nurturers and sustaining force of the family and the children, are the first to be affected by any economic crisis.

The aim of this centre is to help both children and parents develop skills, personalities and motivation towards a strong sense of survival and caring in the face of difficult odds. The idea is not only to stimulate and encourage thinking but to develop innovative approaches toward problem solving and caring. Utilization of existing resources and skills, and harnessing of energies to concentrate on developing these is where the emphasis should be placed. When the child passes the infant stage, parents must learn to share hardships with discretion with their children, so that they may be involved as well as be exposed to how these difficulties are overcome. It is the process of overcoming difficulties and withstanding hardships that build strong character. If children are constantly being protected from certain realities, they will never learn how to fight for themselves, develop endurance, and become strong acceptable caring persons.

2.1.1 Training Programmed in the Early Childhood Educational Training Centre

From 1982, continuous programmers in Parent Education were organized with the help of resource persons within the related areas of skill, together with the staff of this Centre.

For two years during that period, with the assistance of the Health Educators within the Ministry of Health, parents were offered sessions in:-

- i. Child Development
- ii. Discussions on interpersonal relationships within the family
- iii. Personal Health and Hygiene
- iv. Nutrition
- v. Budgeting
- vi. Sexual diseases and their transmission
- vii. Childhood Diseases

Presently there is a great increase in the number of centers; as a result, Parent Education has become the responsibility of each centre. Supervisors of the centers are encouraged to use members of staff from the Early Childhood Educational Training Centre and other Resource Persons in the community for their Parent Programmes. Parents are educated as to what Child Abuse is. They are referred for counseling to the Collaborative committee for the Promotion of Emotional Health in children (COPE- a child and Family Guidance Programme), if there is more specialized assistance needed. They are also exposed to films in the area of Child and Family concerns and more so, A Parent Teacher Relationship. This Centre also offers income generation skills to interested parents. Just recently, some of the things made by parents were displayed at the official opening of the Centre in the form of an exhibition. Previously, a Parent Workshop was held annually, we conducted one each term.

These workshops were sponsored financially by UNICEF. Many parents from the various centers have benefited and are still benefiting from these programmes.

During the workshops, parents assisted in making educational equipment, or learned the different kinds of activities they could perform at home with their children in their leisure time. That should help to build a closer link with parent and child. There were speakers who talked on different topics of interest. Sometimes it took the form of a social, a film show, or discussion on ways of co-operating with the school and teachers.

2.1.2 Training of Early Childhood Education Training Center's Staff. When the project started in 1981, there was only one member of staff. A seminar was held once a month for staff members at the various centers. There were special courses offered. Other skills taught and developed were the making of charts; setting up of activity corners in the learning environment; how to stimulate language development; making pre-reading games just to name a few.

Biennial summer workshops were held in the past for staff development. By 1990, the staff grew as did the need to increase the coverage of these courses. As a result, these workshops were done annually.

Just recently some of the staff members were exposed to training at the OCOD workshop for seven days, added to this, a resource person conducted math classes with them so that they could become academically qualified. This too was made possible by funding from UNICEF.

Training Programme

There was a course done at the centre on a yearly basis. Supervisors and teachers of both daycare and preschool centers took advantage of that course. About fifty-three (53) such persons were trained for the period 1995 - 1998. The objectives of the course were to:

- Train Early Childhood Educators;
- Assist teachers to become competent and confident in the teaching of young children;
- Create a network of dedicated and qualified teachers in the Early Childhood Education field; and
- Further assist teachers to be creative and resourceful.

FUTURE OBJECTIVES

- Strengthening and upgrading the programmes of the Training Centre by upgrading the qualifications of the staff. This will help to further enhance standards in the centers as well as the community.
- Expanding the training programme.
- Setting up a demonstration unit and bringing it on stream.
- Providing and sustaining appropriate parent education programmes.
- Streamlining and enhancing the field supervision.
- Maintaining regional and sub-regional links and draws on the expertise available as well as share ideas.
- Working with Primary School Teachers to ensure smooth transition of pre-schoolers into the Primary School.
- Planning two meetings a year with Primary School Teachers of Kindergarten classes and staff of the Pedagogic Centre. One of those meetings will be held in the third term of the school year as preparation for entry of pre-schoolers into the primary school to facilitate a smooth transition. The other meeting will be held during May or June each year as means of orientation of pre-schoolers. They will visit the Primary School and see what goes on for a day.
- Effort to have legislation governing pre-schools and day-cares pass.
- Early Childhood Association which will :-
 - i. Forge closer links with other professionals in the area of Early Childhood Education.
 - ii. Regulate standards in Early Childhood Education.
 - iii. Identify common problems and seek workable solutions in Government and Non-government Centers in Early Childhood Education.
 - iv. Hold beneficial sessions periodically in reference to Early Childhood Education.
 - v. Enforce our rights through representation when dealing with Government on issues that affect Early Childhood Education.
 - vi. Lobby for the enforcement of the Early Childhood Education Legislation to govern centers.
 - vii. Resource materials that will help teachers in their daily routine in an Early Childhood classroom.
 - viii. Better trained and higher standard of their performance in their respective centers.
 - ix. Obtain more or further training for those who show the aptitude of their work.

- x. Encourage more parent and community involvement. Improving their awareness in their children's lives at home and at school.
- xi. Adopt laws governing the care and protection of the young child. Laws governing standards in pre-school and daycare centers.

Government supports ECECD services by providing technical assistance and subsidy.

Source(s): EFA 2000 Assessment

http://www2.unesco.org/wef/countryreports/antigua_barbuda/rapport_3.html

Section 3.2: Organization and Structure of the Educational Systems of the Region

Country: The Bahamas

I. Summary of Current Educational System

Mission Statement: *The Mission of the Ministry is to provide all persons in The Bahamas an opportunity to receive an education that will equip them with the necessary beliefs, attitudes, knowledge and skills required for work and life in a democratic, Christian society.*

1a. Overview of Educational System

School attendance is compulsory between the ages of 5 and 16. As of 1999, the government fully operates 158 of the 210 primary and secondary schools in The Bahamas. The other 52 schools are privately operated. Enrollment for state and private primary and secondary schools amounts to more than 66,000 students. School starts from nursery (age 3) or kindergarten (age 4) all the way up to high school (grade 12).

The government provides tuition free education at its Ministry of Education schools throughout The Bahamas. In the Family Islands, 127 are government-run and 22 private. Schools in The Bahamas fall under the following two categories: Primary Ages 5 - 11 and Secondary Ages 11- 16 and over. There are also various special education schools catering to for all ages and schools.

The College of The Bahamas, established in Nassau in 1974, provides programs leading to bachelors and associates degrees. The college is now converting from a 2-year to a 4-year institution. Several non-Bahamian colleges also offer higher education programs in The Bahamas.

There are several other government-operated institutions in The Bahamas which offer higher education, such as the University of the West Indies (regional), the Bahamas Hotel Training College and the Bahamas Technical and Vocational Institute.

In addition, some universities in the United States offer degree programs in The Bahamas such as University of Miami and Nova Southeastern University. Classes are held on weekends and in the evenings in Nassau.

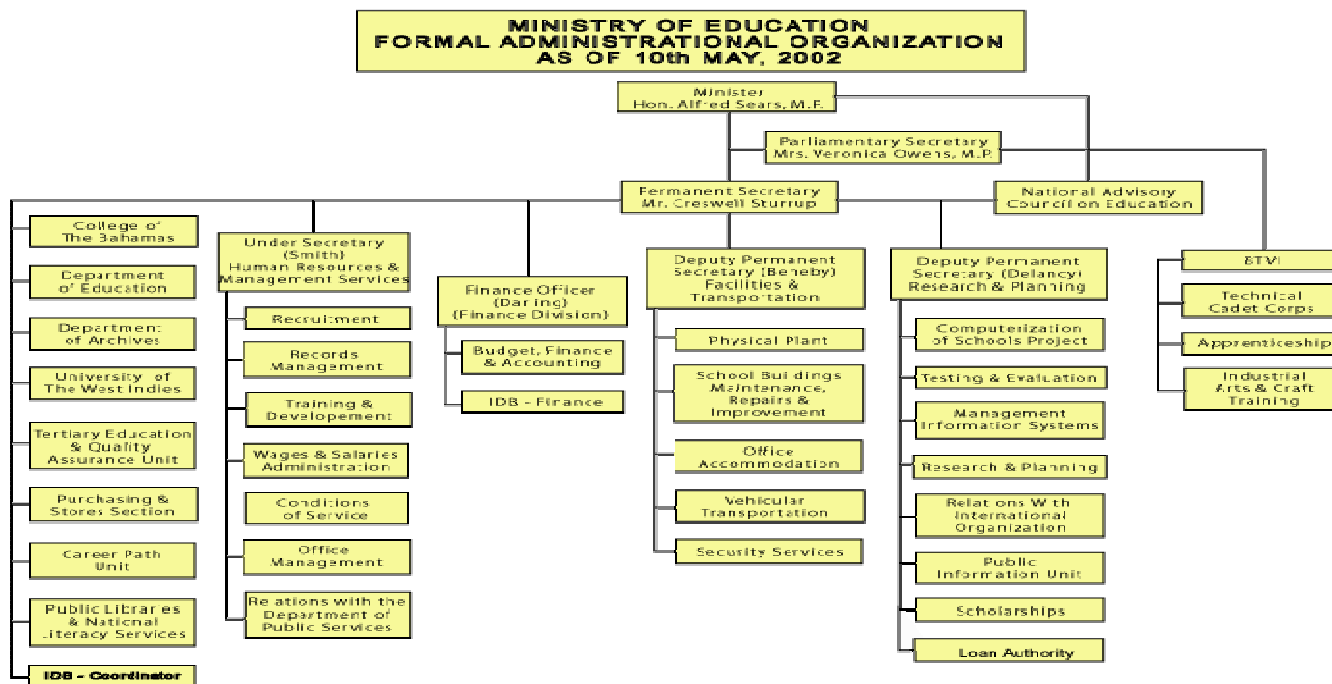
The colleges in the Bahamas are mostly two year, though there is one four year Ministry of Education college in Nassau. Basic literacy is fairly high (over 95%).

1b. Organization of the management of the educational system

Responsible Authorities:

Minister of Education: Alfred Sears,
 Administrative officer: Creswell Sturupp,
 Permanent Secretary, Unesco Commission
 International relations: Elise Delancy,
 Secretary-General, Unesco Commission
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 Nassau
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 Tel: +1(242) 322-8140 +1(242)323-2691
 Fax: +1(242) 322-8491 +1(242) 356-3815
 Email: comp.edu@batelnet.bs

Structure of the Ministry of Education:



1c. Structure of the levels and cycle

Pre-higher education:

Duration of compulsory education:

Age of entry: 5

Age of exit: 15

Structure of school system:

Primary

Type of school providing this education: Primary School

Length of program in years: 6

Age level from: 5 to: 11

Junior Secondary

Type of school providing this education: Junior High School

Length of program in years: 3

Age level from: 11 to: 14

Certificate/diploma awarded: Bahamas Junior Certificate

Senior Secondary

Type of school providing this education: Senior High School

Length of program in years: 2

Age level from: 14 to: 16

Certificate/diploma awarded: University of London GCE Ordinary ("O") level

Sixth Form

Type of school providing this education: Sixth Form

Length of program in years: 2

Age level from: 16 to: 18

Certificate/diploma awarded: University of London GCE Advanced ('A') level

School education:

Primary education lasts for six years. Secondary education usually covers five years and is divided into a three-year junior high school course and a two-year senior high school course. At the end of junior high school or in the first year of senior high school pupils take the Bahamas Junior Certificate, which is an academic examination with individual subjects. At the end of senior high school, pupils take the University of London GCE Ordinary ('O') level examinations. Some schools offer a further two-year course in Science subjects leading to the University of London GCE Advanced (A) level examinations.

Higher education:

The Bahamas is affiliated with the University of the West Indies which is a regional Institution with campuses in Jamaica, Trinidad and Barbados. The University maintains an administrative office and a full-time representative in Nassau, through whom Bahamian students may seek admission to any campus. In the Bahamas themselves, higher education is provided by the University of the West Indies Centre for Hotel and Tourism Management and the College of the Bahamas. Higher education is under the jurisdiction of the Ministry of Education.

Academic year:

Classes from: Sep to: Jun

Languages of instruction: English

II. Main Challenges:

III. Summary of Policies in the Area of Early Childhood Care and Development:

3a. Definition of Early Childhood Education in the Bahamas:

In The Bahamas the concept of early childhood education refers to learning activities designed for the benefit of children between the ages of 3 -5 years. This stage of development is generally categorized as pre-primary or pre-school. The provision of care prior to this age is normally managed by day care centers and other types of custodial facilities.

Programmes designed to positively impact the education and development of pre-school children had long been recognized by the Government of The Bahamas as crucial to educational development of the Bahamian citizenry. As early as 1974 for example, the Government expressed its determination to become more intentional about this area of education and once again include kindergarten classes to the structure of the primary school (White Paper on Education, 1974). These intentions failed to find expression in policies and plans because of attention to other urgent priorities. The Government's inability to act expeditiously resulted in the following:

- The provision of early childhood care and programmes by independent bodies many of which paid inadequate attention to sound educational and developmental theory and practice in programmes, provisions, activities and staffing;
- The development of unregulated care facilities many of which failed to conform to minimum health and safety standards;
- An uneven participation in meaningful and pedagogically sound early childhood educational experiences by all groups comprising the society.

3b. Brief History of Early Childhood Education in the Bahamas:

During the decade of the eighties, the Ministry of Education established a Pre- school unit to guide, co-ordinate and monitor the development of pre-school education in the country. By this time, however, the pattern of operating without the knowledge and consent of the authorities had become entrenched such that it became difficult for the unit to execute its mandate.

Fuelled by the United Nations declaration of Education for All, the educational agenda of the governing party and the recommendations of the National Task Force on Education, the Government of The Bahamas sought to bring structure, coherence and legitimacy to the area of early childhood education in the decade of the nineties and articulated an initiative:

1. To increase the participation of the relevant population in approved early childhood care programmes by:
 - Establishing Pre-school Centers at all Government maintained Primary Schools by the year 2000;
 - Encouraging civic groupings such as churches and unions to establish day-care and pre-school Centers;
 - Providing subsidies to those centers which care for the children of low-income families so that no child need be refused admission solely on the grounds of inability to pay,
 - Extending subventions to a limited number of approved private establishments involved in the delivery of pre-school programmes.
2. Devise processes and structures that will establish minimum standards and monitor quality by:
 - Promulgating legislation to govern the operation, regulation and standards employed in pre-schools and infant care facilities.
 - Licensing all Early Childhood Care Centers according to an approved grading system.
 - Implementing an early childhood education curriculum that would guide the activities of all child care centers;
 - Developing policies and establishing guidelines for Early Childhood Care Centers.
 - Establishing a support system to include health, education and social welfare specialists to provide guidance and assistance to and evaluation of Early Childhood Care Centers.

- Institute an approved training programme for all proprietors and operators of early childhood facilities to ensure minimum standards of care.
- Increasing the Availability of Approved Early Childhood Education Programmers

The direct involvement of the State in the provision of early childhood education programmers began in earnest around the beginning of the decade. At that time two pre-schools, fully maintained by the Government and offering a total of 30 places to four-year-olds were opened in the capital, New Providence. Around the same time the Government began to advance subventions in the form of providing teachers, to three independent facilities. Since that time there has been a gradual increase in the number of places made available by the Government. These places add to the number offered by private entities which proliferated as a result of the void created by the failure of the Government to become more actively involved, earlier.

The National Task Force on Education discovered in 1993, moreover, that the curriculum guidelines developed by the Ministry of Education in 1985 had still not been implemented, although the numbers of institutions trading under the misnomer of “preschool” had so expanded that the Ministry of Education preschool coordinator was unable to provide a reliable estimate of their extent (National Task Force on Education, 26). The 1995 figures indicated, however, that there were one hundred and seventy-nine registered preschools and day care centers. Operators of these facilities were frequently persons of limited or no training, despite the availability of programs in Early Childhood Education at The College of The Bahamas.

Concerns persisted, therefore, that many of those establishments did not conform to desirable standards and there was still no legislation in place to ensure their compliance. By 1998, however, draft legislation had been developed and was being reviewed for future approval and implementation

3c. Facilities:

In its attempt to increase the number of places for early childhood education, the Ministry of Education has taken three approaches:

- Constructing/refurbishing facilities for the exclusive use as a pre-school/early childhood centers;
- Appending kindergarten classes to existing primary schools, and
- Extending subventions to particular independent institutions to facilitate the attendance of under-privileged children.

One refurbished facility is to be found in New Providence. It operates exclusively as a pre-school. Three schools in New Providence, four in Grand Bahama, and two in the Family Islands have had kindergarten classes added to their structure.

Private institutions, which receive subventions, are to be found in New Providence and in Grand Bahama.

3d. Standardization and Quality Assurance

The completion of a standardized curriculum and the licensing of facilities were the major achievements realized in the area of standardization and quality assurance development.

3e. The Development of a Standardized Curriculum

In the absence of Government intervention, entities offering education and care services for pre-school children proliferated throughout the country. A number of these entities particularly those associated with religious groups traditionally involved in education, follow a pedagogically sound programme and operate in appropriate facilities. On the other hand, there are those, some of which exist without the knowledge of the responsible authorities, whose understanding of the relationship between programme design and psychological and physical development is limited.

In order to reduce the debilitating impact of an inappropriate grounding and introduction to school and to assist these institutions, the Pre-school unit of Ministry of Education began the process of designing a curriculum, subsequent to the recommendations of the National Task Force on Education. At this time the curriculum called The Readiness Programme is available in New Providence schools having been introduced in September of 1996. It is expected that it will be introduced in Family Island schools located in Grand Bahama, Eleuthera and Long Island, within the school year 1999 - 2000.

3f. Licensing and Monitoring

All organizations offering educational services to children of pre-school age are expected to register with The Ministry of Education. These institutions are monitored by the pre-school unit and may benefit from the unit's professional expertise. The staffing situation in the unit, however, has worked against the full impact of this facility being experienced. Many institutions still are not registered, and those that are registered are not monitored as closely as the unit would wish.

The passage of legislation, the draft of which is currently in progress, and the employment of additional professionals are seen as efforts which will positively affect the supervision of pre-schools.

3g. The Provision of Training for Teachers and Operators of Early Childhood Centers

The involvement of persons not qualified in the delivery of early childhood education led to the development of several training programmes by tertiary institutions. In 1990, The College of The Bahamas introduced an Associate Degree and Teacher Certification programme in Early Childhood Education. Designed for persons having the academic qualifications that would satisfy the entry requirements into the Associate degree programme, it excluded the vast majority of persons operating and working in Early Education Centers. As a consequence, The Centre for Continuing Education, a department of the College of The Bahamas (COB) collaborated with the Teacher Education Division to develop an Upgrading Programme that would improve academic efficiency, provide exposure to necessary skills and enhance understanding of child growth and development. The first intake into this programme was in 1993.

Subsequently in 1994 the Teacher Education Division developed and implemented the Pre-school Auxiliary Teachers' certificate programme as a preparatory one for persons who with some remedial assistance would be able to pursue a college level programme. Successful completion of this programme would, therefore, enable matriculation into the Associate Degree programme, which leads to an academic credential and professional certification.

In more recent times, the Bahamas Baptist Community College, a private denominational school, began offering a certificate programme for operators of and workers in pre-schools. This course of study is at the pre-college level and employs a flexible, open system of admission. Other private tertiary institutions are also offering short-term training programmes for operators of pre-schools and child care centers.

Since 1990, therefore, programmes designed to positively affect the skills of persons engaged in the delivery of early childhood education, have increased noticeably.

Gross enrolment in early childhood development programmes expressed as a percentage of the official age group.

The available data on early childhood development programmes do not account for all facilities in the country. Such data as exist indicate the following:

- 200 private facilities operating in The Bahamas were registered with the Ministry of Education during the 1998 -1999 school year;

- Government maintained facilities numbered 15 and offered places at that time to four-year-olds only. Students enrolled equaled 505 with the average school population being 33;
- Table 1a provides data for a sample of institutions that offered pre-school education during the 1997/1998 school year. It shows that the average number of places offered by registered schools for both three and four year olds is 59;
- 200 Private schools and 12 public schools each offering 59 places yield a total of 12508.

