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## PREFACE

The Ministry of Education, Human Resource Development, Youth and Sports is pleased to present the Work Plan of our departments, units and schools for the year, 2004/2005. This Plan prepares annually, continues to serve its purpose as a planning and monitoring instrument of our Ministry's priorities, programmes and activities. Partners and stakeholders should, therefore take time to familiarise themselves with the information contained therein and use it to guide the implementation at all levels.

The Work Plan also serves as a map that provides information on the achievement rates of the proposed programmes, interventions and initiatives that are submitted by programme managers and the extent to which the vision, mission and strategic goals of the Ministry were met. In addition it provides insights and details on various challenges that mitigated against success.

Two new features are added to the 2004/2005 Work Plan. Programme managers include their photos to symbolically indicate the drivers of the Plan at the department and unit levels, and secondly, they added an introduction as a preview to each department or unit Plan for the benefit of persons who may not have the time to read the entire Work Plan.



## LIST OF ACRONYMS

AIF	-	Agence Internationale de la Francophonie
BEP 2	-	Basic Education Project 2
BERP	-	Basic Education Reform Project
CAMDU	-	Curriculum and Materials Development
CEE	-	Common Entrance Examination
CXC	-	Caribbean Examinations Council
ECECD	-	Early Childhood Education, Care and Development
EMIS	-	Education Management Information System
ESDP	-	Education Sector Development Plan
GCE	-	General Certificate of Education
GOSL	-	Government of Saint Lucia
HRD	-	Human Resource Development
HRE	-	Human Rights Education
ILD	-	International Literacy Day
MIS	-	Management Information System
MST	-	Minimum Standards Test
NELP	-	National Enrichment and Learning Programme
NGO	-	Non-Governmental Organisation
NTB	-	National Training Board
PCES	-	Post Common Entrance Students
PCV	-	Peace Corps Volunteer
SALCC	-	Sir Arthur Lewis Community College
TVET	-	Technical and Vocational Education Training
UNESCO	-	United Nations Education, Scientific and Cultural Organisation
UWI	-	University of the West Indies
WAN	-	Wide Area Network



**GENERAL CALENDAR OF EVENTS – 2004/2005**

**TERM I** **DURATION**

Begins: Monday, September 06, 2004  
 Ends: Friday, December 10, 2004 14 wks.

*(Vacation: 3 wks – December 13, 2004 – January 02, 2005)*

**TERM II** **DURATION**

Begins: Monday January 04, 2005  
 Ends: Thursday March 24, 2005 11 wks.

*(Vacation: 2 wks – March 29, 2005 – April 8, 2005)*

**TERM III** **DURATION**

Begins: Monday, April 11, 2005  
 Ends: Friday, July 08, 2005 13 wks

*(Vacation - 8 wks: July 11, 2005 – September 02, 2005)*

**The 2005 – 2006 Academic Year commences on Monday September 05, 2005**

*See Summary of Main Events for the proposed dates for administration of end-of-term examinations and school-based staff professional development.*

**MAJOR PUBLIC HOLIDAYS DURING THE ACADEMIC YEAR 2004 – 2005**

- ? Monday, October 04, 2004 - Thanksgiving Day
- ? Saturday, December 13, 2004 - National Day
- ? Saturday, December 25, 2004- Christmas Day
- ? Sunday, December 26, 2004 - Christmas Holiday
- ? Saturday, January 01, 2005 - New Year’s Day
- ? Sunday, January 02, 2005 - New Year’s Holiday
- ? Monday, January 03, 2005 - New Year’s Holiday
- ? Tuesday, February 22, 2005 - Independence Day
- ? Friday, March 25, 2005 - Good Friday
- ? Sunday, March 27, 2005 - Easter Sunday
- ? Monday, March 28, 2005 - Easter Monday
- ? Sunday, May 01, 2005 - Labour Day
- ? Monday, May 02, 2005 - Labour Day Holiday
- ? Monday, May 15, 2005 - Whit Monday
- ? Thursday, May 26, 2005 - Corpus Christi



## MESSAGE FROM THE HONOURABLE MINISTER



The Annual Work Plan sets out the priorities, programs and activities that the Ministry of Education, Human Resource Development, Youth and Sports intends to embark upon in the current fiscal year. Every year every effort is made to ensure that the Work Plan represents the progressive unfolding of the strategic directions described in the Education Sector Development Plan.

As Minister with responsibility for this vital portfolio, I have insisted that we match Work Plan to Sector Plan and that in our annually produced Digest of Statistics, we include a summary of progress on the indicators of the Sector Plan. In this way I expect that – as a learning organization - we will treat both the Sector Development Plan and the Annual Work Plan with the seriousness that they require and we will institute greater accountability to the different publics that we serve.