The population of the official age group in this category for the years 1990 - 1999 is reflected in Tables 1. It shows the population of the relevant category to be 12494 in the 1997/1998 school year; The GER for the year 1997/1998 is, therefore, 100%.

3h. The Government's commitment to the provision of Pre-school education

Although the Government owned pre-schools increased by three between 1997/1998 and 1998/1999), given the number of unregistered schools and the need for parents to have care for children while at work, it is likely the resulting GER is not unrealistic. This conclusion is confirmed by principals of primary schools in the capital. They say that few pupils who have not been exposed to pre-school experiences, enter grade one. Nevertheless, it is recognized that counted among the enrolled population are some children who fall outside the relevant age boundaries.

TABLE 1-A. ENROLMENT IN PRE-SCHOOL FACILITIES BY TYPE OF ADMINISTRATION & LOCATION 1997/1998

	NEW PROVIDENCE	# OF SCHOOLS	GRAND BAHAMA	# OF SCHOOLS	FAMILY ISLANDS	# OF SCHOOLS	TOTAL	# OF SCHOOLS
PUBLIC	375	7	114	4	00	1	489	12
PRIVATE	671	8	72	2	64	0	807	10
TOTAL	1046	15	186	6	64	1	1296	22

	NEW PROVIDENCE	REST OF THE BAHAMAS	TOTAL
PUBLIC	375	114	489
PRIVATE	671	136	807
TOTAL	1046	250	1296

Source: Ministry of Education, Planning Unit

TABLE 1-B POPULATION OF 3 & 4 YEAR OLD 1990 - 1999 SUMMARY

YEAR	THE WHOLE BAHAMAS	NEW PROVIDENCE	REST OF THE BAHAMAS

	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1990	5842	1702	11544	3916	3844	7760	1926	2142	3784
1991	5872	5748	11620	3996	3939	7936	1876	1809	3684
1992	5926	5798	11724	4152	4094	8246	1774	1704	3478
1993	6008	5858	11866	4384	4306	8691	1624	1552	3175
1994	6114	5926	12038	4685	4572	9256	1429	1354	2782
1995	6230	5997	12227	1939	1903	3842	1198	1125	2323
1996	6240	6062	12402	5269	5070	10340	971	992	2062
1997	6396	6100	12494	5367	5153	10520	1029	947	19744
1998	6424	6108	12513	5345	5134	10478	1059	974	2035
1999	6378	6100	12476	5236	5042	10278	1142	1058	2198

Source: Department of Statistics Percentage of New Entrants to Grade 1 who have attended some form of organized early childhood development programme

Given the GER above and the trend characteristic of this area, the percentage of new entrants to primary grade 1 who have attended some form of organized early childhood development programme will parallel the number who has had exposure to some form of early childhood education. It therefore has been concluded that at least 90% of the relevant population would have had exposure to a pre-school curriculum. In the established church schools, for example, where the inclusion of kindergarten classes has been institutionalized, it is highly likely that most children in grade one would have had exposure to a pre-school curriculum.

3i. Policy Implications

Exposure to pre-school experiences is increasing. The concern, however, is with respect to the maintenance of standards and the broad area of quality assurance. In this context, attention to the implementation of the policy regarding registration and monitoring is critical.

Source(s):

-The Official Site of the Ministry of Education,

http://webserv.bahamaseducation.com/Ministry/ad_bahamas_library.html

-Education in the Bahamas.

<http://www.thebahamasguide.com/facts/education.html>

-The EFA 2000 Assessment: Country Profile

http://www2.unesco.org/wef/countryreports/bahamas/rapport_2.html

-Bahamas Education System

<http://www.unesco.org/iau/cd-data/bs.rtf>

-EDUCATIONAL REFORM IN THE BAHAMAS, Dr. Keva Bethel

http://www.iacd.oas.org/Interamer/Interamerhtml/Millerhtml/mil_beth.htm

Section 3.3: Organization and Structure of the Educational Systems of the Region

Country: Barbados

I. Summary of Current Educational System

1a. Overview of Educational System

The Barbados Government pays the cost of education of Barbadian students at primary, secondary and tertiary levels, this includes provision of textbooks. This strong emphasis on education has resulted in a literacy rate estimated at about 98% - one of the highest in the world.

Primary education begins at age 4 and continues until age 11, when students sit the Common Entrance Examination. There are 74 Government primary schools, as well as 30 privately-run primary schools.

Secondary education is provided for children aged 11 to 18 years. At age 16, students sit the Caribbean Examination Council (CXC) examinations - the equivalent of GCE O-Levels. At about age 18, those students who continue at school can sit the GCE A-Level examinations; with effect from 2002 these students will sit the Caribbean Advanced Proficiency Certificate (CAPE) also set by CXC. This exam will replace the GCE A-Level exam. Most Government secondary schools (of which there are 23) are co-educational. There are also ten private secondary schools.

1b. Organization of the management of the educational system

Responsible authorities:

Ministry of Education, Youth Affairs and Culture

Head: Rudolph N. Greenidge, Minister

The Elsie Payne Complex

Constitution Road

St Michael

Barbados

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Fax: +1(246) 436-2411

E-Mail: mined1@caribsurf.com

www: <http://www.edutech2000.gov.bb>

1c. Structure of the levels and cycles

Pre-higher education:

Duration of compulsory education:

Age of entry: 5

Age of exit: 16

Structure of school system:

Primary

Type of school providing this education: Primary School

Length of program in years: 6

Age level from: 5 to: 11

Secondary

Type of school providing this education: Secondary School

Length of program in years: 5

Age level from: 11 to: 16

Certificate/diploma awarded: Caribbean Examinations Certificate

Sixth Form

Type of school providing this education: Sixth Form

Length of program in years: 2

Age level from: 16 to: 18

Certificate/diploma awarded: GCE Advanced 'A' Level

School education:

Primary education lasts for six years. On completion of five years secondary education, pupils sit for the Caribbean Examinations Certificate. On completion of a further two-year sixth form course, they sit for the examination for the GCE Advanced 'A' levels.

Higher education:

Barbados is affiliated with the University of the West Indies. The supreme authority of the University is the Council, which comprises representatives of member territories, professors and appointed members. The Senate, composed of teaching members of the University, is responsible for academic decisions. Deans of faculties are elected yearly. The University is autonomous. More than 90 per cent of its resources come from contributing territories. Other higher Institutions include Barbados Community College, Erdiston Teacher's College, and the Samuel Jackman Prescod Polytechnic.

Main laws/decrees governing higher education:

Decree: Act 1981.25 and regulations 1982 Year: 1983

Academic year:

Classes from: Sep to: Jun

Languages of instruction: English**Stages of studies:**

Non-university level post-secondary studies (technical/vocational type):

Non-university level:

The Samuel Jackman Prescod Polytechnic was established in 1970 following the reorganization and expansion of courses offered by the Barbados Technical Institute which was absorbed into the Polytechnic. The Polytechnic offers a broad range of trade and craft courses leading to certifications and qualifications from the City and Guilds of London Institute and the Royal Society of Arts. It is in the process of expanding its courses to include such fields as Tourism Craft, Fishing and Animal Husbandry. The Barbados Community College trains people in a wide range of skills at the technical, para-professional, middle-management and pre-university levels. Courses last for two years and lead to Associate Degrees, Diplomas and Certificates. A three-year course in Basic Nursing leads to the Registered Nursing Certificate.

University level studies:

University level first stage: Bachelor's Degree:

There are two levels of admission to first Degree courses. Students who hold the Caribbean Examination Council Certificate take a preliminary year's study. Direct entry is based on the GCE Advanced ('A') level. Bachelor's Degree courses usually last three years.

University level second stage: Master's Degree:

Master's Degrees usually take two years following upon a first Degree.

University level third stage: Doctorate:

The Doctorate takes a further two years, following upon the Master's Degree.

Teacher education:

Training of pre-primary and primary/basic school teachers

Non-graduate primary school teachers are trained in two years at Erdiston Teachers' College.

Training of secondary school teachers

Secondary school teachers are trained in two years at Erdiston Teachers' College. Graduate teachers are trained at the University of the West Indies.

Training of higher education teachers

University teachers must hold a Doctor of Philosophy in the relevant discipline. Teachers at the Barbados Community College and the Erdiston Teachers' College must hold a first Degree and a Teachers' training certification. Evening courses leading to general Degrees in Arts and Social Sciences and part-time courses leading to general Degrees in the Faculty of Science are offered by the University of the West Indies, Cave Hill. They last for a minimum of four years. There is a Distance Education Centre at the UWI, Cave Hill, as well as a school of Continuing Studies.

Non-traditional studies:

Other forms of non-formal higher education

Barbados Community College offers a wide range of evening and summer courses.

II. Main Challenges:

- Need to improve quality of ECE provision
- Shortage of expertise in ECE training teachers
- Lack of financial resources

III. Summary of Policies in the Area of Early Childhood Care and Development:

3a. Statistics in Early Childhood Education:

- Annual Enrolment (2002/2003): 4,732 children at government Pre-primary (3-4 years old), schools and 529 at private pre-primary Schools
- 78 government schools and 18 private schools that cater for this age group
- 1565 Total number of teachers interacting with children in the 3-7 age range in government schools, of these 341 are males and 1224 are females.

3b. Current Programmes:

- Four traditional nursery schools designed to cater strictly for the needs of the 3-4 age group (Shift system, 4 Nursery Assistants)
- 63 Nursery Units - department of a public primary school. Parent Volunteer Support Programme to facilitate the needs of the 3-year-old in the Nursery Unit (1996).
- One remaining Infant School.
- Provision for children with Special Needs
- Education Sector Enhancement Programme

3c. Early Childhood Education Associations:

CHILD CARE BOARD:

- Birth to three

- Public Day Care Centres - 15
- Private Day Care Centres - 64 registered (1998)
- Early Childhood Education Association of Barbados Inc. (ECEAB), non-governmental, a body of ECE educators who promote & advocate developmentally appropriate practice in ECE
- Parents Teachers Associations
- Parents Staff Associations
- Private Day Care Operators Association

3d. Policies in Early Childhood Education

- 1960 - first public nursery school (3-5)
- 1987 - 3s into nursery departments
- Registration (3/more children not your own)
- Private educational institutions
- Ratios of adults to children - Birth - 2 = 1:6, 2-4=1:12, 3-5=1:15 & 5-7=1:25
- Space, furniture & Equipment
- Immunisation from birth to 16
- Entrance must be verified by birth & medical certificates
- Length of school day & term
- Inclusion of children with Special Needs

Source(s):

Barbados Education and Educational Facilities

<http://www.barbados.org/educate.htm>,

Barbados Government Information Services

http://www.barbados.gov.bb/portfoli_education.htm

Barbados Education System

<http://www.lmu.edu/globaled/wwcu/background/bb.rtf>

Section 3.4: Organization and Structure of the Educational Systems of the Region

Country: Belize

I. Summary of Current Educational System

Mission Statement: The Ministry, on behalf of the Government of Belize, is charged with the responsibility of ensuring that all Belizeans are given the opportunity to acquire the knowledge, skills and attitudes required for full and active participation in the development of the nation and for their own personal development.

1a. Overview of Educational System

Education is compulsory for children aged between 6 and 14. Primary and Secondary education is free. In 1997 there were 53,110 pupils enrolled in 280 primary schools (Government and Government aided), 10,912 in 30 secondary school and 2500 in 11 post secondary institutions. Government runs some of the schools but most schools are run by the churches. The Government maintains one special school for mentally disabled children and another for children with physical disabilities.

1b. Organization of the management of the educational system

Ministry of Education, Youth and Sports

Head: Francis Fonseca, Minister of Education, Youth and Sports

Administrative officer: Marian McNab, Chief Executive Officer

International relations: Rafael Sosa, Secretary-General, Belize National Commission for UNESCO

West Block

Belmopan City

Belize

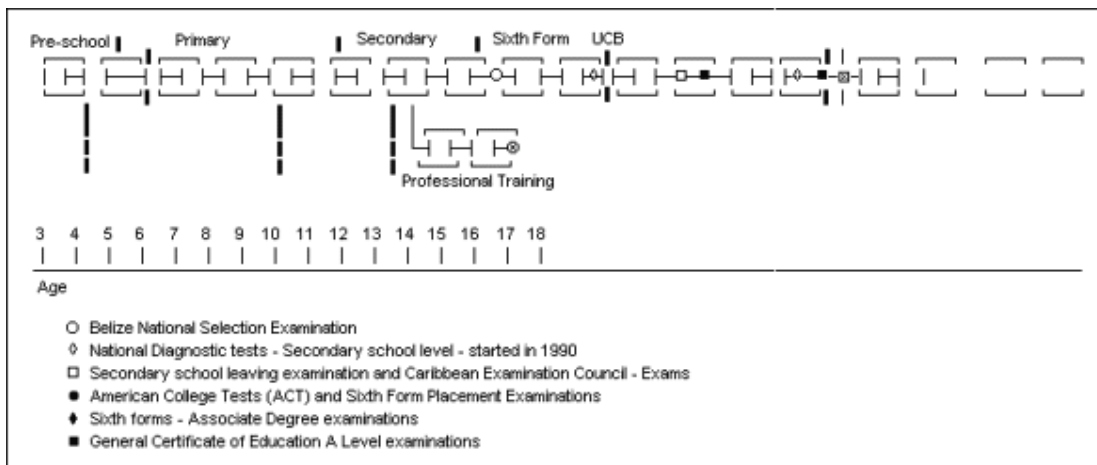
Tel: +501 822-2329 +501 822-2698 +501 822-3315 +501 822-3163

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The System of education in Belize



The Key Functions of the Ministry of Education:

To formulate, implement, monitor, review and articulate policies and plans, and provide for the conduct of appropriate education research.

- a. In partnership with churches, and the community at large maintain and improve equality of access to educational opportunities
- b. Ensure that the education system produces human resources with the appropriate knowledge, skills and attitudes to meet their own personal development and the social, economic and technological needs of Belize
- c. Ensure the implementation of a system which is characterized by a working environment that:
 - is conducive and supportive of a high level of efficiency and productivity;
 - allows for effective management performance;
 - facilitates job satisfaction and high motivation
- d. Ensure the development of relevant curricula, its implementation, and the provision of supportive environment that facilitates the teaching/learning process
- e. Ensure that the system is managed by qualified staff
- f. Monitor and evaluate the performance of the education system and assess its impact on the achievement of equity.

The purpose of the School Services is to support the Chief Education Office. School Services will provide access to quality education through equitable distribution of resources and effective management of education services to ensure that the Belizean child fits into the society as a productive and actively participating citizen.

This service area is responsible for functions relating to the administration and resorting of schools, and ensures that operational decisions relating to the administration and resourcing of schools are taken at the regional level. This allows the central Ministry to focus on longer term issues and to undertake support, resourcing and monitoring of the regional offices.

1c. Structure of the levels and cycles

Pre-higher education:

Duration of compulsory education:

Age of entry: 5

Age of exit: 14

Structure of school system:

Primary

Type of school providing this education: Primary School

Length of program in years: 8

Age level from: 5 to: 13

Certificate/diploma awarded: Common Entrance Examination

Lower Secondary

Type of school providing this education: Secondary School

Length of program in years: 4

Age level from: 13 to: 17

Certificate/diploma awarded: Caribbean Examinations Council Certificate (CXC), GCE Ordinary Level Examinations

Upper Secondary

Type of school providing this education: Sixth Form or Junior College

Length of program in years: 2

Age level from: 17 to: 19

Certificate/diploma awarded: GCE Advanced Level Examinations; Caribbean Advanced Proficiency Examination; Associate Degree

Technical

Type of school providing this education: Technical and Vocational Secondary School

Certificate/diploma awarded: Qualifications of the City & Guilds of London Institute, London Chamber of Commerce, Royal Society of Arts

School education:

Primary education lasts for eight years leading to the Common Entrance Examination. The secondary education school system covers four offering general education and vocational or trade school offering short term courses in basic trades. Post-secondary institutions include sixth-form establishments (2 years), professional training and university.

Higher education:

In Belize, degree courses are offered by the University of Belize, founded in 2000 by the merger of the University College of Belize (originally created in 1986), Belmopan Junior College, Belize School of Nursing, Belize School of Education, and Belize College of Agriculture. The University is directly financed by the Ministry of Education and offers its own Bachelor's Degree courses under the authority of the Government of Belize. Through an extra-mural unit, Belize is also affiliated to the University of the West Indies, which is a regional institution with campuses in Jamaica, Barbados and Trinidad.

Languages of instruction: English

II. Main Challenges:

The economy of Belize is based primarily on agricultural exports, tourism, light manufacturing and subsistence agriculture. The ability of the country to diversify its economic base will depend, to some extent, on a population and labor force which are better skilled in technology, business and crafts in order to improve the use of natural resources, especially in eco-tourism, fisheries and agriculture. The development of a more highly-skilled labor force will require a significant improvement in primary education to develop life skills, functional literacy, mathematical skills and the ability to communicate.

Educational policies and reform focus on the primary and secondary levels of education. These policies seek improvement in three areas: access, quality and management. In the case of primary education, policies are currently being formulated under the Primary Education Development (PED) Project with a view to reducing drop-out. In the case of secondary education, an increase in the number of facilities, better accessibility and more efficient use of existing facilities are being considered to improve access. A policy of free secondary education has been announced, but limited access to schools has reduced its effects.

Quality in primary education is the main agenda item under the PED Project, with strategies for curriculum reform, pre-service and in-service teacher training, improvement in the assessment and reporting of student achievement, increased availability of textbooks and other materials and greater focus on children's needs. A similar project is currently being planned for secondary education which will place greater emphasis on accountability by developing standards for certification, emphasis on better pedagogy and more relevance and congruence between schooling and development.

The management policies seek a decentralization of the education system through the creation of District Education Councils and a democratization of school management through the establishment of school boards. The policies regarding efficiency relate to cost-effectiveness, including student-

teacher ratio and teacher workload; to curriculum including course relevance and affordability; and to academic factors, such as reduction of students' drop-out due to in-school factors (such as observance of requirements for number of class hours per day and school days per year).

Non-attendance and educational wastage at the primary level are significant concerns, especially in rural areas where lack of ready access to schools prevent regular participation in the educational process and in urban settings where poverty and unstable home situations often lead to withdrawal from school. At the same time, there is a need for a correspondingly greater increase in access to secondary level education (including technical vocational education) as the basis for further education or for employment and lifelong learning. There is currently approximately 50% coverage of the age cohort in secondary level education. The objective, however, is not simply to increase access to secondary education as it now exists, but to increase availability of appropriate technical and vocational education to support the process of economic diversification. Finally, there is a dearth of appropriate, higher-level professional training, including training in entrepreneurship, culture and technology to support an expansion and a diversification of the current economic base.

Multiculturalism in Belize not only poses special linguistic problems for the educational process, but brings specific requirements for racial and cultural harmony and respect. "The population consists of a diversity of ethnic groups, the major ones being Creoles of African descent, Mestizos, Mayas (Ketchi, Mopan, and Yucatec), and Garifuna (once called Black Caribs). There are also smaller populations of East Indians, Chinese, and persons of Middle-Eastern origin" (Bennett, 1995, p. 92).

III. Summary of Policies in the Area of Early Childhood Care and Development:

Pre-primary education

Pre-primary education emphasizes socialization and the development of basic writing, counting and alphabetization skills. Pre-school education is not yet fully developed. In 1994, there were 90 pre-schools, seven maintained fully by the Ministry of Education and 83 community and private pre-school centers. Pre-school centers are generally small, with the large majority of teachers being untrained (i.e., having not completed a formal teacher training programme).

Pre-school education

Year	No. schools	Total enrolment		No. teachers	
1990	73	MF	2,695	MF	143
		F	1,428	F	...
1991	81	MF	3,250	MF	170
		F	1,647	F	169
1992	83	MF	3,337	MF	176
		F	1,661	F	175
1993	83	MF	3,162	MF	176
		F	1,566	F	175
1994	90	MF	3,331	MF	190
		F	1,704	F	189
1995	...	MF	...	MF	...
		F	...	F	...
1996	...	MF	...	MF	...
		F	...	F	...
1997	...	MF	...	MF	...
		F	...	F	...

Source: UNESCO Statistical Yearbook, 1996 and 1998;
[...] data not available.

Pre-school education caters to children between the ages of 3 and 5 years. It is community supported and is not compulsory, but is becoming more widespread as its benefits are recognized by parents.