In the past five years and more, we have accomplished a great deal but these accomplishments are no excuse for complacency. Progress in education must be continuous and exponential change requires exponential progress. I expect that every Head of Department will continually revisit this Work-plan throughout the year, ensuring fidelity of action to the directions and intentions expressed here in. Although nothing is cast in stone and we must be flexible enough that we can make adjustments as conditions change, we must nevertheless ensure that we are working in accordance with a clear plan, a consistent sense of direction and a commitment of purpose.

Mario Michel  
Minister for Education, HRD, Youth & Sports



## MESSAGE FROM THE CHIEF EDUCATION OFFICER



I wish to take this opportunity to thank all those who worked arduously to ensure that necessary preparations were made to facilitate the reopening of the new school year. The Ministry of Education was able to abolish the double shift system that was in operation for twenty-six years at two schools. I am cognizant of the fact that removal of this system was not without its teething problems. However, I am confident that with the cooperation of all involved in education we can achieve our goal of providing all students the opportunity of being at school for the entire day.

We continue to seek the cooperation of parents and children, our primary clients, to consider opting for schools within their immediate communities to alleviate the problem of overcrowding in the schools within the Castries basin.

As the new academic year progresses, I wish to encourage our principals to persuade members of their community, and their parents to become actively involved in the delivery of quality education to the students. I have no doubt that given the right orientation, the involvement of corporate partners and parents can become invaluable in helping to shape our students. In instances where the involvement of corporate partners and parents has been in operation this has resulted in better school/community relationships and more effective schools.

We must be prepared to work as a team to achieve the best for the children of our nation and for future generations. We must come together as educators, schools, and communities to nurture a caring system, which places focus on the “holistic” development of the child. I urge that we spend more time seeking constructive solutions to our challenges. It is only when we come together as a people, that our nation becomes a stronger one.



Let me take this opportunity to wish all principals, teachers, ancillary staff, parents and students a productive 2003-2004 school year.



## AGENCY OVERVIEW

### MISSION STATEMENT

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

### SCOPE

All programmes and functions within the four portfolios with specific attention to:

<b>Education</b>	Delivery of educational services and opportunity through a network of seventy-eight (78) primary schools, eighteen (18) secondary schools, National Enrichment and Learning centres, early childhood education centres, special education centres and tertiary institutions.
<b>Human Resource Development</b>	Provision and co-ordination of national and overseas training opportunities; establishment of a framework for the provision and regulation of local Human Resource Development initiatives, and the establishment and maintenance of mechanisms for accreditation, enhancing and strengthening the institutional framework.
<b>Youth</b>	Organisation of youth activities and programmes, and provision of support to youth organisations island-wide.
<b>Sports</b>	Development of national sports policy encompassing the provision of support to sporting bodies island-wide through training facilities; integration of sports and physical education in all schools and facilitation of community-based sports programming.

### PRIORITIES

The key priorities of the Ministry of Education, Human Resource Development, Youth and Sports are delineated in the *Education Sector Development Plan - 2000 to 2005 and Beyond*. While the Ministry



will continue to focus on all priority areas listed, the following will be targeted for specific attention during the 2003-04 financial year:

- ✍ Continue to re-orient the Ministry towards a customer service organisation.
- ✍ Continue the process of institutional capacity building to ensure more effective and efficient management of all portfolios.
- ✍ Providing opportunities for increased access to secondary education, youth services and sporting activities.
- ✍ Improving the quality of education with the learner as the central focus of the education service.
- ✍ Increasing capacity for public-private sector partnership, consultation and interagency/ministry working.
- ✍ Continue the development and rationalisation of working procedures to enhance joint working and fostering cross-functional management and teamwork.
- ✍ Continue the process of devolution and strengthening the capacity of the District Education Offices to deliver education services.
- ✍ Developing performance management of the Ministry, its institutions and agents.

### **KEY RESPONSIBILITIES**

- ✍ Ensure that policy decisions are implemented
- ✍ Ensure that the Education Act is being enforced
- ✍ Monitor the implementation of the 5-year Education Sector Development Plan
- ✍ Co-ordinate activities between and within the three departments of the Ministry: viz. Education, Human Resource Development, Youth and Sports.
- ✍ Monitor budget implementation and exercise expenditure control
- ✍ Provide direction in the completion of the Estimates
- ✍ Establish and promote efficiency measures within the various Units and Departments of the Ministry, in areas such as: accounting, flow of information, correspondence, communication, and inventory
- ✍ Review roles and responsibilities of personnel within the Ministry of Education, Human Resource Development, Youth and Sports
- ✍ Initiate needs analyses to identify weaknesses in the Ministry of Education, Human Resource Development, Youth and Sports and establish structures/systems for remediation