Pre-school Unit

Contact Person:

Ms. Alana Gillette
Pre-school Coordinator
Tel: 22-33041

Mission Statement:

The Pre-school Unit believes that all pre-school children deserve the best possible education through quality child-centered environment. This will allow them to develop fully the skills which will enhance future learning and educational potential.

The Pre-school Unit is able to provide assistance to the pre-school community through support from UNICEF, VSO and Peace Corp.

Functions:

- a. Provide teacher training for pre-school and early childhood Workers
- b. Do licensing inspection and visits to pre-schools
- c. Provide support to managing bodies of pre-school programs
- d. Advocate with government and aid agencies for financial support and recognition
- e. Develop and implement early childhood curriculum for pre-school education
- f. Conduct a school readiness summer program in areas where there is no pre-school education program available

Early childhood care involves more than schooling. It embraces the physical care of the child from its prenatal stage of existence of its preschool years and thereafter during the earliest year of grade or primary school. Clearly the Ministry of Education and Sports (MoES) cannot be expected to carry out such a broad area of responsibility alone. The Ministry of Health provides for prenatal and post-natal clinic for mothers to ensure that the yet unborn and newly born babies have the necessary chance for survival. There is also a national immunization programme. Facilities for the aspects of childcare described here are provided at health clinics in all townships and in some villages.

Early childhood education at the preschool level (between 3 and 5 years) grew rather slowly and was based largely on an old fashioned view of teaching the 3-year-olds children as a preparation for primary school. It was a wholly private effort and was confined to a very small number of kindergartens.

This level of education began to take off in the 1970s through interventions by the Belizean Government, Extra Mural Department of the University of the West Indies and UNICEF. Today the Pre-School Unit of the MoES is the agency through which up-to-date ideas and practices are being propagated. The overall public policy is to give support to private and community efforts to provide for early childhood care and development. With regard to preschool education, the goals and objectives remain very similar to what they were at the beginning of the EFA Decade.

Goals:

The main goals in this area are:

- to develop appropriate learning abilities and skills and confidence of young children as a foundation for further personal and socio-emotional growth;
- to contribute to every aspect of their lives, including parental care and their formal education.

Source(s):

Official Website of the Ministry of Education

http://www.belize.gov.bz/cabinet/c_hyde/welcome.shtml,

EDUCATION FOR ALL IN THE CARIBBEAN: ASSESSMENT 2000 COUNTRY REPORT: BELIZE

<http://www2.unesco.org/wef/countryreports/belize/contents.html>

Belize: Education System

<http://www.unesco.org/iau/cd-data/bz.rtf>

Belize Education

<http://www.ibe.unesco.org/international/Databanks/Dossiers/pbelize.htm#2>

Section 3.5: Organization and Structure of the Educational Systems of the Region

Country: Dominica

I. Summary of Current Educational System

1a. Overview of Educational System

The church plays a significant role in education, accounting for 22.4% of enrolment at the primary level and over 46.4% of secondary school enrolment and GOCD assists the numerous private schools by meeting salary costs. The MOE is currently participating in the implementation of an Education Reform Strategy developed in common by OECS member states, with some centralized services and located in the OECs Secretariat in Castries, St. Lucia. Funding is being provided under GOCD's Basic Education Project, co-financed with the World Bank to address, *inter alia*, a number of identified deficiencies at the management level. Significant strengthening is expected to be achieved in terms of school supervision, teacher and principal evaluation, planning and development, data collection, processing and reporting, modernization of equipment and staff training.

As for other OECS territories, the education system is organized into four main levels, pre-primary, primary, secondary and tertiary, and is managed by the Ministry of Education (MOE).

1b. Organization of the management of the educational system

Minister for Education, Sports and Youth Affairs

Government Headquarters

Kennedy Avenue

ROSEAU

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Education in Dominica is not the sole responsibility of any one agency. The government of the Commonwealth of Dominica acknowledges the role of denominational bodies, community organizations and individuals in the education process. It reaffirms its commitment to the systems of dual control that exists.

1c. Structure of the levels and cycles

The current organization of the entire system is based on a combination of the British and North American systems of education: years 1 and 2 for pre-schoolers age 3 to 4, grades k to 6 for primary school students from 5 to 12 years, forms 1 to 3 for junior secondary schools, forms 1 to 5 for traditional secondary schools and years 1 and 2 for form 6.

The primary cycle is divided into Infant up to grade III, and Junior up to grade VI in which the students sit the Common Entrance Examinations for selection to the secondary cycle.

The secondary cycle is divided into Junior, up to form 3, and Senior up to form 5, where the students sit examinations for entry into college programmes at the Clifton Dupigny Community college (offers A' Level and TVET programmes), the Teacher's Training College, and the Princess Margaret Hospital School of Nursing. These are all two year programmes. Thereafter, students progress to the university.

The system comprises the following institutions:

- 83 Pre-primary schools with an age range from 2 to 4+. All schools are privately owned, managed and funded.
- 63 Primary schools with an age range of 4.3 to 13 in Grades K to 6. Of these :
 - 53 are Govt. Owned (23 of them have Junior Secondary Programmes from 1 to 3)
 - 5 are Govt. Assisted and 5 are Private
- 15 Secondary schools with an age range of 12 to 16+ in Forms 1 to 5. Of these
 - 6 are Govt. Owned and
 - 8 are Govt. Assisted.
 - 1 Private Grant Aided
 - 1 School for the Hearing Impaired - Govt. funded.
 - 1 school for the Mentally Challenged, the Alpha Centre, which is privately funded with some Govt. assistance.
 - The Clifton Dupigny Community College (CDCC) which admits students aged 17 to 19+ and has an Academic and Technical Divisions.
 - The Dominica Teachers Training College (DTTC)
 - The Princess Margaret Hospital School of Nursing
 - Adult Education Division which runs adult education classes via the Ministry of Community Development & Women's Affairs.

II. Main Challenges:

III. Summary of Policies in the Area of Early Childhood Care and Development:

3a. Management and Regulation of Early Childhood Care and Development

The Ministry of Education provides regulatory and monitoring functions. The responsibility for the supervision of pre-school education is held by the Catholic Social Centre which advises on the suitability of physical facilities for the establishment of pre-schools, conducts training workshops for the pre-school teachers and ensures that the curriculum of pre-school education throughout the island is uniform and that children do not remain in pre-school beyond the age of five. Pre-primary education is largely voluntary and privately financed.

The government has undertaken the following steps to safeguard and develop services to children of pre-school age as follows:

- The formulation of regulatory functions and policies for the Pre-school sector (1997 Education Act)
- Policy commitment to the development of early childhood education (CARICOM, UNICEF, 1997)
- Policy commitment to full enrolment of the pre-primary age group in ECED programmes (CARICOM, 1997)

The Ministry of Education provides assistance in teacher training activities and a co-ordinator for the programme.

3b. Description of Services:

Prior to 1986, pre-school education in Dominica was supported, through the Catholic Social centre, by the Van Leer Foundation based in Holland. Van Leer withdrew its assistance in 1986 but continued funding what may be considered a Parenting Education Program for teenage parents in the period 1986 - 1992.

Pre-schools are classified as assisted or private. In 1998, out of a total of 82 schools, 15 were assisted by government. In 1997/98 of the 3 800 children between the ages of 3 to 5 years, a total of 2 590 (1 258 boys and 1 332 girls) were enrolled in pre-schools across the 5 education districts:

Southern = 405

Northern = 445

Eastern = 365

Western = 329

Roseau = 1 020

There are 85 schools in operation, many of which operate as single session centers (generally between 9a.m. and 12a.m. in school term times). There is scope for the pre-schools to become double session centers offering access to different children in the afternoons, and to provide holiday schemes in support of working parents. All 85 pre-schools are privately run, 19 sponsored by the Social Centre, 40 by private individuals and 26 with assistance from churches. There are no pre-schools run within the government sector.

The number of children enrolled in pre-schools in 1997/98 in 82 schools was 2 584 of which 1 247 (48%) were boys and 1 337 (52%) girls. This represented 64% of the relevant age group in the population.

Data indicates that the pupil-teacher ratio is constantly improving. Ninety-three per cent of the teachers have no academic qualifications, and about the same amount has had no formal training. The few that are trained attend SERVOL based in Trinidad. Overseas training has been discontinued. Local training is an ongoing process which is provided at the Social Centre and on site support is provided by the Christian Children's Fund, Dominica Save the Children, the Social Centre and the two pre-school officers of the Ministry of Education. The social centre was able to continue its internal programme with funds from UNICEF, school fees and fundraising. Training has not yet been certified by any tertiary level institution, and teachers are not yet able to accumulate credits on a formal basis towards certification.

Currently, the geographic spread of pre-schools is not proliferate enough for one to be within easy reach of all pre-school aged children. Areas where no schools exist are often those where poorer families live and where children may suffer other disadvantages. All schools have to charge fees to cover the cost of teachers' salaries. These fees vary from EC\$5 a month to EC\$250 per term. Average fees are close to \$62 per term. Although many NGOs are involved in providing assistance, there are many cases of families who are unable to pay the fees. As a result, their children are denied access to pre-school education.

Financing/Funding: Currently there are no national funds such as the Education Trust Fund to provide support for such families.

Curriculum: The curriculum among the schools is not applied consistently and the teachers are poorly trained. Inconsistent standards resulted. 145 teachers (1999) work in pre-schools. Over 30 teachers have over 15 years experience, 47 have between 8 and 14 years experience, and 68 have less than 5 years. The education levels of teachers vary, but most teachers attended high school. 27% have between one and five subjects at CXC and or GCE. Salaries for pre-school teachers range between EC\$150 and EC\$1 900 per month.

Beyond the payment of the salary of the co-ordinator and the annual government allocation, the Ministry of Education makes no further contribution to pre-school. education. Funds allocated by government (about \$40,000 annually) are used to assist recommended pre-schools with the payment of rent (see Table 4.2). In 1997/98 for example, government support to pre-schools totaled EC\$49 000. This contributed to the subventions to the ALPHA Centre (EC\$12 000) and the Social Centre (EC\$19 200) for pre-school support; subsidies to individual teachers salaries (about 10) and to individual schools towards rent payments (EC\$3 800) and for training and materials (EC\$14 000). The percentage share within public current expenditure is quite low over the period under review, from 0.12% in 1990/91 to 0.22% in 1998/99. The cost per pupil is low, ranging from \$13.37 in 1990/91 to \$48.47 in 1998/99.

Public expenditure on pre-school education has been constrained by the private nature of the provision.

Table 4.2 Indicators of Public Expenditure on Pre-Primary Education, EC\$

	1990/91	1992/93	1994/95	1996/97	1998/99
12. Total Public Expenditure on Pre-Primary Education	30037	58842	44105	39740	124292
13. Total Public Current Expenditure on Pre-Primary Education	30037	58842	44105	39740	124292
14. Public Current Expenditure on Pre- Primary Education as a Percentage of G. N. P.	0.006	0.01	0.007	0.006	0.01
15. Public Capital Expenditure on Pre Primary Education	0.00	0.00	0.00	0.00	0.00
16. Pre-Primary Enrolment	2246	2369	2390	2440	2564
17. Public Current Expenditure on Pre-Primary Education Per Pupil	13.37	24.83	18.45	16.28	48.47
18. Public Current Expenditure on Pre-Primary Education Per Pupil as a Percentage of G. N. P. Per Capita	0.21	0.35	0.24	0.20	0.56
19. Public Expenditure on Pre-Primary Education as a Percentage of Total Public Expenditure on Education	0.12	0.21	0.13	0.1	0.22

Source: Education Planning Unit, 1999A

The findings of the Social Centre/UNICEF survey of the quality of early childhood provision should be viewed in the context of general restricted access to services in the country, and the capacity of staff to provide stimulating environments. 54% of children of pre school age have access to pre-schools and day care centers. 27% of the teachers or caregivers in the sector have between one and five subjects at CXC or GCE. Salaries for pre-school teachers range between EC\$190 to EC\$1,900 monthly and for caregivers the rates are lower. There is no motivation or reward in salaries as low as these. On average a primary school teacher earns three times more.

There are 82 pre-schools in operation, many of which operate as single session centers (generally between 9 am and 12 pm) in term times. There are 6 day care centers. All these early childhood facilities are privately run, 19 sponsored by the Social Centre, 43 by private individuals and 26 with assistance from the Churches.

In the Caribbean most provision for early childhood is made in the private sector. Dominica however, has the lowest spending level of any government in the region in the provision of support to the sector. The highest reported expenditure on early childhood provision expressed as a percentage of the national budget is in Barbados (1.52%) and the lowest is in Dominica (0.01%).⁶ Government expenditure on support to the early childhood sector includes the salaries of an Assistant Education Officer and Training Coordinator, and grants and subventions amounting to approximately EC\$60,000 (1999/2000):

1. To assist a number of pre-schools approved by the Chief Education Officer with the payment of rent and salaries
2. To provide educational materials and supplies for the training of pre-school teachers
3. To monitor the operations of pre-schools throughout the state.

In addition, training is provided by the Social Centre and by Christian Children's Fund. The Government's interest in vocational training and certification augurs well for the accreditation of these training programmers and their integration into the reorganized tertiary college in the future.

Source(s):

The State of Early Childhood Provision in Dominica

<http://www.uwichill.edu.bb/bnccde/dominica/conference/papers/Williams.html>

MINISTRY OF EDUCATION, SPORTS AND YOUTH AFFAIRS, UNESCO, EFA 2000 COUNTRY REPORT.

<http://www2.unesco.org/wef/countryreports/dominica/contents.html>

Section 3.6: Organization and Structure of the Educational Systems of the Region

Country: Grenada+

I. Summary of Current Educational System

1a. Overview of Educational System

In 1981, the last year for which statistics were available in 1987, education was free and compulsory from ages six to fourteen and most students completed a primary education. There were 68 primary schools with a total enrollment of approximately 22,100 students; the majority did not continue on to a secondary-school program. The secondary-school program for the same year included 20 schools and 6,250 students. Students took a middle-level examination at age sixteen to determine their eligibility for the final two years of preparatory work for university entrance. Few, however, actually completed these two years.

Grenada had only three institutions beyond the secondary level for technical or academic training of its citizens: the Institute for Further Education, the Teacher Training College, and the Technical and Vocational Institute. The St. George's Medical School, although administered in Grenada, existed to serve foreign medical students, the majority from the United States.

Current Educational Situation

The education sector has received strong political and social support over the last three decades. In the early nineties, the Government initiated its efforts to reform the education system, and in 1995, Grenada prepared the BEW with support from the World Bank and in close consultation with regional institutions. Emphasis was placed on strengthening the institutional capacity of the education sector, improving quality and expanding access.

2.1 With strong Government commitment to education in Grenada, recurrent budgetary allocations to the sector have been about 17 percent--somewhat more modest than the 22-25 percent level in St. Lucia, but generally above world averages.

During the austerity of the "home grown adjustment program" of 1992-94, the education sector suffered its share of budget cuts, especially in areas such as management and maintenance that usually result in long term weaknesses. Yet, the system has its strengths. In the public sector, there are 59 public primary schools (of which 16 are Government and the rest denominational), four centers (for home economics and industrial arts) and two schools for the handicapped; the private sector has 15 primary schools accommodating 617 children. These schools, therefore, accommodated 23,027 students overall in 1993-94 or about 95 percent of the 5-15 age group. Thus, the country has achieved almost universal primary education. There are 75 pre-school centers (including some that share primary school premises). There are also 18 public secondary schools (six government and 12 government assisted--including Anglican, Catholic, Seventh Day Adventist and Methodist) and one private secondary school. These accommodated 7,205 students in 1993-94 or 78 percent of the

estimated 9,220 in the 12-16 age cohort (Annex 2 Table 1). However, this enrollment included some 1,646 students who were 17+ years of age and so the net enrollment ratio was only 60 percent.

2.2 The actual number of children enrolled in primary schools has been falling slightly but steadily in recent years, partly because of absorption (although on a limited scale) of children at age 12+ into the secondary schools, but mainly because of spasmodic emigration and a slowdown in population growth. It is also believed that some children of school age are not enrolled, although these numbers are not considerable. Declines are projected from 1996 onward in the 5-14 age group, following an increase between 1991 and 1996.

2.3 There are inequities in access to learning opportunities. Many primary schools are seriously overcrowded, particularly in and around St. George's (the capital city) and Grenville and this hampers delivery of good quality education. The project preparatory school location planning exercise indicated that there was no need to expand capacity at the primary level, but noted also that many of the existing places are in an unsatisfactory state of repair. Serious access problems also exist at the secondary school level. The distribution of secondary school places favors St. George's and this imposes high transport costs on families in the more remote areas of the country.

2.4 As in the OECS countries and in the Caribbean generally, access to secondary school places is governed by a competitive Common Entrance Examination (CEE), commonly known as the 11 + exam, given at the end of Grade 6. The stakes on this exam are exceptionally high, as perceived by students, parents and teachers. "Succeeding" in the CEE -- gaining a secondary school place -- is the main drive among primary teachers and students, particularly at the upper grade levels, thereby distorting teaching practices away from mastery of the curriculum and toward the areas to be tested by the examination.

2.5 The number of children admitted to the first year of secondary schools corresponds to less than half of the number of CEE candidates and to the number of available places rather than to any pass mark. Hence, the low transition rates from primary to secondary reflect constraints in the supply of places not in the demand for them. In recent years that demand has been met by expanding existing secondary schools and converting Junior secondary (three-year lower cycle) schools into five-year schools, so that, despite fluctuations from year to year, an enrollment increase of 20.8 percent has occurred over the period 1980-1994. (Annex 2, Table 2).

2.6 Large numbers of children each year have little choice after age 11 but to continue in all-age primary schools (in a post primary program supplemented by practical subject centers for home economics and industrial arts). These students account for 20 percent of the total primary enrollment. The shortages of qualified teachers to serve these post-primary sections of primary schools, coupled with the lower standards applied in the curriculum itself, suggest limited value-added to the education of youth in the program. For most of these students, this schooling is the terminal point in their formal education. A fortunate few receive a second chance in the 14+ examination known as the School Leaving Examination, on the results of which they may be placed in available places at regular secondary schools, 2 graduating from the secondary school one year later than if they had entered through the CEE.

2.7 The repeater rate at secondary level is about 13 percent and is highest in the upper Forms (3-5). The policy on grade repetition is not centrally controlled and some schools allow no repeating of Form 5; however, some 23 percent of the secondary enrollment is beyond the age of 16. The dropout rate is low--only 112 or 1.6 percent of enrollment dropped out in 1992-93, which translates into a completion rate of about 92 percent, reflecting, in part, the great importance attached by society to such education. At primary level, the dropout rate is negligible--less than 1.3 percent in 1992-93;

however, the repeater rate is high (10 percent), principally in the early grades and at the stage of the CEE and School Leaving Certificate examinations.

2.8 Despite the progress made to date in expanding access to secondary education, the overall shortfall in places remains significant. With the current cohort of secondary school age, the total number of secondary places would have to be increased by 3,661 or almost 40 percent to secure universal access to secondary education. Thus, even with the planned addition of 665 secondary places under this project, universal coverage of this age group would not be attainable until the first decade of the next century unless significant additional resources can be mobilized and efficiency measures adopted with respect to the utilization of teachers and physical facilities. Only one secondary school does not always manage to fill all available places and this is because it is in so remote area.

Of the 598 candidates who sat this exam from primary schools in 1994, 108 passed and 43 of these were placed in 10 secondary schools. A further 28 were placed in the T.A. Marryshow Community College and the St. Patrick's Training Center.

Significant gains were made under the BERP, the Bank-financed Basic Education Reform Project. The Ministry of Education (MOE) was reorganized and strengthened in different areas. Four new units were created and staffed in the areas of educational testing and exams, educational planning and statistics, production of educational materials and Project Management. Most of the units were well staffed and operational by the end of the project. The MOE moved to a new well equipped building, supporting its modernization efforts. This improved staff morale, fostered better coordination and dialogue among the MOE units and provided much needed upgraded infrastructure to allow for the use of technology for information purposes and production of books and materials. Additional accomplishments were: (i) the completion of the long-term sector development plan (Strategic Plan for Education and Development - SPEED) which defines the strategy and actions for the education sector through 2010; (ii) small states with a well-educated computer-literate work force. The Report states that it is important for small states to build a knowledge base and share experiences. Regional co-operation can also help to develop capacity. Finally, improved donor coordination is important to the development of small states. Alignment of donor objectives reduces the administrative and financial burden on the countries.

The OECS Education Reform Strategy: Pillars for Partnership and Progress 2010 (accepted in the 14th Ministers of Education Meeting: Tortola, June 2001): This document proposes inter alia to reform secondary education along the following lines: (i) to provide or maintain the provision of universal education for all children up to the age of 16 years, to guarantee five years of secondary education to students meeting the entry criteria and to certify achievement at the end of primary and secondary; (ii) to establish a common curriculum in the first three years of secondary to reinforce general education (English Language and Literature, Mathematics, Integrated Science, Integrated Technology, Social Studies, Foreign Languages, Physical Education, Religious and Moral Education and Performing Arts) and to allow some degree of specialization in the last two years; (iii) to improve the quality through modular programmes, comprehensive training for school principals and teachers, lengthening the school year to 190 days, encouraging the use of creative and performing arts and information and communication technology in teaching and (iv) to strengthen the delivery of support services such as guidance and counselling, social welfare and library and learning resources.

1b. Organization of the management of the educational system

Ministry of Education Building, Botanical Gardens, Tel: 440-2737; Fax: 440-6650

Ministry of Labour, Ministerial Complex, Tel: 440-2532; Fax: 440-4923

Minister: Hon. Claris Charles (St. John's)

Permanent Secretary: Mr. Michael Pierre

Minister of Education
Ministry of Education
Young Street
SAINT GEORGE'S
Tel: (809) 440 21 66

Responsibility for educational policy and programs is vested in the Ministry of Education (MOE). In addition to formulating education policy and standards, MOE designs and oversees the operation of the school system, consistent with its mandate under the Education Act (No. 13 of 1976). MOE also oversees the Library system. Organizationally, under the Minister, the administrative head of the Ministry is the Permanent Secretary. The discrete sections are: (i) Administration, (ii) Education, (iii) Public Library and (iv) the National Commission for UNESCO. The Administration Section is responsible for all financial management (budgeting and accounting) and for personnel administration as well as miscellaneous items, including Stores and Supplies.

The Education Section is managed by the Chief Education Officer (CEO), who is assisted by a team of professional staff, including three Senior Education Officers (SEOs) for (1) Policy and Planning (comprising Testing and Measurement, Examinations and Statistics); (2) Schools (under whom come the school supervisory service and the schools) and (3) Curriculum (comprising curriculum design and supervision and guidance and counseling). The CEO also oversees the unit responsible for maintenance of the physical plant of schools.

1c. Structure of the levels and cycles

The education system is organized into four principal levels--pre-school, primary, secondary and tertiary education.

Basic Education comprises the primary grades and the lower cycle of secondary education (Grades 1-9). Pre-school education is voluntary and still in its early stages of development. An estimated 3,600 children or about 50 percent of the 3-4 age group attend at least some pre-school programs, which are privately financed, with the Government paying towards the cost of temporary teaching and auxiliary staff³. Students commence their compulsory education cycle at five years of age at the primary level which is organized into seven classes called "grades" in Grenada, ending at "Grade 7" which corresponds to Grade 6 in international terms⁴. For children not continuing to secondary schools, the primary schools offer a senior primary section leading to the School Leaving Certificate.

Secondary schools offer a five-year course of study, organized into a lower cycle (Forms 1-3) and an upper cycle (Forms 4-5). Upon completion of Form 5, students sit the Caribbean Examinations Council (CXC) and/or General Certification of Education (GCE) Examination and those who perform well enough have the option of either moving into tertiary education or, along with other graduates, going into select jobs in the public and private sectors.

The country has one tertiary education institution--the T.A. Marrayshow Community College (TAMCC). TAMCC offerings include the GCE advance level program, associate degree courses in Arts and Applied Arts and Science and Applied Science, Craftsmen and Technician certificates, courses in Adult and Continuing Education and the Teacher's diploma. Students wishing to pursue more advanced studies attend overseas institutions of higher learning. The UWI has an Extra-Mural center in St. George's which offers a limited number of UWI courses, some of which count toward a degree.

II. Main Challenges:

Grenada's education system was deficient in meeting the basic needs of the country in the 1980s. Although literacy was estimated at nearly 90 percent, much of the population was only marginally literate and had little hope of becoming proficient at reading.

Although Grenada maintained a basic educational infrastructure, it was not producing workers with the vocational and administrative skills required of a developing economy. Notably deficient was training in electricity, electronics, plumbing, welding, construction, and other technical skills. A World Bank development project to upgrade vocational training to help meet Grenada's long-term vocational needs was being reviewed in the spring of 1987.

III. Summary of Policies in the Area of Early Childhood Care and Development:

Source(s):

Education System, Grenada

<http://countrystudies.us/caribbean-islands/76.htm>

PROJECT APPRAISAL DOCUMENT FOR THE (OECS) EDUCATION DEVELOPMENT PROJECT IN SUPPORT OF THE SECOND PHASE OF THE OECS EDUCATION DEVELOPMENT PROGRAM, JUNE 3, 2003

<http://www->

[wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2003/06/16/000160016_20030616170816/Rendered/PDF/260421Grenada1OECS0Ed0Dev01SecM200310270.pdf](http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2003/06/16/000160016_20030616170816/Rendered/PDF/260421Grenada1OECS0Ed0Dev01SecM200310270.pdf)

World Bank, STAFF APPRAISAL REPORT, GRENADA BASIC EDUCATION REFORM PROJECT 1995

<http://www->

[wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/1995/11/29/000009265_3961019150947/Rendered/PDF/multi0page.pdf](http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/1995/11/29/000009265_3961019150947/Rendered/PDF/multi0page.pdf)

Section 3.7: Organization and Structure of the Educational Systems of the Region

Country: Guyana

I. Summary of Current Educational System

Mission Statement:

To ensure that all citizens of Guyana, regardless of age, race or creed, physical or mental disability, are given the best possible opportunity to achieve their full potential through equal access to quality education as defined by the standards and norms outlined by the Ministry of Education.

1a. Overview of the Education System:

School education:

Primary education lasts for six years. Entry to secondary schools depends on the grades obtained in the Secondary School Entrance Examination, taken at the end of grade 6. Community High Schools prepare students for the Secondary School Proficiency Examination (SSPE) in four years. General and senior secondary schools prepare for the Caribbean Examinations Council Certificate (CXC) in five years. Senior secondary schools provide courses for a further two years leading to the Caribbean Advanced Proficiency Examination (CAPE) or the General Certificate of Education Advanced Level. Vocational education is available in the Industrial Arts, Home Economics and Agricultural Sciences. The Guyana Technical Education Examination is awarded.

Higher education:

Higher education in Guyana is provided by the University of Guyana and by specialized Institutions of higher education: Technical Institutes, a College of Education, a School of Agriculture and a Management Training Institute. Resources come from Government grants. The University is governed by the University Council and the Academic Board.

Main laws/decrees governing higher education:

Decree: Education Act (Amendment) Year: 1976

Decree: University of Guyana Act Year: 1963

Academic year:

Classes from: Sep to: Jul

Languages of instruction: English

1b. Organization of the management of the educational system

The education system is divided into the following areas:

Main Office

Policy Implementation and Support

Ministry Administration

Training and Development

Education Delivery

In addition, there are 10 Regional Education Departments which are managed by Regional Education Officers.

Minister of Education: Dr. Henry Jeffrey

The Permanent Secretary: Mr. Ganga Persaud

1c. The Structure of the levels and cycles

Table 1: Summary of Education System 1999-2000

Type of Institution	Institutions			Students			Teachers			S:T Ratio
	Discrete	Class	Total	M	F	Total	M	F	Total	
Nursery	320	87	407	18768	18187	36955	22	2196	2218	17
Primary	427	1	428	54105	51695	105800	561	3390	3951	27
Primary Tops	0	305	305	7124	5529	12653	267	407	674	19
Community High	33	0	33	7810	5977	13787	215	510	725	19
General High	70	0	70	16000	20055	36055	715	1257	1972	18
Special Education	6	1	7	420	197	617	14	50	64	10
Tech/Vocational	6	15	21	2585	2077	4662	144	71	215	22
Teacher Training	1	0	1	246	1358	1604	121	176	297	5
University	1	0	1	2455	5041	7496	256	115	371	20
Private Schools	7	0	7	831	861	1692	27	93	120	14
TOTAL	871	409	1280	110344	110977	221321	2342	8265	10607	21

Source: Guyana [MOE Virtual Library http://www.sdn.org.gy/minedu/research/stats/stats.htm#a](http://www.sdn.org.gy/minedu/research/stats/stats.htm#a)

OVERVIEW OF THE EDUCATION SECTOR¹

Since 1966, there have been four discernible phases in the evolution of the education system:²

Table 2: Phases in the development of the education system

1966 - 1976	Development of an indigenous curriculum. Expansion of educational opportunities.
1976 - 1990	Free education. Extension of access to educational opportunity.
1990 - 1995	Equality of access. Increase in capacity to meet manpower requirements for future economic development.
1995 - 2000	Free quality education from nursery to age 16 (Basic Education).

Within these phases, following almost universal trends in the region, Guyana's educational effort has had three major emphases.

1. Free Access to Formal Education for All
2. Equity in Education
3. Quality of Education

¹ All education figures are taken from the relevant Digests of Educational Statistics.

² See Macrae Mason Development. *Review of the Ministry of Education's 5-Year Education Development Plan 1995-2000*. Draft report. March 2001. Mimeo. P. 9.

II. Main Challenges:

The main challenges confronting the education system have been identified in the following areas of concern: quality, equity, social, human resources, management, and support.

1. Quality Issues

- a). To provide better ECE.
- b). To develop a more relevant curriculum at all levels of the education system.
- c). To make tertiary education more relevant and capable of contributing to the development of Guyana.
- d). To achieve significantly better levels of literacy and numeracy among students.
- e). To define standards for inputs, processes and outcomes.
- f). To improve infrastructure and equipment.

2. Equity Issues

- a). To improve the quality of education in the hinterland and riverain areas.
- b). To attain universal access to secondary education.
- c). To accelerate the mainstreaming/inclusion of persons with special needs into the education system.

3. Social Issues

- a). To increase stakeholders' level of participation and commitment.
- b). To increase the level of respect for and tolerance of diversity.

4. Human Resources Issues

- a). To produce competent teachers for the system and give them better support.
- b). To reduce the loss of valuable human resources in the system.

5. Management Issues

- a). To improve the managerial capabilities of the MoE.
- b). To decentralise the management of the system.

6. Support Issues

- a). To obtain government and societal support for the MoE at the central, regional and local levels.
- b). To obtain adequate financial resources.

III. Summary of Policies in the Area of Early Childhood Care and Development:

3.1. Early Childhood Education

The 1995 policy goals for Early Childhood Education (ECE) remain relevant. While the target of universal ECE has almost been achieved, the emphasis will now be on ensuring access to children from very poor or very isolated communities and children with special education needs.

Work has begun on the recommendation in the 1995 Education Policy that the first two grades of primary education be conceptualised as an integral part of ECE. Students entering the Cyril Potter College of Education (CPCE) can pursue an option in ECE which allows them to teach either at the nursery level or in the first two grades of primary school. The curriculum for nursery and early primary will undergo further revision so that the foundation for early literacy is laid at this level.

The following policies can be considered major reforms which have begun to be implemented and which will be carried over into the 2003-2007 plan period.

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Source(s):

Guyana Education System

<http://www.unesco.org/iau/cd-data/gy.rtf>

MOE Strategic Plan 2003-2007

<http://www.sdn.org.gy/minedu/research/library/library.htm>

Section 3.8: Organization and Structure of the Educational Systems of the Region

Country: Jamaica

I. Summary of Current Educational System

Mission Statement:

The mission of the Ministry of Education and Culture is to provide a system which secures quality education for all persons in Jamaica and achieves effective integration of education and cultural resources in order to optimise individual and national development.

Its seven strategic objectives are:

- To devise and support initiatives striving towards literacy for all in order to extend personal opportunities and contribute to national development;
- To secure teaching and learning opportunities that will optimize access, equity and relevance throughout the education system;
- To support student achievement and improve institutional performance in order to ensure that national targets are met;
- To maximize opportunities throughout the Ministry's purview that promote cultural development, awareness and self-esteem for individuals, communities and the nation as a whole;
- To devise and implement systems of accountability and performance management in order to improve performance and win public confidence and trust;
- To optimize the effectiveness and efficiency of staff in all aspects of the service in order to ensure continuous improvement in performance;
- To enhance student learning by the greater use of information and communication technology as preparation for life in the national and global communities.

1a. Overview of Educational System

The educational system was slow to reach most Jamaicans until the early 1970s. Even after the abolition of slavery, education remained uncommon; early efforts were conducted mostly by Christian churches. In the late 1800s, some secondary schools created in Kingston served primarily the light-skinned elite. The limited availability of schools, especially beyond the primary level, and the elitist curriculum intensified class divisions in colonial society. A dual system of education, characterized by government run primary schools and private secondary schools, effectively barred a large part of the population from attaining more than functional literacy. In addition, much of the content of formal education in Jamaica was largely irrelevant for students unable to attend universities in Britain. In 1943, fewer than 1 percent of blacks and only 9 percent of the mixed races attended secondary school.

The start of early self-government in 1944 finally cleared the way for increased funding for education. From the establishment of the Ministry of Education in 1953 to independence in 1962, a national education policy was developed that expanded the scope of education and redefined educational priorities. During the 1960s, the major goal of the government in the field of education was the construction of an adequate number of primary schools and fifty junior secondary schools (grades seven, eight, and nine). Until the 1970s, however, the educational system continued to provide insufficient opportunities at the postprimary levels because many of the features inherited from the British educational system remained.

The PNP government elected in 1972 initiated major changes in the educational system. Qualitative and quantitative improvements in education were identified as the key elements of the new government's program during its first term in office (1972-76). The two most important aspects of the program were universally free secondary and college education and

a campaign to eliminate illiteracy. Educational reforms were intended to redress the social inequalities that the system of secondary education had formerly promoted and to create greater access for all Jamaicans to the preferred government and private-sector jobs that typically required a secondary school diploma.

The reforms of secondary education had positive but limited effects. Greater access to educational was the main accomplishment of the reform process, but limited funding may also have lowered the quality of education for the increased numbers of students attending secondary schools. Nevertheless, the introduction of universally free secondary education was a major step in removing the institutional barriers confronting poor Jamaicans who were otherwise unable to afford tuition.

After changes in its literacy policies in the early 1970s, the PNP government in 1974 formed the Jamaica Movement for the Advancement of Literacy (JAMAL), which administered adult education programs with the goal of involving 100,000 adults a year. Although in 1987 specific data were lacking, increases in the national literacy rates suggested the program was successful. Literacy rates increased from 16.3 percent in 1871 to 47.2 percent in 1911, 67.9 percent in 1943, and more than 85 percent by the late 1970s.

The educational system in Jamaica was quite complex in the 1980s. The public school system was administered principally by the Ministry of Education and regional school boards. Four major levels (preprimary, primary, secondary, and higher education) were divided into a number of different types of schools. The preprimary level was made up of infant and basic schools (ages four to six); primary education was provided at primary and "all-age" schools (grades one through six). Secondary schools included "new" secondary schools, comprehensive schools, and technical high schools (grades seven through eleven) as well as trade and vocational institutes and high schools (grades seven through thirteen). The twelfth and thirteenth years of high school were preparatory for university matriculation. The government also administered a school for the handicapped in Kingston.

Although education was free in the public schools and school attendance was compulsory to the age of sixteen, costs for books, uniforms, lunch, and transport deterred some families from sending their children to school. Public school enrollment ranged from 98 percent at the primary level to 58 percent at the secondary level in the early 1980s. Schools were generally crowded, averaging forty students per class.

There were also some 232 privately run schools in Jamaica, ranging from primary to college. The total enrollment in private schools was 41,000, or less than 7 percent of total public school enrollment. Most private-school students were enrolled in university preparatory programs. Both public and private schools were characterized by numerous examinations that determined placement and advancement. This testing material was originally British, but by the 1980s the Caribbean Examinations Council was increasingly the author of such tests.

Several colleges and universities served a limited number of Jamaican students. These included the largest campus of the University of the West Indies (UWI), the College of Arts, Science, and Technology (CAST), the College of Agriculture, various teachers colleges and community colleges, and a cultural training center made up of separate schools of dance, drama, art, and music. Located at Mona in the Kingston metropolitan area, the UWI was the most prominent institution of higher learning on the island, offering degree programs in most major fields of study. As a regional university serving the needs of all the Commonwealth

Caribbean islands, the UWI also maintained campuses in Trinidad and Tobago and Barbados. Approximately 5 percent of the Jamaican population participated in university studies, although some students pursued their academic training outside the Caribbean. In 1985 the government announced plans to begin reorganizing higher education, including the eventual merger of CAST and the College of Agriculture into a polytechnical institute or a university.

In the early 1980s, the government reoriented its development strategies for education, emphasizing basic education in grades one to nine and human resources training. The government's plan stressed rehabilitating and upgrading primary and basic education facilities, improving the quality and efficiency of basic education, implementing a full curriculum for grades seven to nine in all-age schools, and establishing an effective inservice training program for teachers. Problems in secondary education were also identified, such as the existence of a complicated, secondary school system that produced graduates of varying quality and wasted scarce financial resources.

The goals of developing the human resource potential of the population intended to provide educational opportunities for students to prepare them for the types of jobs available in Jamaica. According to Prime Minister Edward Seaga, elected in 1980, a major policy in the area of primary education was to ensure that primary school graduates achieved functional literacy. Secondary education was restructured to provide students with an education sufficient to meet the requirements of upper secondary school. The government reported in June 1986 that only 9,000 of 82,000 students in lower secondary schools were receiving an acceptable level of education.

At the postsecondary level, the most important initiative of the government was the Human Employment and Resource Training Program (HEART). Announced in 1982, HEART aimed at providing training and employment for unemployed youths finished with school. In 1983, roughly 4,160 persons began job training or entered continuing business education classes. In 1985 six specialized HEART academies provided training in agriculture; hotel, secretarial, and commercial services; postal and telegraph operations; industrial production; and cosmetology. Nearly 1,400 persons completed agricultural or construction trades programs administered by the Ministry of Agriculture and the Ministry of Youth and Community Development. The HEART program called for the eventual construction of 12 academies capable of training 500 youths at a time in various skills. The program's critics charged, however, that funds could be better spent on community colleges.

Education became increasingly politicized in the late 1980s, mostly as a result of the scarcity of resources. Spending on education declined to about 11 percent of government expenditures in the early 1980s, after peaking at nearly 20 percent of the 1973 budget. Issues of increased pay for teachers and renewed tuition expenses at the UWI threatened to make education a national political issue.

1b. Organization of the management of the educational system

Responsible authorities:

Ministry of Education, Youth and Culture

Head: Maxine Henry-Wilson, Minister

P.O. Box 498

2 National Heroes Circle

Kingston 4

Jamaica

Tel: +1876 922-6328
EMail: edpersc@cwjamaica.com

Role of governing body: To administer, finance and coordinate public institutions and regulate the private ones.

University Council of Jamaica

Head: Dennis Irvine, Chairman
Administrative officer: Ethley D. London, Executive Director
International relations: Thelma Stubbs, Information Officer
6b Oxford Road, 2nd floor
Kingston 5
Jamaica
Tel: +1876 929-7299
Fax: +1876 929-7312
EMail: ucjlonde@infochan.com
WWW: <http://www.ucjamaica.com>

Role of governing body: Statutory body established to increase availability of university-level training through the accreditation of programs offered by other tertiary institutions.

Association of Universities and Research Institutes
c/o University of the West Indies, Mona Campus
Kingston 7
Jamaica

1c. Structure of the levels and cycles

Pre-higher education:

Duration of compulsory education:

Age of entry: 6
Age of exit: 12

Structure of school system:

Primary

Type of school providing this education: Primary School
Length of program in years: 6
Age level from: 6 to: 12
Certificate/diploma awarded: National Assessment Programme (NAP)

First Cycle Secondary

Type of school providing this education: First-Cycle Secondary School
Length of program in years: 3
Age level from: 12 to: 15

Second Cycle Secondary

Type of school providing this education: Second-Cycle Secondary School
Length of program in years: 2
Age level from: 17 to: 19
Certificate/diploma awarded: General Certificate of Education Advanced 'A' Level

Sixth Form

Type of school providing this education: Higher Secondary School

Length of program in years: 2

Age level from: 15 to: 17

Certificate/diploma awarded: Caribbean Examinations Council Secondary Education Certificate (CSEC)/General Certificate of Education Ordinary O Level

Primary education covers six years from age 6. At the end of this cycle pupils used to sit for the Common Entrance Examination, which has become the National Assessment Programme and which is the basis of selection for secondary education. Secondary education covers five years (grades 7 to 11) with an additional two years (grades 12 to 13) for those wishing to proceed to higher education. High schools are the most selective, providing a programme of a maximum of seven years leading to the Caribbean Examinations Council Secondary Education Certificate after five years (grade 11) and GCE Advanced 'A' levels after a further two years (grade 13). New secondary schools provide a five-year course. After four years pupils may take the Jamaica School Certificate (grade 10) and the course usually culminates in the Secondary School Certificate (grade 11).