### **STRATEGIES**

- ✍ Continue communication, public awareness and dialogue with major stakeholders on all aspects of the education service
- ✍ Implement new mechanisms for performance appraisal and accountability including the reintroduction of formal school reviews
- ✍ Provide on-going training for staff members in customer service, computer applications, and job functions at the Ministry
- ✍ Enhance school supervision, support and monitoring
- ✍ Continue the programme of undertaking improvement to facilities and infrastructure in Education, Youth Services and Sports
- ✍ Recognise outstanding performance in all Departments of the Ministry
- ✍ Implement measures to optimise on use of resources and engender increased productivity
- ✍ Continue the introduction of site-based management at the school level and the appointment of Boards of Management for schools or clusters of schools



- ✍ Expand the Education Management Information System
- ✍ Accelerate the introduction of Information and Communications Technology in schools
- ✍ Continue to develop partnerships with other Ministries, agencies and NGOs
- ✍ Maintain enhanced levels of communication, information and consultation with parents and other stakeholders
- ✍ Implement the revamped adult learning and enrichment programme throughout the island
- ✍ Enforce the zero tolerance policy on drugs and violence
- ✍ Improve access to instructional materials by introducing a textbook rental scheme and introduce a new standardised list of textbooks

## KEY RESULTS

- ✍ Active participation of Ministry's staff and other personnel within the Education System in the implementation of policy decisions
- ✍ Feedback on implementation of decisions and programmes – strengths, weaknesses, and suggestions for improvement
- ✍ Networking between various Units and Departments within the Ministry of Education, Human Resource Development, Youth and Sports
- ✍ Expenditure kept within the allocation for various programmes
- ✍ Involvement of all relevant officers in the compilation of the Estimates of Expenditure
- ✍ Functioning of the various Units within the Ministry in accordance with agreed procedures, regulations and guidelines
- ✍ Clearer definition of roles and responsibilities of individual staff members
- ✍ Establishment of internal/external communication through the use of a computer network

## PERFORMANCE INDICATORS

- ✍ Increased commitment to policy implementation
- ✍ Cordial working relationships between various Units of the Ministry and among stakeholders
- ✍ High level of productivity
- ✍ Timely accomplishment of tasks re:
  - Processing of payments
  - Filing of correspondence
  - Flow of correspondence within the main office and within the Education System
  - Distribution of supplies and materials to schools
  - Retrieval of information
  - Collection of revenue
- ✍ High level of satisfaction on the part of customers and other stakeholders
- ✍ Easy dissemination, storage and retrieval of information through a computer network system



## EARLY CHILDHOOD EDUCATION

### EARLY CHILDHOOD EDUCATION INTRODUCTION

The Early Childhood Education Services Unit is the Government department in the Ministry of Education, Human Resource Development, Youth and Sports mandated with the task of making provision for, regulating and monitoring of Early Childhood Development Services in Saint Lucia. The Unit comprises a team of four senior officers assisted by four support staff and operates from its base at Gordon's Lane, La Clery.

### **MISSION**

To promote the implementation of comprehensive Early Childhood Education Services 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. This mandate is encapsulated in our vision which is to strive to ensure that, **“every child in Saint Lucia shall have the opportunity to develop to his/her full potential by being provided with a sound start to life.”** Achievement of this ideal will be facilitated through the legislation and implementation of the national policy on early childhood education and the minimum standards of operation documents which will assist in guiding the sector's development.

### **OBJECTIVES**

- ✍ Increase awareness of the benefits of Early Childhood Education Care and Development and promote healthy childcare practices.
- ✍ Expand access to Early Childhood Education.
- ✍ Enhancement of pedagogical skills of Early Childhood Educators through the provision of training programmes and other support services.
- ✍ Ensure the effective delivery of Early Childhood Services within the parameters of the prescribed legislation and minimum standard for the good governance of the sector.
- ✍ Development and institutionalization of mechanisms for monitoring and evaluating programme development, delivery and effectiveness within the early childhood sector.
- ✍ Expand parent – community partnership in early intervention programmes.
- ✍ Advocate for effective legislation to ensure that child rights principles are maintained regardless of race, colour or creed.

### **SCOPE**

- ✍ Curriculum Implementation
- ✍ Supervision and Early Childhood Education, Care and Development Centres.
- ✍ Capacity Building
- ✍ Advocacy and public sensitization.

### **KEY RESPONSIBILITIES**

- ✍ Expand access to quality Early Childhood Development Services in a cost-effective manner.



- ✍ Organize and implement training workshops, seminars, and short courses to facilitate the effective delivery of Early Childhood Education Services.
- ✍ Expand parental outreach programmes through the use of the media to promote positive parenting practices.
- ✍ Provide orientation to all personnel involved in curriculum implementation.
- ✍ Establish mechanisms for evaluating the effectiveness of the curriculum implementation process.
- ✍ Assess teaching/learning approaches to ensure that instruction received is appropriate to individual children's identified needs.
  