Higher education:

Jamaica is affiliated to the University of the West Indies (UWI), a regional institution with campuses in Jamaica, Barbados and Trinidad. The Mona campus (one of three campuses) is located in Kingston and is the site of the central administration of the university. The University of Technology, Jamaica Utech, formerly the College of Arts, Science and Technology, is Jamaica's only national university. Utech achieved university status in September 1995. Educational policy-making is the responsibility of the Minister of Education, Youth and Culture in collaboration with the Cabinet of Ministers. Education is financed centrally and the government provides most of the funds. There are currently three private institutions which offer certain Degree programmes recognized and accredited by the University Council of Jamaica. They are: The Jamaica Theological Seminary, which offers a four-year Bachelor of Theology course, the Caribbean Graduate School of Theology, which provides Master's Degree programmes in Counselling Psychology and Theology, and the Northern Caribbean University, formerly West Indies College, which offers Associate and Bachelor Degree programmes in Biological Sciences and Business Studies.

Main laws/decrees governing higher education:

Decree: University Council of Jamaica Act Year: 1987

Concerns: University

Academic year:

Classes from: Sep to: Jun

Long vacation from: Jun to: Sep

Languages of instruction: English

School education:

Primary education covers six years from age 6. At the end of this cycle pupils used to sit for the Common Entrance Examination, which has become the National Assessment Programme and which is the basis of selection for secondary education. Secondary education covers five years (grades 7 to 11) with an additional two years (grades 12 to 13) for those wishing to proceed to higher education. High schools are the most selective, providing a programme of a maximum of seven years leading to the Caribbean Examinations Council Secondary Education Certificate after five years (grade 11) and GCE Advanced 'A' levels after a further two years (grade 13). New secondary schools provide a five-year course. After four years pupils may take the Jamaica School Certificate (grade 10) and the course usually culminates in the Secondary School Certificate (grade 11).

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II. Main Challenges:

III. Summary of Policies in the Area of Early Childhood Care and Development:

Jamaica's implementation plan was executed and the following achievements were gained through strong partnership with the Government of Jamaica (GOJ), international and national funding agencies, private sector organizations and individuals.

1. Legislation, Policy and Inter-Sectoral Co-ordination

Integration policy for streamlining early childhood programmes and services approved by government.

Activities include:

- Merger of administrative structure of the Early Childhood Unit and Day Care Unit - Instrument of transfer signed and Day Care Unit transferred to the Ministry of Education, Youth & Culture (MOEYC) August 1998.
- National Co-ordinator for Integration hired by the MOEYC.
- Integration Advisory Committee, which is an inter-agency group (health, education, community development, planning, NGO's, service clubs and the University of the West Indies, established to guide the integration process.
- National policy for children development.
- Day Care Act which prescribes Standards and Regulations governing service provisions for birth to three years-old submitted to Parliament.
- Draft Child Care and Protection Act submitted for public comments.
- Guidelines for Management of Basic School Programme merged with the Day Care Standards and expanded to include registration of early childhood institutions with emphasis on improving the quality of service delivery. These guidelines will be submitted for Cabinet's approval prior to implementation.
- Collaboration between health and education to incorporate resilience training into the school health programme.
- Collaboration with Ministry of Local Government, Youth and Community Development through Community Alliance in Support of Education (CASE) to promote greater community involvement for Early Childhood development.

2. Integrated Social Planning and Financing

The Ministries of Education and Finance have incorporated support from various funding agencies and stakeholders into a comprehensive corporate plan for the Early Childhood sector (e.g. profiles, project of Planning Institute of Jamaica Resource Centre upgrading).

Development of Data Management System

Census data and quality monitoring and evaluation instruments developed; data collection on Early Childhood institutions 95% complete.

3. Equitable access to quality provisions for children in high situations.

(a) Equitable Access:

- Expansion of the Home Visiting Programme which provides Child Care services for unemployed parents in the birth to three (3) age cohort. Four parishes to be covered by September 2000.
- Upgrading of Early Childhood centres through Jamaica Social Investment Fund (JSIF) and Caribbean Development Bank (CDB) projects.
- Provision for children with exceptionalities currently participate in all national exams with whatever modification necessary.

(b) Quality Provisions:

- Provision of Teaching/Learning materials by MOEYC and stakeholders.
- Upgrading of parish resource centres.
- Establish Resource Centre at Mona Campus to support regional development in Early Childhood Education Development (ECED).
- Increase the number of college-trained early childhood teachers in basic schools.
- Increase the number of service providers by engaging National Youth Service volunteers as teachers' aides.
- Cascade management training of 1,600 corresponding chairmen of basic schools, 1,600 basic school teachers, 342 day-care operators in progress.

4. Training and Curriculum Development

Areas of Emphasis: a. Development of Occupational Standards for Early Childhood service providers levels 1-3. b. Integrating the use of computer technology into Early Childhood education.

In the area of training, performance standards have been developed for birth to age six (6) for example:

- Occupational Standards for early childhood workers levels 1-3.
- Infant Care Curriculum being piloted.
- 3-5 year-old curriculum being revised.

5. Research to inform development

- Research study of the transition from pre-school to grade one to identify the problems encountered and recommendations for implementation made. Findings shared with stakeholders, recommendations being implemented.
- Research on iron-deficiency anaemia and its impact on cognitive development completed in Kingston Metropolitan Region (K.M.R.)
- Strategic/Operational review of national Early Childhood programmes to facilitate strategic planning in progress.

The Way Forward

- Upgrading of current Integration Advisory Committee (IAC) to inter-sectoral National Advisory Councillor Commission.
- Formulating a National Parenting policy.
- Establishing formal licensing system for Early Childhood institutions with appropriate inspectorate.
- Establishing certification system for early childhood service providers based on occupational standards.
- Establishing accreditation system for Early Childhood institutions based on facilities standards.
- Institutionalising Home Visiting Programme by taking current model to scale.
- Increasing access of children birth to four years-old to child care services by supporting clusters of home-based centres around satellite demonstration centres.
- Increasing enrolment of four to six year (4-6) cohort to 100% by 2002.
- Lowering of child-adult ratios in ECIs based on proposed standards.
- Upgrading of learning environment to facilitate development of appropriate service delivery.
- Increasing budgetary allocation for ECED to 5% (minimum).
- Institutionalise ongoing mechanisms for public education on ECED.
- Formulating policies to facilitate transition from pre-school to primary school.

Source(s):

Official Ministry of Education, Youth, Culture Website
<http://www.moec.gov.jm/>

Jamaica Education System
<http://www.unesco.org/iau/cd-data/jm.rtf>

Country Studies: Jamaica Education
<http://country-studies.com/caribbean-islands/jamaica---education.html>

The Early Childhood Education Programme - Dudley Grant Memorial Trust
http://www.unicef.org/evaldatabase/index_14469.html

Section 3.9: Organization and Structure of the Educational Systems of the Region

Country: St. Kitts and Nevis

Mission Statement: The Ministry of Education (MoE) will seek to provide for all citizens and resident, a comprehensive programme of lifelong education for all in order to enable individuals to develop their full potential, and allow them to make a meaningful contribution to nation building. Education will continue to be emphasized as a fundamental human right and a major factor in national development (MoE 5 -Year Plan 1995 - 2001).

I. Summary of Current Educational System

1a. Organization of the management of the educational system

Since 1967, St. Kitts and Nevis has a comprehensive system of education that replaced the traditional Grammar School system. Under this system, all primary school children at the age of 11+ years are admitted into secondary school.

Formal education is offered at the following levels:

- Pre-primary education
- Primary education
- Secondary education junior level
- Secondary education senior level
- Tertiary education

Today, St. Kitts and Nevis has attained universal access to both primary and secondary education. In fact, less than 2% of primary school children do not benefit from secondary school education, mainly by choice.

(Source: St. Kitts and Nevis Experience: Increasing Access to Early Childhood Development Programmes 1990-2001: Reaching the Un-Reached and Licensing of ECD Countries, Paper presented at the Fifth Sub Regional Meeting on Education for Experts in Education and International Cooperation held on August 2-3, 2001.)

Several agencies and regional bodies have worked and are still working closely with the Government in respect to EFA. For instance, UNICEF has funded Early Childhood Development (ECD) programmes before and during the 1990's. The Organization of East Caribbean States (OECS) through its OERU is coordinating a number of training programmes. The Secondary Teachers' Training Programme (STTP) is sponsored by OECS/EDF/UWI. There are also an OECS Training of Trained Teachers, a Management Training Programme for Principals, and a Training Programme for Beginning Teachers.

Finally, the Government of St. Kitts and Nevis has applied and was successful in obtaining a large loan from the World Bank to improve the Basic Education Programme.

1b. Organization of the management of the educational system

Responsible Bodies:

The Director of Education Planning manages all Basic Education goals, strategies and /or plans. The Director examines the goals, strategies and/or plans and reports his recommendations to the Permanent Secretary in the Ministry of Education. The Permanent Secretary then examines these recommendations and reports them, as well as any changes, to the Minister of Education. These are reported to the Cabinet, (Government Ministers) the body that makes the final decision.

1c. Structure of the levels and cycles

PRE-PRIMARY / EARLY CHILDHOOD EDUCATION

Traditionally, pre-primary education occurred outside the parental home and provided on an adhoc, unstructured basis. The Government of St. Kitts and Nevis considered the situation unsatisfactory and within the past ten years some significant changes were made.

An important first change resulted in the creation of position of Early Childhood Development (ECD) Education Officer. This officer was charged with the responsibilities of co-coordinating the Early Childhood development daily activities, supervising teachers, and conducting workshops for teachers and other ECD workers.

There was an increase in the number of centers and by extension, an increase in registration of Pre-primary schools. With such registration came an increase in government monitoring of standards and regular supervision of centers. For example, health and safety regulations were checked, as well as, profile, value and importance of ECD to the community were raised.

Communication with parents increased. There was also an increase in outreach and public awareness activities. A greater sense of partnership resulted between parents, caregivers and the MoE. Additionally, the system was intended to align education more closely with the child's and parents' realities.

Regular monthly workshops for ECD teachers and other workers were initiated. These provided the teachers and workers with pedagogical knowledge and skills that will enable them to provide better care and training for their pupils.

More teachers were exposed to external training to ensure they were provided with additional training to improve their quality of teaching.

With an improvement in the training of teachers, the quality of teaching, an increase in the number of centers, greater monitoring of standards and greater supervision of centers resulted in an improvement in the quality of education at the pre- primary level.

EFA Goals & Targets

To achieve the ideals of its mission statement, the Ministry of Education (MoE) has advanced five goals that would guide the activities in Education for the next six years (1995 - 2001). These are:

- To ensure that every citizen in the Federation has to access to all forms and levels of education and training, consistent with their level of development and their aspirations.

- To enable people to obtain ideals and aspirations that they could not achieve before; that is, to learn and apply information, attitudes, values and skills previously unavailable to them.
- To ensure that the learning environment in our schools and college is amenable to learning and that adequate support systems are available for teachers and students.
- To promote continuous curriculum reform at all levels of the Education System
- To promote excellence and equity in our school system. Excellence will be promoted by encouraging high standards of performance for all who graduate from schools and college in the Federation and equity, by ensuring that our system of education is truly comprehensive and seeing to it that everyone who is capable of learning graduates with some meaningful and employable skills (MoE, 5- Year Plan 1995 - 2001).

The following targets were set in an effort to meet the stated goals in the area of:

EARLY CHILDHOOD EDUCATION

- To provide fully equipped day care centers and pre-schools in each community in St. Kitts and Nevis.
- To institute a comprehensive programme of training for staffers in day care centers and pre-schools.
- Increase the staff for nurseries and pre-schools by providing Teachers' Aides in each pre-school.
- Introduce an Early Childhood Teacher Training Programme at the College Of Further Education (now Clarence Fitzroy Bryant College) Division of Teacher Education leading to a UWI Trained Teacher's Certificate.

MAIN CHALLENGES

During the last ten years the country experienced three hurricanes (Georges, Marilyn and Louis). The last one, Hurricane Georges, was major hit on the island. They have slowed the progress towards specific EFA goals and targets. For instance, the hurricanes damaged school buildings, textbooks, curricula materials and other equipment. In an effort to have the schools operating as soon as possible, the Government had to spend monies that would otherwise be used towards EFA goals, targets and programmes.

Another difficulty experienced during the last ten years was that of human resources. There were some teachers who lacked the content and pedagogical knowledge required for the level they teach. For instance, some teachers had the four subjects required to enter the Education System but they were Economics, Accounts, Principles of Business and English. Three of those subjects are not taught in the Primary Schools. Therefore, such teachers had difficulties when they had to teach Science, Social Studies and Mathematics. Fortunately, the MoE has initiated some training programmes to address such problems.

Issues of equity also continue to pose a challenge for St. Kitts and Nevis, particularly for those children of lower academic ability and aptitude.

Public Awareness, Political Will and National Capacities

The Government is committed to achieving the National EFA goals. This is evident from a number of initiations. First, a comprehensive Basic Education proposal was developed. It covers the physical component (new schools, repair and addition to existing ones), training for teachers in priority subjects (Mathematics, the other Sciences, and languages), establishment of Curriculum Development Unit, Teacher Resource Centre and improving the assessment and evaluation of pupils in particular, the Test of Standards. Secondly, the Government approached the World Bank with the proposal and obtained a loan to implement the proposal. Since that time some schools were expanded and others are under construction. Those schools have more classroom space, room for library, science and computing laboratories. Teachers are trained up to a degree level in priority subjects; the Curriculum Development Unit and a Teacher Resource Centre were established

General Assessment of the Progress

The MoE agreed upon some EFA goals and programmes that were appropriate and attainable. Some of them were achieved. Four of them were mentioned as principal achievement (see Effectiveness of EFA strategy, plan and programmes). Other achievements include

1. provided computers in some Primary Schools
2. provided in-service training for new teachers
3. provided training for Principals
4. improvement in the preparation, administration and recording of Test of Standards and
5. Successful preparation of three training programmes - providing professional training for graduate teachers, retraining of trained teachers and an induction programme for beginning teachers.

Summary of Early Childhood Care and Development:

Perhaps the most encouraging and unique aspect of the SKN programme is that this is the first government within the English-speaking Caribbean to have passed legislation and established a working system of regulations which LICENCE all pre-primary services. Other countries are posing this change, but St. Kitts-Nevis is the first to have it in place and working. In this SKN is unquestionably a model for the rest of the Caribbean. In fact later this week Mrs. Walters, the present Coordinator of the Early Childhood Unit, will be with me in St. Vincent to lead the early childhood sector players there in a workshop on regulation and monitoring systems.

Although registration of centers had been required for some time, and certain standards had to be met for initial registration, general standards of provision had begun to slip. The evaluation of the programme undertaken by the Early Childhood Unit with assistance from UNICEF in 1994 confirmed some of this "slippage". In 1994 the enabling legislation was passed to establish an authority to regulate and license childcare facilities, interpreted in the regulations to include all out-of-home care for children prior to primary school enrollment.¹³ Standards for effective provision were developed along with an assessment process, and in November 1997 all centers received notice that they would have to re-register, thereby having to meet the basic standards required for registration.

There was some resistance and anxiety at first, understandably. Private centers, particularly, had some worries about the intrusive intentions of government into their personal businesses. After discussions with the Early Childhood Unit's Coordinator and 4 resource teachers, I understand why this resistance was short-lived. The team members see their monitoring role as primarily encouraging and persuading – not as punitive. At first visit, all areas needing improvement were spelled out in writing and a timeframe for making the improvements was agreed to on both sides. Then at second visit, if

all improvements had been completed, a license was recommended. Getting up to the mark became almost a competitive exercise, and the ECU team has used this impetus very resourcefully.

For example, the approved licenses are presented once a year, during a high-profile Child Month of activities; the licenses are presented personally by important officials at a prestigious hotel event. Those who didn't measure up one year are going to be sure to be seen on the podium the following year! Secondly, the proceeds of all fund-raising events during Child Month (organized by the Early Childhood Unit) are used for supplying the needs of centers to enable them to reach required standards. Third, encouraging parent and management committees, to tackle some of the centers' needs was also salutary. Parents in the process were made more aware of the standards themselves and the reasons for them; cooperation from the parents has generally increased. (I saw several examples of parent contributions during my short visit.)

The Unit reports that standards have risen remarkably overall since the institution of the re-registration and licensing exercise. And, licensing renewal is required annually. Unit resource teachers, responsible for monitoring centers, report that communication with centers has also greatly improved, because the licensing exercise has made very transparent what is expected and what must be sustained in order to provide early childhood services in St. Kitts-Nevis.

Licensing is also used as a tool for enforcing parent involvement and development of parenting education at each centre. If centers don't have monthly parent meetings, they don't get licensed – simple. And the parent meetings can't be just about centre business and fund-raising. At least 50% of each monthly meeting must be on a topic of interest for the parents themselves. Parents cannot miss three meetings in a row, either, or they can lose their child's space at the centre. Thus government licensing underscores the critical importance of the partnership between centers and parents in mutual responsibility for their children.

Early Childhood Development Unit

There are seven recommendations made to improve the Early Childhood Development Unit. These are

1. That the Resource Centre be expanded and upgraded as a matter of urgent need.
2. That another Centre to accommodate children (nursery to pre-school) is made available in the West Basseterre Area.
3. That a Teachers' Aid be employed in every Government Pre-school
4. That a heavy-duty photo-copier be purchased for the Early Childhood Unit.
5. That a new vehicle and driver be provided for the exclusive use of the Early Childhood Unit.
6. That fire extinguishers be installed in each Government Centre, and that staff be trained to use them.
7. That a First Aid Kit be installed in every Centre and that staff be given a short course in the use and administering of first aid treatment.

1. BACKGROUND

The Early Childhood Development Unit in St. Kitts-Nevis had set itself the objective of providing high quality care and education to the maximum number of children in their early years.

Analysis of the existing situation indicated that the number of available day care and pre-school centres were inadequate to service the entire birth to two and three to five age cohorts respectively.

This was illustrated by the enrolment data for 1998 that indicated that out of a birth to three cohorts of 4,190 children, only 534 (13%) had access to institutional care^{3 [1]}. A similar situation existed for the three to five age cohorts, although the relevant supporting data was not available.

2. REACHING THE UNREACHED PROJECT

In an effort to address this problem the Reaching the Unreached Project was initiated in 1997. This project has two (2) components,:

- (a) The Reaching Children Where They Are (RCWTA) project for children 0 to 3 years of age; and
- (b) The Preschool Expansion Programme (PEP) for children 3 to 5 years of age.

2.1. Reaching Children Where They Are (RCWTA)

The RCWTA component is aimed at improving the early childhood skills of parents and caregivers, who have had no access to any formal early childhood development facilities.

The program focuses on home-based nurseries that are registered with the Early Childhood Development Unit. These nurseries are homes in which adults (parents) care for three or more children aged between birth and three, generally from the same family and/or other families in the neighborhood. Each parent pays a weekly fee to the caregivers as payment for the service. This fee varies from Centre to Centre.

These home-based nurseries are a prevalent feature of the early childhood service provision in St. Kitts-Nevis and in 2002 constituted 62.5% of all registered nurseries^{4 [2]} in the Federation. In an effort to ensure provision of quality service, the Early Childhood Development Unit conducts an annual two-week Orientation Workshop for new nursery workers and those whose skills need to be upgraded.

The RCTWA works with nurseries that meet any of the following criteria:

- Lack of the necessary equipment and toys;
- Care givers did not attend the Orientation Workshop - primarily because they did not feel comfortable leaving non-family members in their homes to care for the children;
- The standard of care offered is considered inadequate by the Early Childhood Development Unit.

The selection of participants is done by the Early Childhood Coordinator, on the recommendation of the Resource Teachers.

The program provides early stimulation for 90 minutes per week to children 0 - 3 years in these nurseries at a time convenient to the caregivers. It involves the planning of stimulating activities for the children, the lending of toys and manipulatives to the nursery and the training of parents and care givers in their homes to give them ideas on how they can effectively care for the children and create a stimulating environment in the home.

A typical module contains ten (10) visits during which ten (10) concurrent sessions are run for the children and for the caregivers. At the end of each session manipulatives and activities are left with the caregivers to work with the children until the next visit.

The early childhood educators work in teams of two (2) and visit two (2) homes weekly.

After the ten (10) sessions are completed in each home the early childhood educators move on to another two (2) homes but pay regular visits to previous homes to check on the progress of the children and the caregivers. The same module is used as teachers move from home to home.

2.2. Preschool Expansion Programme (PEP)

The PEP component is aimed at providing preschool services to forty (40) additional children per year, between 3 - 5 years of age, from 3: 30 pm to 5 - 30 pm three (3) days per week.

These children are not attending regular pre-school because of lack of space at the existing centers. They are selected for the program on a first come first serve basis, from applicants to the program.

Early childhood educators conduct afternoon sessions with these children in a designated preschool. Though some adjustments were necessary, the same schedule for the full day's programme was followed. The lunch, rest time and afternoon circle periods were excluded while some of other segments were done in reduced time.

3. OUTCOMES

This initiative is proving to be very interesting and rewarding for the children, the caregivers, the parents and the teachers, via:

- *The children* were able to engage in more constructive play with a variety of developmentally appropriate materials. They learnt a variety of nursery rhymes and songs, their vocabulary increased as they learn the names of body parts, names of objects and other basic concepts. They also learnt to engage in conversation with adults. The children also adapted well to the routine introduced by the teachers.
- *The caregivers* in the RCTWA program were cooperative and receptive. The majority of them were motivated to provide a stimulating environment. They showed improvement in their childcare practices - in care and stimulation and adult/child interaction.
- *Some parents* also expressed appreciation for the program as they saw positive changes in their children's behaviour or activities at home.
- The *Resource Teachers* also reported that there was significant transformation in the children's behaviour in both the PEP and the RCWTA programmes.

3.1. Beneficiaries

The total number of children already reached by the Reaching the Unreached (RTU) programme since 1997 now stands at one hundred and thirty one (131).

3.1.1. Reaching Children Where They Are (RCWTA)

Approximately nine (9) homes were visited in the Reaching Children Where They Are (RCWTA) programme and twelve (12) caregivers in these home based nurseries received basic training in child care. One hundred and one (101) children benefited from these interventions.

3.1.2. Preschool Expansion Programme

The children who attended the Preschool Expansion Programme were eventually incorporated into a regular preschool. To date the target of reaching forty children per year has not been realized. The number of children reached to date was:

- 1997/1998 - 7
- 1998/1999 - 10
- 1999/2002 - 13

The problem is that some parents who are interested want their children in a full day programme while they are at work. Other parents live in the rural areas and have difficulty accessing the programme. To address this problem the programme will be implemented in the rural areas.

3.2. Facilitating Factors

The outcomes achieved to date has benefited from a number of facilitating factors:

- Availability and easy access to adequate preschool facilities.
- Trained early childhood educators.
- Cooperative caregivers
- Funding support from donor agencies and the government.

Sources:

EARLY CHILDHOOD INVESTMENT IN ST KITTS AND NEVIS: A MODEL FOR THE CARIBBEAN?
<http://www.uwichill.edu.bb/bnccde/sk&n/conference/papers/JBrown.html>,

EDUCATION FOR ALL IN St. Kitts and Nevis: ASSESSMENT 2000
(http://www2.unesco.org/wef/countryreports/st.kitts_nevis/rapport_1.html)

Targeting Children at Risk: The Case of St. Kitts and Nevis, prepared by Leon Charles for UNICEF
<http://www.caribecd.org.jm/2002CONF/guyanaconf/EDUCATION%20Issues/St.%20Kitts.Nevis%20-%20Targeting%20Children-at-Risk.htm>

Section 3.10: Organization and Structure of the Educational Systems of the Region

Country: Saint Lucia

I. Summary of Current Educational System

Mission Statement: To provide equity of access increased opportunity and quality service in the areas of education, human resource development, youth and sports for the continuous development of the people of St Lucia.

1a. Overview of Educational System

Strong political commitment to education in St. Lucia has been accompanied by sustained, relatively high levels of public investment in school construction and allocation of the highest proportion of public recurrent budget to education of any OECS country (averaging 22 percent over the past five years). The education system is widely recognized as among the most advanced and innovative in the Eastern Caribbean. The expansion in coverage has been rapid. At the primary level, the present network includes 84 schools, geographically dispersed across the nation's distinct regions, albeit heavily concentrated in the Castries area. In 1993/94 a total of 31,487 children were enrolled in the primary system, representing a gross enrollment rate of 128 percent and net enrollment rate of 98 percent. Thus, the country has achieved almost universal access to primary education.

The Saint Lucia Education Act (1997) stipulates compulsory education for all students up to 16 years. The Act makes provisions for different categories of schools, including All-age Primary to fit into the existing complex operating structure for basic education. The

Ministry of Education Annual Work Plan provides guidelines and directions for schools. Among the goals for primary education include: improving and upgrading the physical plant of existing schools; building new schools to ease congestion; upgrading and retaining teachers through expanded opportunities for teacher education.

The Church shares the management of primary education with the Ministry of Education with the latter playing the predominant role. Schools built and managed by the government are public schools. Responsibility for educational policies and programmes is vested in the Ministry of Education.

It was projected that Saint Lucia would attain universal primary education by the year 2000 and universal secondary by year 2005. Secondary Schools Net Enrolment was 10,484 in the academic year 1997/98. That number represented approximately 50% of the national secondary school cohort. The Ministry of Education reported in its Education Plan 1994 - 1999, net enrolment rates of 95 to 98% and 40 to 50% at primary and secondary schools respectively. In 1998/99, the secondary school population was 11,847 students.

1b. Organization of the management of the educational system

Primary responsibility for educational policy and programme is vested in the Ministry of Education Human Resource Development, Youth and Sports. Beyond its role in formulating educational policy and standards, it designs and oversees operation of the school system, consistent with its mandate. It is also charged with ensuring that delivery of the nation's educational programme is consistent with the Sector Plan now under review under the Basic Education Project.

The Ministry comprises of three departments: Education, Human Resource Development, Youth and Sports. The Administration Section is responsible for all planning, financing and budgeting activities of the sector, examinations, information technology, research and statistics. The Education Section, under the management of the Chief Education Officer (CEO), is assisted by a team of professionals and support staff, including a

The Deputy Education Officer/ Planning and Development, Education Officers for Infant, Primary, Secondary, Adult Education and Curriculum, and eight District Education Officers (DEOs) are responsible for overseeing primary school operations at their respective district level. The DEOs collaborate closely with the Curriculum Officers (COs) from the Curriculum and Materials

Development Unit (CAMDU), the unit responsible for developing, testing and disseminating education materials to the school system.

Administration is centralized in terms of personnel, resources and decision making, with some discretionary authority assigned to the district or school level. Attempts are being made in light of budgetary constraints to fill key posts in the Head Office, namely, Education Officers for Special Education and Technical and Vocational Education. At the school level, Principals are appointed with authority that is defined in the Education Act. They assign teachers as 'year heads' (each coordinating a secondary school grade level) and 'department heads' (each responsible for a subject area at the secondary school).

The system of education data collection, processing and reporting, and feedback needs improvement in terms of quantity and quality. An improved system would better inform management in a timely, reliable manner, and provide a basis for policy making in the sector. The Research Officer designed a strategic research plan, but a well defined data collection and reporting system and appropriate software will facilitate the timely processing of educational data, including surveys and statistics. Improved financial and personnel records' maintenance will enhance monitoring and analysis of expenditures and staffing. To facilitate greater efficiency in the Ministry's finance and accounting, a Financial Analysis has been appointed to oversee the operations of the Accounts Unit.

Presently, six education districts are operative. Government's decentralization plan, however, expects that in the new academic year 1999 to 2000 all publicly provided services to be organized into common administrative groupings, paralleling the country's eight districts. The additional two districts will become on stream in the new academic year, 1999 to 2000.

Before the change to eight districts, the distribution of schools and teachers was highly uneven among these districts, with Districts 1 and 4 encompassing 48% of the total number of teachers and 46 % of all primary schools. Distribution of schools and teachers is culture-bond. Districts 1 and 4 are highly populated and therefore, need more schools whereas; in other districts each school is located in a community. District Education Officers have the primary responsibility for day to day supervision of school operations. Consequently, the size of the district as well as the capacity of the DEO has a direct impact on the performance of this key role.

The church plays a significant role in education. It is represented by Denominational Boards and has authority to approve appointment of principals to church-affiliated schools as recognized in the Education Act No. 18 of 1977. The majority (64) of the primary schools and two of the secondary schools are managed by a denomination, largely the Catholic Church, albeit that their operating costs are met by the Government.

1c. Structure of the levels and cycles

The education system of Saint Lucia is organized into four principal levels: pre-schools, primary, secondary and tertiary education. Pre-school education is voluntary. An estimated 91 percent of children participate in some pre-school programmes, all of which are privately financed and delivered. Students commence their compulsory education cycle at around 5 years of age at the primary level, which is organized into two phases: an 'Infant' programme comprising three grades 1 to 3 which most children complete in three years, followed by a four-year 'primary' education, comprising grades 4 to 7.

Students who obtain the best scores on the Common Entrance Examination taken at the end of Grade 7 are assigned to secondary schools where they pursue a five-year course of study, organized into Forms 1-5. Upon completion of Form 5, those who perform well enough in the Caribbean Examination Council (CXC) or General Certificate Examination (GCE) have the option of moving into tertiary education, the remainder might join the labor market. Given that compulsory education is from age 5

through 16, (previously exist age was 15 years) students who are not assigned to secondary schools subsequent to the CEE pursue a three-year 'senior primary' course, provided in All-age and Senior Primary Schools. This course is academic and similarly structured as the primary programme but designed mainly as preparation for the world of work.

Those students placed in these alternatives at the senior primary and upper primary schools follow one of two routes. At the end of the senior primary course, those who pass the Common Middle Examination (CME) are given a 'second chance' by being placed in Form 3 of the secondary school, to the extent that places are available. For the majority of students, however, senior primary or upper primary schooling reflects the terminal point in their formal education. Presently, approximately 500 youth around 15 years of age exit All-age and Senior Primary Schools annually although the Government made provision in the Education Act 1997 to raise the compulsory age for schooling to 16 years. National labor laws prohibit employment of youth until 16 years of age, the ensuing hiatus between the end of students' formal education and the possibility of labor force entry places numbers of youth at social risk.

The country has one tertiary education institution - the Sir Arthur Lewis Community College (SALCC). Within SALCC, courses are disturbed across five units - the Departments of Nursing, Education and Midwifery, and of Continuing Education, and the Divisions of Arts, Sciences and General Studies, of technical Education and Management Studies, and of Teachers Education and Education Administration (DTEAA). Those students wishing to pursue more advanced studies attend overseas institutes, colleges and universities. Until recently, Form 6, which prepares students for entry into university level courses, was offered only at the SALCC. This institution's location in Castries makes access difficult for many students from the southern portion of the island. The Ministry of Education introduced Form 6 at the Vieux-Fort Comprehensive Secondary, Campus B, at the beginning of the 1994/95 academic year, to open places for students in the South.

II. Main Challenges:

Though primary school coverage has increased, the actual number of children enrolled in primary schools has been falling steadily in recent years (amid a slowdown in population growth to a current average annual rate of 1.6 percent) from a peak enrollment of 32,809 in the 1987/88 academic year. Primary enrollments decreased by 501 children between the 1992/93 and 1993/94 academic years alone. At present population growth rates, the primary school age population is projected to decline further until around the Year 2000, and then remain more or less constant.

The attainment of almost universal coverage at the primary level, however, masks continuing serious inequities in access to learning opportunities, as reflected in several indicators. First, many primary schools are seriously overcrowded, particularly in the urbanized northeastern part of the island, thereby hampering delivery of good quality education. Enrollment pressures, particularly in Castries, have forced about 6 percent of primary students to be accommodated in schools with double shift systems.

There is also pressure on the system to maintain open classrooms in dilapidated buildings, posing serious safety and health threats to children and teachers. Widespread overcrowding also precludes many children from entering school at the age of five. At present, about 600 students over the age of 5 cannot gain entry to primary schools in Castries. Such delayed entry increases the risk of repetition and dropout.

Notably, this overcrowding does not represent a nationwide supply constraint. In fact, a recently completed school mapping exercise underscores that with the exception of the Gros Islet District, an adequate number of primary school places exists throughout the country, assuming that all facilities were well utilized. Key factors contributing to this overcrowding are: (i) parental preference for

Castries schools, especially among the middle class and civil servants; and (ii) the serious shortage of secondary school places, as discussed below.

Strong pressure has long been exerted on the Government to expand school infrastructure in Castries because a large proportion of the labor force is employed there. Enrolling children in close proximity to work places enables parents to provide a free after-school refuge for their children in their offices, as is common practice. The resultant heavy concentration of capital investment for primary schools in the Castries area has tended to discriminate against those children whose parents reside and work outside Castries. Many of these children are from relatively poorer families.

Serious access problems exist at the secondary level of the education system, with transition rates from primary to secondary education among the lowest in the OECS.

The exceptionally low transition rates from primary to secondary reflect serious constraints in the supply of secondary places, not in the demand for them. Notwithstanding progress made to date in expanding access to secondary education, the overall shortfall in places remains significant.

With a current cohort of secondary school age (i.e., 12-17 years) of some 18,000 youth, the total number of secondary places would have to be almost doubled to attain the Government's objective of universal access to secondary education. Thus, even with the planned addition of 1,675 secondary places under this proposed project, and other school construction planned in the medium-term Public Sector Investment Program, universal coverage would not be attainable until well into the first decade of the next century unless significant additional resources can be mobilized and/or efficiency measures instituted to release resources for further expansion of places.

Amid present shortages, secondary school places are severely rationed via the Common Entrance Examination (CEE), commonly known as the 11 + exam, given at the end of Grade/Standard 7. Since only one in two children gain entry to secondary education, the stakes on this exam are exceptionally high, as perceived by students, parents and teachers alike. With such substantial shortfalls in secondary school spaces, each year significant numbers of children who actually attain the benchmark passing score on the CEE cannot gain access to secondary schools. In 1993, for example, some 375 students who received passing grades were not placed and had to remain in primary schools.

Given shortages of secondary places, and a compulsory education cycle spanning ages 5 through 15, large numbers of children each year have had no educational alternative available to them except to complete the compulsory cycle in all-age or senior primary schools, thereby leading to overcrowding at the primary level with over-age youth. In the 1993/94 academic year, the all-age and senior primary schools enrolled, respectively, 3,272 and 1,316 youth between 12 and 15 years of age. Notably, for the vast majority of these students, this schooling reflects the terminal point in their formal education.

The system permits that some of those not admitted to secondary at the time of the CEE ultimately gain entry to secondary schools via achieving the requisite scores on a Middle School Exam administered at the end of the third year of senior primary school. In actuality, "second chances" are extremely limited. Not only is eligibility to take the Common Middle School Exam (CMSE) open only to those students attending the three senior primary schools, but generally poor performance on the CMSE, coupled with the serious shortages of secondary school places, preclude entry for most. In 1993, for example, only slightly more than one-third (36 percent) of those attempting the CMSE, or 153 students, achieved secondary school placement. Further, 43 students who attained the pass mark of 100 could not be assigned due to shortage of space.

III. Summary of Policies in the Area of Early Childhood Care and Development:

Mission Statement: The mission of early childhood education is to provide a safe and stimulating environment for young children and to empower their parents and caregivers to play a dynamic role in the holistic development of each child through quality education and support services. To date, there are 105 early childhood centres with an enrollment of 4,288 students and 325 teachers.

Early Childhood Education Care and Development organized educational activities for young children aged, 3 to 5 years. It started as a private initiative involving the Ministry of Community Development and concentrating on the provision of pre-school education. Government's involvement increased during the 1980s when, with the assistance of the United Nations Children's Fund (UNICEF), it established five day care/ pre-schools, and upgraded forty-one pre-school centers. In 1985, a Unit in the Ministry of Education became responsible for developing and implementing pre-school education. During the 1990s, Early Childhood services had dual management: Ministry of Community Development and Ministry of Education. All existing pre-schools (150) are privately owned.

Pre-schools' enrollment was 4,979 in 1990 and 4,956 in 1994. The pattern of enrolment at the pre-school level tends to indicate the need for pre-school providers to increase and continue their efforts at maintaining and expanding early childhood education and care. Overall expenditure on education increased from 16% to 21% for the period. Nominal expenditure on pre-school education increased by 92% for the period. Pre-school expenditure as a proportion of the national budget increased from 0.04% to 0.05%. Expenditure on day care services increased by 123% over the period.

3a.. EARLY CHILDHOOD EDUCATION CARE AND DEVELOPMENT

1.1.1 Definition: In the Saint Lucian context, Early Childhood Education Care and Development refers to all organized educational activities for young children aged, 3 to 5 years.

The initiative to provide Early Childhood Education Care and Development services in Saint Lucia started as a private initiative concentrating on the provision of pre-school education for children, 3 - 5 years. Those initial educational activities were administered by private individuals, churches, service clubs and voluntary organizations and were established on an ad hoc basis, with a focus on custodial care.

2. History

The Government entered the picture in the early 1970s, through the Ministry of Community Development, when it agreed to provide an annual grant to certain organizations to assist with general administration of pre-school services. Government's involvement increased during the 1980s when, with the assistance of UNICEF, it established five day care/ pre-schools, and upgraded forty-one pre-school centers.

That was followed in 1985 by the establishment of a Unit in the Ministry of Education solely responsible for developing and implementing a comprehensive pre-school education programme for 3 - 5 year olds. A full time Education Officer was appointed to head the Unit and oversee its operations. In spite of these developments, the Ministry of Community Development continued to play a leading role in the provision of pre - school services.

3. The Period In Review

During the 1990s, Early Childhood services had dual management: Ministry of Community Development and Ministry of Education. There were 33 day care centers. Eighteen were being operated from state owned Community Centers while fifteen were operated by the private sector. All existing pre-schools (150) are privately owned.

1.4 DESCRIPTIVE SECTION

1.4.1 EARLY CHILDHOOD GOALS AND TARGETS

1.4.2 Mission

The Mission Statement of the Early Childhood sector in Saint Lucia is *"to provide a safe and stimulating environment for young children and to empower their parents and caregivers to play a dynamic role in the holistic development of each child through quality education and support services."*

2. Priority Goals and Objectives

The key policy objectives set for the Early Childhood Care and Development for the year 2000 to 2005 and beyond included:

- Establishing and enforcing regulations governing the operation of all Early Childhood Centers within the parameters of prescribed legislation and minimum standards. That would include monitoring and supervision of all ECECD centers to ensure compliance with stipulated regulations;
- Instituting mechanisms and processes designed to bring about a unified system of Early Childhood Education in order to facilitate a smoother transition between Early Childhood and Early Primary Education. This objective will be realized through the implementation of joint programmes and training;
- revising and reforming the existing curricula in Early Childhood;
- provision of training for pre-school and kindergarten teachers to harmonize curricula and enhance quality teaching and learning experiences;
- Organizing and implementing a literacy development intervention programme for marginal families.
- establishing model ECECD centers in all fourteen regions of the country;
- expanding parent/community partnership in education on a national basis, including the expansion of parent education programmes for parents of pre-schoolers;
- increasing access to ECECD by 30%; and
- Establishing well-equipped recreational facilities for young children in various communities.

1.5 EARLY CHILDHOOD STRATEGY AND/OR PLAN OF ACTION

An Early Childhood Education Plan of Action was developed detailing the actions to be taken to achieve the priority objectives, deadlines for the implementation of each activity, responsibilities for the various activities and the financial resources needed to implement the various activities. Schools and centers used the action plans to guide their daily operations.

1.6 EARLY CHILDHOOD DECISION-MAKING AND MANAGEMENT

1. Day Care Services

During the period under review, Day Care Services was managed by the Day Care Services Unit of the Ministry of Community Development. That Unit was responsible, inter alia, for the procurement of equipment, the maintenance of buildings, proposal writing, and staff training and for providing technical support to the private day care centers.