- ✍ Conduct workshops in curriculum implementation and teaching techniques to achieve cognitive and affective goals.
- ✍ Establish a system for monitoring the progress of ECECD centers towards the attainment of Minimum Standards.
- ✍ Establish parent networks at a national level to encourage collaboration and strengthen early childhood institutions.
- ✍ Organize awareness campaigns to sensitise stakeholders about the critical role of Early Childhood education in helping young children realize their full potential.
- ✍ Identify and implement strategies, which facilitate the training of a wider cross section of the Early Childhood Sector in a cost effective manner.

### **KEY RESULTS**

- ✍ Development of at least three (3) basic modules to facilitate the training of practitioners.
- ✍ Certification of an additional fifteen percent (15%) of the Early Childhood Educators in the sector by the end of the period.
- ✍ Initiation of a twelve (12) week early stimulation programme for parents and the young children from birth to eight (8) months in at least two (2) identified Health Centres.
- ✍ Implementation of at least fifteen (15) Media Education Parenting Programmes by the end of the period.
- ✍ Replication of six (6) month Outreach Programme for marginalized families in two (2) new communities.
- ✍ Development of resource materials to assist in the proper planning and implementation of developmentally appropriate learning experiences.
- ✍ Establishment of ECE Foundation.
- ✍ Organization of collegial teams amongst practitioners according to the eight (8) educational districts.
- ✍ Dissemination and pilot testing of national curriculum in identified centers.
- ✍ Collection and documentation of information from centers to assess the effectiveness and or benefits of Early Childhood Education with regard to the educational advancement of the nation.

### **PERFORMANCE INDICATORS**

- ✍ Increased supervision of centers leading to higher quality education for children.
- ✍ Standardization and improvement in the operation and delivery of Early Childhood Education, Care and Development Programmes and Services.
- ✍ Improvement in children's ability to demonstrate school readiness skills through varied developmentally appropriate learning experiences.



- ✍ Adoption of healthier and more effective child rearing practices.
- ✍ Greater participation by all stakeholders in the delivery of Early Childhood Education Services.
- ✍ Positive changes in the professional behaviour of the staff of Early Childhood Centres.
  
- ✍ Utilization of innovative instructional strategies in existing centers
- ✍ Increase in the number of children attending Early Childhood Education Centres.

**ACTIVITIES**

- ✍ Expand network of Early Childhood Service delivery to parents and children.
- ✍ Recommence Media Educational programmes to promote early childhood Development and healthy child care practices throughout Saint Lucia.
- ✍ Expand the production of instructional materials for use in Early Childhood programmes.
- ✍ Produce, revise, and pilot test National Curriculum guides in specific centers.
- ✍ Institute procedures for monitoring implementation of National Curriculum.
- ✍ Strengthen inter-cluster collaboration of parent education and teacher training activities.
- ✍ Develop tools for identification of Practitioners' Capacity Building needs.
- ✍ Workshops/seminars on specific issues to enhance skills and competencies of Practitioners.
- ✍ Development of national programmes for training, accreditation and certification of Practitioners.
- ✍ Intersectoral collaboration to strengthen provisions for children especially in the birth to eight age group.
- ✍ Collaboration with Poverty Reduction Fund on initiatives for improving the conditions of families in at risk situations.
- ✍ Establish protocols and procedures for addressing HIV/AIDS in ECECD Centres.
- ✍ Implementation of programmes which cater to children with special needs at ECECD Centres.
- ✍ Ratification and implementation of a joint comprehensive national policy frame work to govern operations and licensing of ECECD Centres.
- ✍ Complete legislative process to govern quality of care provided in ECECD Centres.
- ✍ Continued monitoring of ECECD centres island wide.
- ✍ Mapping of registered ECECD centres on island.

**MAIN EVENTS 2003-2004 (EARLY CHILDHOOD EDUCATION)**

DATE	EVENTS
<b>September 2004</b>	
	? Resume visits, on an ongoing basis, to various ECECD centres island wide to monitor and assess quality of programmes and services provided.
	? Strengthen inter-cluster collaboration among early childhood personnel within particular educational districts.
	? Second phase of special training programme for Unit staff in the



	administering, assessment and certification of practitioners involved in competency based programme.
	? Conduct training for Caregivers in the Roving Caregivers Replication Programme.
	? Collect statistical data from registered ECECD centres.
<b>October 2004</b>	
	? Conduct/facilitate training programme to increase the competence of E.C.E practitioners for more effective service delivery and attainment of quality programming.
	? Facilitate training programme for Unit staff and other stakeholders to enhance their capacity to oversee the implementation of the Early Stimulation Intervention Programme.?
	? Develop procedures handbook/guide for establishing ECECD Centres.
	? Pilot Early Stimulation Intervention programme at identified health centres– Conduct survey, analyze data. Community focus group meetings to examine feasibility of project
	? Seek sponsorship for radio and television educational programmes to promote early childhood development and healthy childcare practices throughout Saint Lucia.
<b>November 2004</b>	
	? Develop tools for identification of practitioners' capacity building needs.
	? Meet with practitioners to organize and plan for Independence celebrations.
	? Provide training for Caregivers to help increase their knowledge and capability for effective delivery of service to the young children of their families in the targeted communities.
	? Organize and host Professional Development Exercise with all



	practitioners.
<b>December 2004</b>	
	? Produce prototype of National Curriculum for early childhood education for discussion.
<b>January 2005</b>	
	? Implement competency-based training programme for early childhood education practitioners
	? Revise prototype of National Curriculum for early childhood education.
	? Introduce and pilot test parenting education and early intervention project in target communities.
	? Commence classes in Language and Mathematics to assist practitioners with professional development.
<b>February 2005</b>	
	? Expand the production of Instructional materials for use in Early Childhood Programme.
	? Host Early Childhood Independence activities.
	? Create mapping to show location of registered centres on island.
	? Facilitate training Programmes for ECE practitioners re institutional strengthening and capacity building.
<b>March 2005</b>	
	? Institute procedures for monitoring implementation of National Curriculum.
	? Organize Open Week to highlight role of the Unit and its importance in the development of education
	? Pilot test National Curriculum for early childhood education guides in selected centres.
<b>April 2005</b>	
	? Facilitate professional development programmes to increase the capability of administrators, practitioners, and management committees for the effective delivery of quality early childhood



	programmes.
	? Conduct survey to determine sector needs to inform Unit activities for the coming year..
<b>May 2005</b>	
	? Child Month celebrations. Hold a series of activities to highlight the importance of families with respect to nation building through the promotion and strengthening of linkages between agencies which support the healthy development of children.
	? Conduct training for practitioners on practical early childhood assessment methods and strategies.
<b>June 2005</b>	
	? Expand the production of instructional materials for use in early childhood programmes.
	? Produce video documentary of best practices.
<b>July 2005</b>	
<b>August 2005</b>	

**RECURRENT EXPENDITURE 2004 - 2005**

**PROGRAMME DETAIL EXPENDITURE - EARLY CHILHOOD EDUCATION**

<b>CODE</b>	<b>DETAILS OF EXPENDITURE</b>	<b>ESTIMATES (\$)</b>
101	Personal Emoluments	49,638.00
102	Wages	16,965.00
105	Travel and Subsistence	7,849.00
108		9,670.00
109		700.00
113		1,000.00
115		1,000.00
116	Operating and Maintenance Service	500.00
117	Rental of Property	13,500.00
<b>Total Programme Expenditure</b>		<b>100,822.00</b>



## PRIMARY AND SECONDARY EDUCATION AND SCHOOL SUPERVISION

### MISSION STATEMENT

To provide every learner with a foundation for life-long learning and opportunities for advancement. This can be accomplished through providing quality instruction at all levels, and creating a stimulating and conducive learning environment.

### OBJECTIVES

**Primary Education:** To provide every child with a foundation for learning and to develop skills, values and attitudes that would make the child a useful and productive citizen. This can be accomplished through quality instruction and social congenial environment.

**Secondary Education:** To provide for the developmental needs of students at the secondary school level by creating a teaching and learning environment that is compatible with the broadening of students' experiences, interests, aptitudes, knowledge, skills and attitudes. Emphasis will be placed on the formation of character and the general improvement of students' performance.

### **School Supervision:**

To improve school effectiveness through:

- ✍ teacher training and development initiatives
- ✍ school inspection performance review initiatives
- ✍ increased resources to schools
- ✍ promoting and strengthening school-community partnerships
- ✍ access to services available at the District Resource Centres

### SCOPE

#### **Primary Education:**

- ✍ Eight educational districts which consist of seventy eight (78) Primary Schools;
- ✍ Implementation of various educational programmes for Mainstream and Special learners;
- ✍ School Feeding Programme.