No regulations existed for the provision of day care services and operators did not require licenses, although permission had to be sought from the relevant authorities.

There was no national curriculum and the day care operators used an activity manual for planning daily activities.

The quality of service being provided was monitored on a continuous basis.

A draft document titled "The Proposed Standards for the regulation of Early Childhood services under the Draft Education Act (January 1999)", currently under review, should eventually provide the basis for the introduction of formal standards, regulations and legislation for the sector.

1.7 Pre -School Services

The Early Childhood Unit of the Ministry of Education manages pre-school services. That Unit is responsible for programme development for the early childhood sector at the national level and for providing technical assistance to all operators.

Pre-schools' operators performed under similar conditions as the day care operators in relation to regulations, standards, supervision, quality of service and curriculum. However, during the latter part of the 1990s, the Unit drafted a national curriculum, currently under review, which hopefully would be ready for implementation by year 2000.

1.8 CO-OPERATION IN EARLY CHILDHOOD DEVELOPMENT

There was some measure of co-operation among ministries involved in the management of early childhood education as reflected in the establishment of an Inter-Ministerial Task Force, comprising the Ministries of Education, Community Development and Health.

At the technical level, day care and pre-school officers collaborated periodically on matters pertaining to training and parent education as well as monitoring and inspection of centres.

Support from the private sector was limited. However, collaborative ventures were sometimes undertaken as piecemeal initiatives by concerned individual.

1.9 ANALYTIC SECTION

Although the ECECD Unit did not fully realize its mission for the decade, over the period 1994 - 1999, it registered a slight improvement in its efforts to improve and enhance access to, and provide quality education for that sector¹.

No enrolment data were available for the decade and only limited enrolment data could be found on the day care centers. However, ECECD recorded data for the 18 government day care centers for year, 1998. No data existed for the remaining 14 privately - operated day care centers.

It was therefore not possible to:

- assess the total progress made since 1990;
 - o develop a national picture for the day care services;
 - o Portray a national picture for the overall performance of early childhood care and education.

The analysis would therefore be restricted to the pre-school section, except where otherwise specified.

1.10 PROGRESS TOWARDS GOALS AND TARGETS

1.10.1 Enrolment

The number of children enrolled in pre-schools in Saint Lucia was 4,979 in 1990 and 4,956 in 1994. The latter represented 76.3% of the pre-school population of approximately 6,495 and a slight decline over 1990. Enrolment moved from 72.2% in 1995 and 83.5% in 1996. However, the period 1997 to 1999, registered firstly, a decrease to 76.0 % and subsequent rise to 78.3% of gross enrolment (Annex 1). The pattern of enrolment at the pre-school level tends to indicate the need for pre-school providers to increase and continue their efforts at maintaining and expanding early childhood education and care. It also indicates the need to introduce initiatives, geared at including family and community interventions, especially for the poor and disadvantaged groups in order to encourage them to take advantage of available services.

1.10.2 Provision of Facilities

The majority of the pre-schoolers (91%) were enrolled in schools operated by private operators.

1.10.3 Public Expenditure

Table 1 illustrates the trends in public expenditures on early childhood education for the period 1990 to 1999 as follows:

- Overall expenditure on education increased from 16% to 21% for the period.
- Nominal expenditure on pre-school education increased by 92% for the period.
- Pre-school expenditure as a proportion of the national budget increased from 0.04% to 0.05%.
- Expenditure on day care services increased by 123% over the period.
- Expenditure on day care services increased from 0.10% of the national budget to 0.13%.
- Overall expenditure on early childhood services has increased from 0.14 to 0.18% of the National Budget.

TABLE I: TRENDS IN NATIONAL EXPENDITURES (ECECD)

INDICATORS	1990	1994	1998
National Budget (EC\$'000)	389,247	325,913	633,973
Education Expenditure (EC\$'000)	63,606	94,675	131,070

Education/National Budget - %	16	29	21
Pre-School Expenditure (EC\$'000)	164	146	315
Pre-School/Education - %	0.26	0.15	0.24
Pre-School National Budget - %	0.04	0.04	0.05
Community Development Expenditure (EC\$'000)	23,576	32,223	14,150
Day Care Expenditure (EC\$'000)	377.66	759.39	842.35
Day Care/National Budget	0.10	0.23	0.13
Total ECECD/National Budget	0.14	0.28	0.18

Source: Government Statistical Department, 1990-1998.

1.11 Pupil - Teacher Ratio

Pupil-teacher ratio was computed based on available data for the period 1993 to 1999. The data as presented in the Ministry of Education Statistical Digest (1999) reflected an average of 14.6 pupils per teacher in pre-schools between the years 1993 to 1996. The ratio continued to decrease in subsequent years. The average pupil/teacher ratio for the period 1996 to 1999 was 12.6 (Annex II). That trend reflected the achievement towards ensuring that teachers teach smaller classes and give more individual attention to pre-schoolers.

1. Other Improvements

Other improvements registered by that sector included:

- the designing, conducting and facilitating of seminars, workshops and training sessions that focused on the professional improvement and personal growth of caregivers, thus increasing the standard and quality of the services rendered by these persons;
- planning intervention programmes aimed at increasing awareness and sensitization toward ECECD services being rendered at centers;
- hosting of a few management training workshops aimed at improving customer satisfaction and the provision of a more efficient management of centers;
- conducting parent education programmes which have resulted in (a) more informed participation of parents in the holistic development of their children; (b) improvement in parents' child rearing practices and parenting skills;
- hosting exhibitions and expositions aimed at creating;

-an increase in the awareness of children's books and the value of reading; an eagerness on the part of parents of pre-schoolers to read to and with their children;

-An increase in parents' skill and confidence in planning and engaging in literacy activities with their children.

Improvement could be attributed to the quality of service rendered, the competencies of practitioners, curriculum implementation, and the appearance of the physical plant.

In summary, the Pre - School Services Unit reported achievements over the past ten years in six areas, namely:

- Administration
- Training and Curriculum Development
- Technical Assistance
- Clinical Supervision
- Parent Education
- Publicity

11. MAIN PROBLEMS ENCOUNTERED/ANTICIPATED

Achievements of the ECECD Unit during the past decade were punctuated with many problems that affected its management capacity to deliver the best product. Among them were:

- A rapid turnover of ECECD caregivers, most of whom decided to move on to other occupations because salaries were far too low;
- An absence of definitive legislation governing the licensing, staffing and operations of ECECD centers;
- Constraints, as a result of insufficient staff, hampered the ability to effectively monitor and assess the quality of services offered in the remote parts of the island;
- A significant number of centers still did not meet the minimum recommended standards;
- Most administrators lacked management expertise to effectively operate their centers as viable business entities. That impacted negatively on the quality of services and programmes offered;
- Absence of a Pseudo-Laboratory attached to the Unit to serve as a model - Early Childhood Centre. That limited trainees' ability to gain practical on-the-job training and debars the trainer from conducting genuine laboratory observation of trainees;
 - having to host early childhood services within two diverse Ministries has resulted in compartmentalization that has affected the delivery of effective and cohesive service.

11. PROSPECTS

1.13.1 Guidelines for Year 2000 and Beyond

Findings from the analyses of the ECECD Unit management and shortcomings were used to generate principles and guidelines for desirable programme outcomes for the year 2000 and beyond. Some of these principles and guidelines are:

- establishing a limited number of model pre-schools in selected communities;
- encouraging private sector organizations to adopt a pre-school and/or sponsor pre-school programmes by providing buildings and land, paying salaries and rent, and providing furniture and equipment;
- instituting mechanisms and processes designed to bring about a unified-system of early childhood education services;
- preparing and releasing a documentary on the function of the pre-school services unit, the importance of early childhood education and the evolution of ECECD in Saint Lucia;
- establish a data-base to acquire and access information pertinent to ECECD in Saint Lucia;
- resuscitate the cluster programme among the early childhood educators in the various communities island-wide;
- Establish a network of competent early childhood educators at the regional level to enhance the quality of the programmes and services offered throughout the region.
- enlist the assistance and services of colleagues in the implementation of research projects in the area of ECECD;
- Organize and implement a three-phase literacy development intervention programme for marginal families. The main focus of this project is to increase adults (parents) and children's exposure to books and improve the quality of the interaction that occurs while they read together and to evaluate the impact such an approach has on emerging literacy and on literacy related language skills.

2. Additional Activities

The Unit plans to focus on providing services to marginalized families particularly in rural communities. It will ensure that ECECD programmes:

- form a part of a comprehensive, multi-focal strategy that will be incorporated into the Ministry's educational thrust for the new millennium;
- would be participatory in nature and community based;
- would be flexible, culturally appropriate and adjusted to cater to and meet the needs of persons in diverse socio-economic contexts;
- complement and build upon proven local strategies that have been devised to cope effectively with child care and development;
- Are financially feasible and cost effective.

These alternative approaches would foster the development of:

- a. co-operation and harmonization of all early childhood education and development personnel;
- b. an increase in parents' understanding of child development with a view to impacting positively on their child-rearing practices;
- c. the promotion and strengthening of advocacy mechanisms to enhance:

- the situation of young children;
- private sector support;
- financial, technological and operational procedures of the various early childhood centers;
- Managerial and administrative capabilities of persons charged with the responsibility of managing the centers.

1.10 CONCLUSION

The ECECD Unit will continue to strive to raise the awareness of all persons from policy makers to the public at large, with respect to the importance of and need for early Childhood Education for the sustainability and viability of Saint Lucia.

Cursory assessment of the performance of the various ECECD Centres continues to indicate the positive effects of the Unit's early childhood education projects and programmers. However, lack of finance coupled with limited human resources force the Unit's staff to become exponents of creative educational innovations in the field, in order to find ways of solving problems strategically.

The challenges being faced in planning programmes for child survival, care, education and development were both immediate and long term. It is therefore imperative that all parties charged with the educational advancement of the nation's children work collaboratively to ensure that the youth derive optimum benefits from their educational experiences.

Source(s): EFA 2000 Assessment Report,
http://www2.unesco.org/wef/countryreports/saint_lucia/rapport_1.html

The Official Website of the Ministry of Education, Human Resource Development, Youth and Sports
<http://www.education.gov.lc/>

Saint Lucia - Basic Education Reform Project

http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/1994/12/22/000009265_3961007102013/Rendered/PDF/multi0page.pdf

Section 3.12: Organization and Structure of the Educational Systems of the Region

Country: Suriname

I. Summary of Current Educational System

Mission Statement:

No clear educational objectives are formulated. The priorities of the Ministry of Education, as laid down in the 1992-1994 policy statement, comprise the following points:

- (a) Improvement of the quality and efficiency of education;
- (b) Expansion of the accessibility and availability of secondary education;
- (c) Curriculum development, directed towards:
 - (i) A better linking of the curricula to the needs of the students and the labour market;

- (ii) Giving priority to a continuous improvement of the curricula for primary education;
- (iii) Development of tests to determine education levels in the interior for the benefit of refugees who have returned from French Guyana;
- (iv) Giving priority to adjusting the curricula at junior secondary education level;
- (v) Bringing about a close linkage between curriculum development and the retraining or upgrading of teachers;
- (vi) Establishing structures which encourage fieldworkers to develop relevant curricula;
- (vii) Giving training courses for curriculum developers;
- (d) Taking measures to fight the repeater and dropout problem, by taking the following measures:
 - (i) Increasing the motivation of teachers and students;
 - (ii) Making adequate provisions for educational resources;
 - (iii) Intensifying information in schools on vocation choices, the society, etc.;
 - (iv) Providing guidance for children in the subjects with which they have difficulties;
 - (v) Adjusting didactic methods and promoting self-reliance;
 - (vi) Increasing the influence of the school on the flow-through to continued education;
 - (vii) Reactivating the medical exam in schools with the help of the Ministry of Health;
 - (viii) Improving the school climate, including structured deliberations among the teachers;
 - (ix) Reviewing the Compulsory School Attendance Act and establishing control mechanisms for compliance with the Act;
- (e) Adjustment and strengthening of institutions for teacher training at different levels;
- (f) Restructuring and improvement of vocational education;
- (g) Reconstruction of education in the interior.

134. Nowhere did the Ministry of Education mention how the priority goals enumerated were to be attained. It is therefore difficult to assess what was accomplished and what the constraints were in trying to achieve the goals. It is evident, however, that the priorities mentioned under (a), (b), (c), (d) and (f) were not undertaken. As far as point (e) is concerned, only one teacher training college (SPI) undertook to adjust its curriculum and work at student (i.e. future teacher) motivation, while another teacher training college (CPI), which is run jointly by the Roman Catholic and Moravian Churches, is threatened with having to close owing to financial difficulties. A beginning was made in carrying out the priority mentioned under (g), namely the repair and reopening of a number of schools in the interior, although it must be mentioned that almost all schools in the interior belong to the Roman Catholic

1a. Overview of Educational System

The education sector in Suriname is facing severe challenges and, in general, its performance is weak. There is a general perception that the education sector's problems result from a lack of resources, and that simply increasing the level of resources directed at the sector will solve the

problems. Suriname already devotes a greater share of national resources to education than any other country in the Latin American and Caribbean Region. Education absorbs 5 percent of GDP and 30 percent of the government's workforce.

1b. Organization of the management of the educational system

Ministry of Education and Community Development (Ministerie van Onderwijs en Volksontwikkeling)

Head: Walter Sandriman, Minister

Administrative officer: Adiel Kallan, Permanent Secretary

International relations: Usha Adhin, Head

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The Ministry of Education and Community is headed by a cabinet Minister. It covers the following four main areas of competence, or directorates:

- Directorate for Education
- Directorate for Culture
- Directorate for Sports and
- Directorate for Youth Affairs

A Permanent Secretary, responsible for the management of the Ministry, heads each directorate and reports directly to the Minister.

The **Directorate for Education** is responsible for:

- All matters concerning education and schooling
- The supervision of special education
- Science and Technology
- Promoting Literacy
- Libraries
- Study Facilities

The education system of Suriname is highly centralized and is coordinated, managed, and regulated by the MOECD. The MOECD is also the dominant financier of education services. The MOECD is organized into four directorates, in line with its four major areas of responsibility -- education, culture, sports, and youth (see Figure 2 for the organizational chart of the ministry). Each of the directorates is headed by a permanent secretary with an assistant permanent secretary for each of the major functions within each directorate. Across the Directorate of Education, there are assistant permanent secretaries for Development Services, Education, Technical services, and Administrative Services. These four directorates are then organized into a total of 25 bureaus.

The MOECD rather than district governments is responsible for the provision of education throughout the country. The ministry is represented in each of Suriname's 10 administrative districts by a district inspector, who reports to the Chief Inspector in the ministry in Paramaribo, who, in turn, reports to the Assistant Permanent Secretary for Education. District inspectors have few if any staff -- those in the more populated districts may have a secretary. Originally intended to provide teacher

supervision, their responsibilities have evolved to the point that they now handle virtually all administrative issues that involve the central ministry in the district. For example, they deliver and collect school data forms, forward school complaints about missing or inadequate supplies or furniture to the appropriate office of the central ministry, and respond to concerns about teacher performance. They operate as a first line of communication between a school and the ministry.

District inspectors for the coastal districts of Suriname generally live in their districts. Their housing is provided by the ministry and includes an office. Inspectors responsible for districts in the interior live in Paramaribo. In one respect, this makes sense, since transportation in the interior is mostly by river or air, and virtually all air connections have to go through Paramaribo. However, limitations on travel funds result in little, if any, on-site school visits to interior districts. Even in the coastal districts, inspectors ability to visit schools is seriously constrained by financial limitations. Inspectors are expected to use their own private vehicles for school visits. They receive Sf.6,250 (US\$15.63) per month in car allowance to cover petrol and related expenses. This is inadequate to cover the true costs and, as a consequence, few school visits occur.

The lack of school visits is compounded by the fact that few schools have phones, even in districts close to Paramaribo. Offsetting this weak formal structure is a strong informal structure. Teachers and headmasters in rural districts are given a trip to Paramaribo each year as part of their incentive to work outside the capital and often have direct communication with central ministry personnel when they are in the city.

1c. Structure of the levels and cycles

The education system of Suriname comprises preschool, primary, junior secondary, senior secondary, vocational, and tertiary schooling. Figure 1 presents a chart describing the program of study within the formal education system and the options available to students as they move through the system.

The school year begins October 1 and ends August 17. The school day runs from 8:00 am to 1:00 pm for primary students; 7:30 am to 1:00 pm for junior secondary students; and 7:00 am to 1:00 pm for senior secondary students.

The education system of Suriname comprises pre-school, primary, junior secondary, senior secondary, vocational and tertiary schooling. Upon entry into junior secondary education, students are assigned to one of six streams depending on their sixth grade examination results. Students in the most prestigious stream, general junior secondary, take an examination at the end of grade 10, which determines their assignment into six more streams at the senior secondary level. Tertiary education comprises the University of Suriname and a higher vocational education program, which offers advanced programs in 21 areas.

1b. Structure of the levels and cycles

Pre-higher education:

Duration of compulsory education:

Age of entry: 7

Age of exit: 12

Structure of school system:

Primary

Type of school providing this education: Gewoon Lager Onderwijs/GLO (Primary School)

Length of program in years: 6

Age level from: 6 to: 12

Certificate/diploma awarded: General Achievement Test

Lower Secondary

Type of school providing this education: Voortgezet Onderwijs Op Junioren Niveau (Junior Secondary School)

Length of program in years: 4

Age level from: 12 to: 16

Certificate/diploma awarded: MULO-A (Section A: Emphasis on Languages and Commercial Subjects), MULO-B (Mathematics and Physics)

Technical Secondary

Type of school providing this education: Vocational Secondary School

Length of program in years: 4

Age level from: 12 to: 16

Upper Secondary

Type of school providing this education: Hoger Algemeen Voortgezet Onderwijs (HAVO: Upper General Secondary School)

Length of program in years: 2

Age level from: 16 to: 18

Certificate/diploma awarded: HAVO Certificate

Senior Secondary

Type of school providing this education: Voorbereidend Wetenschappelijk Onderwijs (VWO: University Preparatory Education)

Length of program in years: 3

Age level from: 16 to: 19

Certificate/diploma awarded: VWO Certificate

School education:

Primary education lasts for six years. Secondary education is offered in a wide variety of schools at two levels: lower and upper. Lower secondary education lasts for four years after three or four years of MULO courses. Pupils may proceed to either HAVO or VWO courses, according to results of an entrance exam. At the upper/senior level, there are also two types of training: academic (including university preparatory education) and vocational education. These courses vary in duration from two to four years. On completion of the upper general secondary education course, pupils must take an examination to obtain the HAVO certificate which gives access to technical higher education and to the bridging year to university. On completion of the three-year course upper secondary school, pupils obtain the VWO certificate and are eligible for university entrance.

Higher education:

Higher education is provided by the University of Suriname, the Institute for Advanced Training of Teachers, and the Academy for Higher Art and Culture (AHKCO). The University has three faculties: the Faculty of Social Sciences (including Law, Economy and Business Administration courses), the Faculty of Technological Science (and Agricultural Sciences) and the Faculty of Medical Sciences. The Polytechnic College of Suriname was created in 1994. It offers pedagogical and technical courses, as well as Business courses. The Foundation for Youth Dental Care (JTV) and the Foundation Central School for Nurses and Allied Professions were founded recently.

Academic year:

Classes from: Oct to: Aug

Long vacation from: 1 Sep to: 30 Sep

Languages of instruction: Dutch, English

II. Main Challenges:

The education sector in Suriname faces severe challenges. The allocation of inputs into the sector is gravely unbalanced, thereby undermining the efficiency of those inputs. From 1993-1996, 88.5 percent of the education budget was spent on personnel expenses. By contrast, less than 4 percent of the budget was spent on supplies, causing severe shortages of furniture, textbooks and instructional materials. Less than 2 percent of the budget is spent on maintenance and repair. As a consequence, the Technical Services Directorate of the Ministry of Education and Community Development (MOECD) estimates that 60 percent of the government schools need repair. Many facilities are without water, working toilets or blackboards.

The generous allocation to personnel expenditures does not result in high quality teaching. First, much of the expenditure on personnel is not spent on teachers partly because the MOECD employs approximately one non-instructional staff member for every 2.5 teachers. Second, it has been estimated that as many as 50 percent of teachers do not come to work. Third, those teachers who do come to work are recruited from the weakest academic students, receive weak teacher training and often have little interest in the job. One-third of primary school teachers do not have adequate teacher preparation. Teacher training officials estimate that less than one percent of incoming students have any interest in teaching as a career.