#### **Secondary Education:**

- ✍ All public and private secondary institutions
- ✍ Curriculum Implementation
- ✍ Support Services
- ✍ Equipment and Training

#### **School Supervision:**

- ✍ Eight Educational Districts constituting primary and secondary schools to be supervised
- ✍ Implementation of the prescribed curriculum and other prescribed programmes



- ✍ Assessment and evaluation of performance
- ✍ Provision of resources and relevant programmes

## **KEY RESPONSIBILITIES**

### **Primary Education:**

- ✍ Develop School Improvement Plans with supporting Action Plan
- ✍ Mobilise parental/community involvement in school activities
- ✍ Provide resources to support instruction
- ✍ Screen Kindergarten students for vision, hearing, psychomotor impairments and other difficulties
- ✍ Implement intervention programmes that cater for students with difficulties
- ✍ Conduct continuous assessment end-of-term and end-of-year tests
- ✍ Institute package of assistance for economically and socially deprived students

### **Secondary Education:**

- ✍ Prepare a comprehensive programme of both proactive and reactive measures to deal with problems of indiscipline in secondary schools
- ✍ Establish strategies for increased student and parental involvement in school life
- ✍ Facilitate on-going in-service training of non-graduate teachers at secondary schools
- ✍ Provide a diverse course offering to include Technical Vocational Education and Training at the Secondary School level
- ✍ Ensure the proper functioning of schools through the provision of proper administrative support
- ✍ Establish Student Councils in all Secondary Schools

### **School Supervision:**

- ✍ Create the environment and provide the avenue for the acquisition of literacy and numeracy skills
- ✍ Develop and conduct training for primary and secondary school principals
- ✍ Supervise and provide support and guidance to all schools
- ✍ Implement intervention programmes that cater for schools who are at risk, and schools that are in difficulty or causing concern
- ✍ Make appropriate resources and services available to schools, e.g., teaching staff, curriculum materials
- ✍ Assist schools in fostering/promoting community partnership

## **KEY RESULTS**

### **Primary Education:**

- ✍ Each school has an Improvement Plan which focuses on specific goals and objectives and resource requirements that guide its operation



- ✍ Parent/community involved in school activities (curricular and co-curricular)
- ✍ Improved overall student performance in examinations, discipline and general deportment
- ✍ Specific difficulties identified and documented
- ✍ Students pursue reading programmes tailored to their specific needs
- ✍ Specific concepts mastered by students are clearly identified
- ✍ Student welfare packages to include
  - Books, uniform grants/bursaries
  - Provision of meals

### **Secondary Education:**

- ✍ Pre-project studies, including school mapping, school inventory, needs assessment conducted to be used to inform project development
- ✍ Secondary Education Project approved
- ✍ Increased access to better quality institutions
- ✍ Improved and relevant curriculum offerings at the lower secondary forms
- ✍ Improvement in the discipline and general level of student performance at secondary schools
- ✍ Greater parent and public participation in school life
- ✍ Increase in number of teachers with required pedagogy and content, with greater confidence to teach at secondary schools
- ✍ More students opting to pursue courses outside of the traditional core courses of the grammar-type institutions to include TVET and Foreign Language courses
- ✍ Greater student participation in the management of schools

### **School Supervision:**

- ✍ Schools have time-tables that adequately cater for students' needs in terms of subjects offered and allocation of time per subject
- ✍ Professional development/training held at least once a term for all teachers of specific grade levels for both primary and secondary school teachers
- ✍ All schools supervised at least once monthly and appropriate support and guidance provided
- ✍ Specific needs/problems of students and schools clearly documented
- ✍ District Resource Centres equipped, schools adequately staffed and necessary resources and services available to schools
- ✍ A closer link developed between school and community
- ✍ District Social Worker to work with students who are at risk

## **PERFORMANCE INDICATORS**

### **Activity - Primary Education:**

- ✍ Reports on goals/objectives attained in the School Improvement Plans
- ✍ Registers of Parent/Community attendance in school activities
- ✍ Donation of resources from communities recorded and equitably distributed
- ✍ Reports on students performance available in:
  - Student report book
  - Reports on examination results (Exams Unit)
  - Student profile



- ✍ Data on special learners available
- ✍ Enrichment Programme for special learners in use at all schools
- ✍ Data on students performance in class tests and examinations analysed and used for guiding instructional delivery
- ✍ Documentation on:
  - Written requests from parents and other stakeholders
  - List of students receiving assistance

### **Activity - Secondary Education:**

- ✍ More students enrolled in more conducive learning environments
- ✍ Better school improvement planning
- ✍ New secondary education project approved and implementation started
- ✍ Improvement in the performance of all schools at the Minimum Standards and Caribbean Examinations Council Examinations
- ✍ An administrative and supervisory structure that responds better to the needs of schools
- ✍ Major policy on Technical Vocational Education and Training in place and review of programmes well on the way
- ✍ Greater number of secondary school graduates better prepared to take up immediate employment or to proceed to tertiary level institutions
- ✍ Decrease in the level of complaints about student deviant behaviour and in the number of suspensions and expulsions
- ✍ Student Councils established in all secondary schools

### **Activity - School Supervision:**

- ✍ Reports on students/staff performance
- ✍ Reports on workshops/conferences and other training activities
- ✍ Reports/evaluation on school visits, reports on follow-up activities
- ✍ Schools in difficulty are identified and improvement is evident by:
  - change in physical environment
  - tangible/resource assistance provided by parents and community
  - large parent presence at school-parent meetings
  - log on use of materials in District Resource Centre;
- ✍ Reports (print, electronic) that showcase community/school activities to include:
  - Parent-teacher associations
  - Tangible/resource assistance provided by community and constituent groups
  - Large parent presence at school/parent meetings
- ✍ Model Kindergarten classrooms resource centre in operation
- ✍ All Districts will have at least on model kindergarten class
- ✍ Schools in each District will have a Resource Room
- ✍ At risk students' supported by District Social Worker

### **ACHIEVEMENTS 2002 – 2003**



### **Primary Education:**

- ✍ Schools that usually perform at or above the mean maintained their level of performance
- ✍ Some schools that usually perform below the mean improved their performance by scoring above the mean
- ✍ Screening tool to identify kindergarten students who are experiencing difficulty in learning was pilot tested in 15 schools
- ✍ Higher percentage of schools with Resource Rooms
- ✍ Ninety percent (90%) of schools have developed School Improvement Plans
- ✍ Ninety percent (90%) of school/community partnerships established in all Districts
- ✍ Job training programme established in District 1
- ✍ Significant increase in number of school bursaries
- ✍ Through IOB Training several schools undertook various projects to enhance learning and management of schools
- ✍ The ambiance in most schools indicate an awareness to maintain a conducive and safe learning environment
- ✍ Successful participation of most schools in Reading Extravaganza
- ✍ Teachers conducted training workshops for parents to enable them to assist their children with reading
- ✍ A significant number of students purchase books for Book Fair
- ✍ Parent/teacher/student conferences initiated in several schools.

### **Secondary Education:**

- ✍ Increased enrolment at Anse Ger and Babonneau Secondary Schools which became fully operational
- ✍ Commenced programme of Graduate Teacher Training
- ✍ Increased participation of the community in several consultations
- ✍ Improved performance at Caribbean Examinations Council level with St. Lucia's performance above regional average in 19 subjects
- ✍ Provided science equipment and supplies to secondary schools
- ✍ Enrolments in distance education programmes by e.g. (Sheffield University Programme) continued to increase
- ✍ Filled vacant posts of Deputy Principal at most secondary schools

### **School Supervision:**

- ✍ Conducted orientation workshops for new teachers
- ✍ Conducted workshops for Primary teachers in Language Arts, Conflict Resolution, Visual Arts, Using the Arts Across the Curriculum
- ✍ Established Resource Rooms and learning centres in selected schools
- ✍ Organised district camps
- ✍ Supported the establishment of Special Education Centres at Primary Schools
- ✍ Organised activities, including choral and cultural festivals, to promote the Performing Arts
- ✍ Organised Mock Common Entrance Examinations at the District level
- ✍ Sourced computers for school, to the extent that approximately 90% of schools has at least one computer



- ✍ Developed an initiated programme for Senior Primary Students.
- ✍ Organised Reading Extravaganza and Book Fair
- ✍ Trained Teachers to conduct sessions with parents to equip them with skills to assist their children with reading
- ✍ Organised Mathematics Month
- ✍ A wider variety of reading materials are available in schools
- ✍ Greater awareness by stakeholders to ensure that all children become literate at an early age

**PROGRAMME DETAIL EXPENDITURE - PRIMARY EDUCATION**

<b>RECURRENT EXPENDITURE 2002 - 2003</b>		
<b>CODE</b>	<b>DETAILS OF EXPENDITURE</b>	<b>ESTIMATES (\$)</b>
101	Personal Emoluments	37, 856,562
102	Wages	3, 523, 140
105	Travel and Subsistence	26, 114
108	Training	55, 000
110	Supplies and Materials	750, 000
113	Utilities	386, 640
114	Tools and Instruments	26, 165
115	Communication	60, 000
116	Operating and Maintenance Service	800, 000
118	Hire of Equipment and Transport	0
125	Rewards, Compensation and Incentives	0
139	Miscellaneous	63, 600
<b>Total Programme Expenditure</b>		<b>43, 547, 221</b>

Source: Government of St. Lucia Estimates 2003/04 Volume II

**PROGRAMME DETAIL EXPENDITURE - SECONDARY EDUCATION (08)**

<b>RECURRENT EXPENDITURE 2002 - 2003</b>		
<b>CODE</b>	<b>DETAILS OF EXPENDITURE</b>	<b>ESTIMATES (\$)</b>
101	Personal Emoluments	27,704,254
102	Wages	1,900,173
105	Travel and Subsistence	15,000
108	Training	6,900
109	Office and General Expense	40,000
110	Supplies and Materials	600,000
113	Utilities	483,637
115	Communication	60,000
116	Operating and Maintenance Services	380,000