Given these problems, it is not surprising that the performance of the education system is, in general, weak. The system is plagued by extremely high dropout and repetition rates. About nine of every 10 children begin school, but less than four in a thousand can expect to finish senior secondary school 12 years later. Many of the students who do eventually graduate lack the skills to contribute fully to the national economy and require training by employers. Against these deficiencies, must be set the education sector's success in ensuring widespread access to basic education. Suriname's enrollment ratios at the pre-primary and primary levels are high relative to the rest of Latin America and the Caribbean.

- The number of well qualified graduates produced by the education system is low. This under-achievement is linked to extremely high drop out and repetition rates, poor quality instruction, lack of education materials and deteriorated school buildings. Among the students who do graduate, some, particularly those with technical-vocational training, have skills that are only marginally useful to employers. The system, therefore, poorly equips students with skills with which they can earn a living. Nor does the system provide employers with a skilled, highly productive workforce.

III. Summary of Policies in the Area of Early Childhood Care and Development:

Pre-school is a two-year program for four and five year old children. Approximately 90 percent of all four and five year old children are enrolled in pre-school programs (see Appendix 1). The 20,979 children enrolled in pre-primary in 1993 were taught by about 672 teachers (Annex Tables 1 and 2). This resulted in an average class size of 28 students, though there is wide variation across schools. Pre-school programs typically are housed in primary school buildings, though they have their own teachers, who take a special training program to prepare as a pre-primary teacher. There is no set national curriculum for the pre-primary level; each teacher develops her own (virtually all the teachers are women). As a result, teachers draw heavily from the pre-primary curriculum taught at

the Teacher Training College for their inspiration and lesson plans. Student promotion from first to second year and from second year to primary school grade 1 is automatic and virtually all pre-school children continue on to *primary school*.

Source(s): Presentation on the Occasion of the fifth Sub-Regional Meeting of Experts on Education and International Cooperation for the Caribbean Countries and Haiti by the Ministry of Education and Community Development. 2-3 August, 2001. IDB Suriname Education Sector Center

<http://www.iadb.org/regions/re3/su-edu.htm>

Suriname - Education system,
<http://www.unesco.org/iau/cd-data/sr.rtf>

SURINAME: EDUCATION SECTOR STUDY,
<http://www.iadb.org/regions/re3/su-edu.htm>

Section 3.13: Organization and Structure of the Educational Systems of the Region

Country: Trinidad and Tobago

I. Summary of Current Educational System

1a. Overview of Educational System

1b. Organization of the management of the educational system

Administration & co-ordination:

Responsible authorities:

Ministry of Education

Head: Hazel Manning, Minister

Administrative officer: Jennifer Sampson, Permanent Secretary

International relations: Bernadine Thomas

18, Alexandra Street, St Clair

Port of Spain

Trinidad and Tobago

Tel: +1(868) 622-2181

Fax: +1(868) 628-2088

Email: mined@trinidad.net

WWW: <http://www.nisc.gov.tt>

The Minister of Education

The Ministry of Education is headed by the Minister of Education who is constitutionally responsible for its operations.

The Permanent Secretary

The Permanent Secretary reports to the Minister of Education and is responsible for all matters concerning the Ministry of Education, which is divided into the Technical, Administration and Financial Divisions, Sections and Units as follows:

The Chief Education Officer (C.E.O.)

The CEO administers and coordinates the professional activities of the ministry and serves as the Chief Advisor to the Government on education policies, practices and procedures. The CEO is generally involved in the development and execution of the educational programmes of the Ministry and usually exercises control over all educational development.

The technical aspects of educational services of the Ministry fall directly under the jurisdiction of the CEO and consist of the following divisions:

- The Educational Planning Division
- The School Supervision Division
- The Curriculum Development division
- The Educational Services Division

The Educational Planning Division

This division is headed by the Director of Educational Planning. The Planning Division is responsible for the formulation and implementation of Government's policy in respect to on-going reform of the education system in the context of national development.

This division basically engages in the following activities:

- The planning and construction of schools,
- Collaboration in curriculum planning and development activities,
- The supply of equipment for the operation of schools,
- Technical activities such as needs assessment and plan proposals,
- The development and operation of a national database to facilitate informed decision making in the area of educational planning
- The evaluation of specific programmes for reorientation of approaches to ensure efficiency,
- The provision of feedback to inform policy,
- Review of national policies.

The School Supervision Division

This division is headed by the Director of School Supervision. The main functions of this division revolve around the supervision of eight educational districts and inspection of the programme of education required by the curriculum and execution of supervisory functions as stipulated by Section 26 of the Education Act. Some of its other important functions relate to the coordinate of the activities of the following branch units:

- Early Childhood Care and Education - which has overall responsibility for the provision and management of early childhood care and education
- Special Education - which has responsibility for the provision, organization and management of special education.
- Guidance - This provides the school system with guidance and counseling services.
- Teacher Education - this includes the supervision of two training colleges and other teacher education programmes.

The Curriculum Development Division

This division is headed by the Director of Curriculum Division and has the responsibility for the design development, implementation and evaluation of curricula offered at all levels of the education system.

The Education Services Division

A Director of Educational Services (D.E.S.) heads this division which is responsible for the provision of services to facilitate the delivery of the curriculum.

Under the purview of this division fall the following sections:

- The Examinations Section - which has the responsibility for administering both national and foreign examinations,
- The School Broadcasting Unit - which offers programmes which support the school curriculum,
- The Publication Unit - which is responsible for publishing and printing educational and other material throughout the country,
- The Adult Educational Unit - which provides and promotes adult education,
- The Electronic Data Processing Unit - which manages the collation and processing of data regarding examinations, cheques, etc., and
- The Audiovisual Unit - This develops audiovisual programmes and instructional material.

The Educational Research and Evaluation Division

This division is headed by a Director of Educational Research and Evaluation (D.E.R.E.) who is responsible for the management of the ongoing system - wide performance evaluation and provides quality information generation to inform policy formulation and decision making for the education system. Its responsibilities include:

- Promoting research and evaluation through the development of appropriate policies, structures and procedures,
- Generating and disseminating quality information for enhancing the educational process which includes liaising with other agencies / individuals engaged in educational research, and
- Project selection and coordination, as well as the monitoring of such research projects.

The Rudranath Capildeo Learning Resource Centre

The RCLRC houses the Divisions of Curriculum Development, Educational Services and School Libraries. It provides teacher training, curriculum development, materials production and library services.

The Trinidad and Tobago National Commission for UNESCO

This unit serves as the channel of communication between UNESCO and governmental agencies concerned with the fields of education, the sciences, culture and information. It advises them on matters related to the drafting and implementation of UNESCO's programmes for Trinidad and Tobago. The Commission also liaises and collaborates with National Commissions of States outside of Trinidad and Tobago, especially at the regional level to share information with and inform national agencies of the recommendations adopted at its meetings. This Commission is headed by a Secretary General.

Education Project Coordinating Unit

The function of this unit is to manage the implementation of the fourth Government of Trinidad and Tobago / International Bank for Reconstruction and Development (I.B.R.D.) Education Project. It is headed by a Project Coordinator.

School Nutrition Programme

The School Nutrition Programme, headed by a Director, is responsible for providing nutritious meals to 10,200 Secondary school students three days per week and 64,300 Primary school and 2,000 Pre-school students, five (5) days per week.

The General Administration Division

The responsibility of this division is basically to provide the support services that will enable the Ministry to carry out its operations. This division is headed by an Administrative Officer V.

Finance and Accounts Division

This division is headed by a Director of Finance and Accounts and is responsible for all the Ministry's financial and accounting functions. The main function includes the following:

- Estimates and budgeting control,
- System and procedures,
- Accounting operations,
- Tenders and contracts, and
- Capital works accounts.

Internal Affairs

This unit is responsible for the examination and appraisal of financial and accounting activities within the various divisions of the Ministry. It is headed by an Internal Auditor 11.

The Management Information Systems Division

This unit is headed by a Systems Analyst 11 and is responsible for planning, managing and monitoring the introduction and operations of the management information system of the Ministry of Education in terms of both hardware and software.

The Personnel and Industrial Relations Division

The responsibilities of the Personnel and Industrial Relations Division concern the personnel and industrial relations of the Ministry. All matters pertaining to employees from their recruitment to their exit from the service via retirement / resignation are processed by this division. This division is headed by an Administration Officer V.

The Human Resource Management Division

This division is, at present, headed by a Human Resource Manager. The division is responsible for:

- Human Resource Planning
- Industrial and employee Relations,
- Organizational Development and Training and
- Personnel Management and Administration

The Educational Facilities Management Unit (E.F.M.U)

This unit is headed by a Project Unit Manager. It is responsible for overseeing the construction, maintenance and refurbishing of the physical facilities and the procurement of furniture and equipment under the preview of the Ministry of education. In the execution of this responsibility, it discharges the following functions: the Monitoring of repairs, renovations, extensions and maintenance works carried out at:

- Government primary and secondary schools,
- Other facilities owned by the Ministry of Education and
- Assisted schools through the following:
 - cost sharing
 - Annual school grants and
 - Joint management arrangement

The Technical and Vocational Educational and Training Division

This division is headed by a Director and is responsible for the provision and administration of Technical and Vocational education and training for the country.

1c. Structure of the levels and cycles

Pre-higher education:

Duration of compulsory education:

Age of entry: 5

Age of exit: 12

Structure of school system:

Primary

Type of school providing this education: Primary School

Length of program in years: 6

Age level from: 5 to: 11

Certificate/diploma awarded: Common Entrance Examination

Secondary

Type of school providing this education: Secondary School (traditional system)

Length of program in years: 5

Age level from: 11 to: 16

Certificate/diploma awarded: Caribbean Examinations Council Secondary Education Certificate

Junior Secondary

Type of school providing this education: Junior Secondary School (new system)

Length of program in years: 3

Age level from: 11 to: 14

Senior Secondary

Type of school providing this education: Upper Secondary School (new system)

Length of program in years: 2

Age level from: 14 to: 16

Certificate/diploma awarded: Caribbean Examinations Council Secondary Education Certificate

Sixth Form

Type of school providing this education: Sixth Form (traditional system and new system)

Length of program in years: 2

Age level from: 17 to: 19

Certificate/diploma awarded: General Certificate of Education Advanced 'A' Level; Caribbean Advanced Proficiency Examination (CAPE)

School education:

Primary education is compulsory and lasts for six years leading to the Common Entrance Examination. There are two types of secondary education: the traditional academic sector providing five or seven years of schooling (Five years of secondary school followed by two years of Sixth Form) and the new system providing three-year junior secondary and two years of senior secondary schooling and two years of Sixth Form. New-type schools offer a more diversified curriculum than the traditional schools. After five years of secondary school, courses lead to the examinations for the Caribbean Examinations Council Secondary Education Certificate or GCE O Levels, and after a further two years to GCE A level examinations or to the new Caribbean Advanced Proficiency Examination (CAPE). Technical and vocational courses are also offered in Business Studies; Engineering; Surveying; Home Economics; and Graphics and Applied Arts.

Higher education:

Higher education is provided by the University of the West Indies (UWI), St Augustine campus, the National Institute for Higher Education, Research, Science and Technology (NIHERST), technical colleges, teachers' colleges and a host of private institutions. The University is financed through contributions from participating governments, grants from private corporations and individuals, and fees from students. Other tertiary-level institutions in the country include various colleges and institutions providing training in Teacher Education, Agriculture, Forestry and Fishery, Technical and Information Technology, Management and Banking, Languages, Nursing and Health Care, and Theological Education. There are a growing number of private tertiary institutions of overseas origins which have accredited status with North American universities, e.g. the Caribbean Union College. As from 1991, responsibility for university-level education and for the provisioning of the National Institute for Higher Education, Research, Science and Technology has been entrusted to the Ministry of Planning and Development and the Ministry of Finance.

Main laws/decrees governing higher education:

Decree: Education Act Year: 1966

Academic year:

Classes from: Aug to: May

Languages of instruction: English

Stages of studies:

Non-university level post-secondary studies (technical/vocational type):

Non-university level:

There are a number of institutions, both public and private, providing a wide range of courses leading to the award of the National Technician Certificate. The National Institute of Higher Education, Research Science and Technology (NIHERST) includes four main teaching divisions and offers courses leading to the award of an Associate degree, a Diploma or a Certificate.

University level studies:

University level first stage: Bachelor's Degree:

The Bachelor's Degree is conferred after studies lasting three to five years by the University of the West Indies. A Diploma is also awarded after one year.

University level second stage: Master's Degree:

The Master's Degree is conferred by the University of the West Indies two to three years after the Bachelor's Degree. A Postgraduate Diploma is also awarded two years after the Bachelor's Degree. A research-based Master's Degree leads to the award of a Master of Philosophy (Mphil).

University level third stage: Doctorate:

The Doctorate usually requires a further two years after the Master's Degree.

II. Main Challenges:

- The levels of provision are not organized to cater for pupils with Special Needs nor adequately for Early Childhood Care and Education. There is still, overall, an unacceptably low level of academic achievement in the system, and generally speaking, personal and social development outcomes leave a lot to be desired. While a seventy percent transition rate from primary to secondary has been achieved, the distribution of secondary school places by district remains unacceptably uneven, with transition rates varying from 40% in Tobago to some 92% in St. Patrick.
- Other areas requiring urgent attention are:
 - The need for a finely honed policy analysis, policy reform and policy implementation capability that would ensure the design, implementation and evaluation of plans and programmes responsive to critical needs and emerging priorities, and orchestrated to promote sustained improvement in the system as a whole. Such a policy environment and capability would ensure that we present to international donor and lending agencies, a compelling sense of our mission through a planning and programming framework which can more readily induce their support and collaboration on our terms. Without such a proactive stance we would continue to invite the imposition of those seemingly inflexible conditionalities which now accompany foreign assistance.
 - There is an absence of a coherent Human Resource Management capability as a result of the diffuse nature of the existing policy authority for personnel services in the education system. Under the present dispensation, the achievement of primary educational functions of the Ministry of Education is not always given top priority.
- The delivery system is adversely affected by the following.

III. Summary of Policies in the Area of Early Childhood Care and Development:

The general educational goals into programmes of teaching and learning for the schools.

A National Curriculum Council has been proposed as a mechanism that would promote renewal of the curriculum in keeping with the demands of a changing environment.

- Curriculum goals set out encompass consideration of the following:
- Early Childhood Care and Education

The true importance of care and education get emphasis. For this reason the children (0 - 5 years) as well as their caregivers, parents and the wider community are targeted if the holistic development of the child is to be successfully achieved.

These objectives are reflected in the broad composition of the proposed National Council for Early Childhood Care and Education (NCECCE). This body encompasses

representatives from Ministries of Health, Education, Finance, from associations and organizations involved in Early Childhood Education in both the private and public sector and from religious, parental and professional organizations.

This level of education must serve as the cradle for the establishment of a genuinely collaborative model for the delivery of childcare and education, a model that should come to characterize the higher levels of education. The proposals set out should stimulate this development and integrate child (services, health, safety and nutritional services) and forge an organic link between home and school, school feeding and agricultural production and the public and private sectors.

Examples:

Expanding Teacher Training Programs in Trinidad and Tobago

Summary: Trinidad and Tobago, as part of its Basic Education Project, is working with the private organization Servol and the University of the West Indies to expand the educational opportunities open to preschool program managers. The project will also train 350 current and 300 new preschool teachers and supervise them on the job.

Trinidad and Tobago, with Bank support, has undertaken to improve the quality of basic education throughout the country, and upgrading preschool programs is part of that campaign.

Two major institutions certify preschool teachers in Trinidad and Tobago-Servol, a non-governmental organization that runs 148 government-funded child care centers in the country, and the University of the West Indies. Servol's two-year preschool training program includes one year of full-time study and one year of supervised apprenticeship in the classroom. The University of the West Indies offers a six-month course in methodology and another six-month course in the management of early childhood centers. The Basic Education Project is strengthening and expanding these programs to train the trainers and will also sponsor workshops for field supervisors run by Servol, other NGOs, and the Ministry of Education.

The Basic Education Project's preschool trainer and supervisor training program focuses on curriculum content and training strategies. To allow participants to gain new knowledge while continuing in their jobs, it will offer seven one-week training sessions over the course of a year. On the job, participants will form teams to observe and comment on one another's performance. During the training sessions, consultants will provide feedback on participants' performance and teach them how to run workshops, how to offer helpful comments to other teachers, and how to implement a preschool curriculum. They will assess participants both at work and during the workshops the participants prepare and show them how to make safe, effective teaching equipment from such common items as shells, bottle caps, plastic scraps, old newspapers, and discarded lumber.

The project will also fund up to 350 scholarships for pre-service training for prospective preschool teachers and give additional stipends to trainees from low-income communities during their year of full-time training.

EARLY CHILD DEVELOPMENT: INVESTING IN THE FUTURE

Servol will conduct field workshops so that roughly 130 teachers presently employed in early childhood programs can receive pre-service training certification. In addition, each regional division of the Ministry of Education will have experts in early childhood care and education work with NGOs in training, supervising, and supporting in-service teacher trainees.

Integrated Education and Early Childhood Program Mission

SERVOL is "igniting the fires of hope." It is an organization of weak, frail, ordinary, imperfect, and yet hope-filled and committed people seeking to help weak, frail, ordinary, imperfect, and hope-drained people become agents of attitudinal and social change in a journey that leads to total human development.

SERVOL (Service Volunteered for All) is an NGO in Trinidad and Tobago that administers high-quality education programs in disadvantaged areas. The programs include a parent outreach program for parents ages 17-30, an early childhood program for children ages 2.5-5, a non-formal secondary school program for children ages 13-16, a human development and skill training program for adolescents ages 16-20, and a high technology program for young men and women ages 20-25.

All programs are operated entirely, both in content and monitoring, by people from the community. Each of the 160 early childhood centers and 40 adolescent centers operate under the auspices of a *Communities Can Make a Difference: Five Cases Across Continents* 325 village board of education, which hires and fires teachers in consultation with SERVOL. These boards convene monthly meetings to obtain input from parents, and they regularly canvas 4,500 adolescents to obtain their views on the effectiveness of the programs and suggestions for improvement, which are then implemented.

Roving Caregivers Program

The Roving Caregivers Program (RCP) is a core initiative implemented under the Community and Home-Based Learning component of the government of Jamaica/United Nations Children's Fund (UNICEF) Basic Education and Early Childhood Development Program. The objective of the initiative is to ensure development and expansion of effective and low-cost delivery of early childhood services to meet developmental needs of children ages birth to 3 years.

RCP is a non-formal, multidimensional, integrated program of child development and parenting education. The basic ingredients include childcare, environmental education, referral information, personal development, skills training, and income generation.

RCP is implemented by the Rural Family Support Organization (RuFamSo) in two rural parishes in central Jamaica. These parishes were identified as the pilot region for implementation of the government's new policy on integration of early childhood education. Ru-FamSo, which has strong linkages with several development and international agencies, provides integrated services for families. Besides RCP, these services include the Teenage Mothers Project, Male Adolescent Program, Uplifting Adolescents Program, and Home-Based Nursery Program. All programs, including RCP, are a spin-off of the initial Teenage Mothers Project. Initiated in 1992 as a joint effort with the Bernard van Leer Foundation, RCP is designed to assist high-risk families. Community child health clinics help target beneficiaries. RCP deploys a cadre of child development promoters to model stimulation activities in homes and to deliver parenting education messages. The caregivers (or rovers), who carry out their tasks on foot, are young secondary school graduates recruited from the communities in which they live. Rovers are selected based on the recommendations of their former school principals or guidance counselors. Depending on the proximity of the homes, interventions are organized for individuals and groups. RCP has a strong training component. Rovers receive 1 week of preservice training and regular in-service training consisting of 1-day workshops every 2 weeks and 1-week courses every 3 months. The workshops are held to discuss issues and concerns related to visits, to review weekly plans, and to make play materials for stimulation activities. Home visits are monitored closely by project officers who conduct onsite supervisory visits every 2 weeks. Within approximately 6 years, RCP has expanded from fifteen to twenty-five districts and currently benefits 3,500 children ages birth to 3 years and 700 homes in approximately sixty communities. In 1998, under a government poverty eradication initiative, the roving caregivers model was successfully tested in an urban setting, in eleven depressed inner-city communities for the benefit of 1,300 children.

Source(s): Early Child Development: investing in the future, 1996

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