118	Hire of Equipment and Transport	1,500
120	Grants and Contributions	427,207
124	Subsidies	380,000
139	Miscellaneous	0
<b>Total Programme Expenditure</b>		<b>31, 998, 671</b>

Source: Government of St. Lucia Estimates 2003/04 Volume II

### PROGRAMME DETAIL EXPENDITURE - SCHOOL SUPERVISION (14)

<b>RECURRENT EXPENDITURE 2002-2003</b>		
<b>CODE</b>	<b>DETAIL OF EXPENDITURE</b>	<b>ESTIMATES (EC\$)</b>
101	Personal Emoluments	1,413,150
102	Wages	72,987
105	Travel and Subsistence	103,728
108	Training	12,000
109	Office and General Expense	7,000
110	Supplies and Materials	2,000
113	Utilities	37,326
115	Communication	12,377
116	Operating and Maintenance	10,000
117	Rental of Property	171,600
125	Rewards, Compensation and Incentives	15,000
<b>Total Programme Expenditure</b>		<b>1,857,168</b>

Source: Government of St. Lucia Estimates 2003/04 Volume II



## DISTRICT ONE EDUCATION OFFICE

### Mission Statement

To provide quality programmes for all students by providing quality training for the entire school community.

### Objective

To enhance performance of students in District One through:

- ✍ Greater teacher commitment to teaching
- ✍ Continuous student assessment
- ✍ Greater student commitment to learning
- ✍ Promotion of parental participation in school activities

### Scope

- ✍ Supervision of two Secondary schools, eleven Primary Schools and two Private Schools.

### Key Responsibilities

- ✍ Visit schools on a regular basis
- ✍ Provide support for implementation of School Improvement Plans
- ✍ Conduct training in pedagogy for teachers
- ✍ Conduct Management Training for Principals
- ✍ Conduct Performance Appraisal exercise
- ✍ Manage District Office
- ✍ Keep accurate and up to date inventory of resources in District office
- ✍ Provide curricula and supporting instructional material to schools
- ✍ Provide support personnel to assist with extraordinary matters
- ✍ Preparation of termly and annual reports
- ✍ Review implementation of District Plan

### Key Results

- ✍ School visits scheduled and executed
- ✍ Implementation of School Improvement Plan
- ✍ Teachers trained in appropriate pedagogy in the different subject areas
- ✍ Principals trained in appropriate methods of school management
- ✍ Appraisals provide feedback to Principals, teachers, District staff
- ✍ District Office managed efficiently
- ✍ All records appropriately filed, and updated -
- ✍ Schools provided with adequate curricula and instructional materials; provision of Common End of Term tests for the various grade levels.
- ✍ Cultural and Physical Education Activities as key components of school life

### Performance Indicators



- ✍ Timely submission of reports and other documents to Ministry of Education, HRD, Youth and Sports
- ✍ Improved performance in sporting activities
- ✍ Improved school management and functioning
- ✍ Improved performance in national examinations
- ✍ Increased participation in district activities by all schools
- ✍ Better cooperation among schools
- ✍ Greater parental participation in their children's school work
- ✍ Introduction of clubs and other special units in schools
- ✍ Participation in all activities organised/sanctioned by the Ministry of Education, HRD, Youth and Sports.
- ✍ Increased community involvement in school and district activities.

### Calendar of Activities

<b>Date</b>	<b>Activity</b>
<b>September 2004</b>	Principals' Meeting Launch of Football Competition - Primary Schools Football, Netball, Basketball - Secondary Schools
<b>October 2004</b>	Teachers' Week/Teachers' Day - October 5 <sup>th</sup> Teachers' Professional Development Day World Food Day Activities Jounen Creole Activities Teachers' Talent show/Back to School/Exhibition
<b>November 2004</b>	Mathematics & Science Month Activities Music Month Activities Primary and Secondary Schools Mathematics Quiz Song Festival
<b>December 2004</b>	District One Christmas Concert Lantern Competition End of Term Tests Common Tests Principals' & Teachers' Christmas Social Christmas vacation
<b>January 2005</b>	Teaching Practice Nobel Laureate Week Activities Primary Schools Netball Competition Appraisal of Teachers
<b>February 2005</b>	Principals' Valentine's Party Independence: National Youth Rally Ecumenical Services – Babonneau and Gros Islet District Rally
<b>March 2005</b>	District Sports Staffing Mock Common Entrance Examination
<b>April 2005</b>	Schools' Camp Easter Vacation
<b>May 2005</b>	Reading Extravaganza Activities Debates: Primary Schools/Secondary Schools Choral Speaking Primary Schools/Secondary Schools



	Mothers' Day Activities
<b>June 2005</b>	Examinations: C.X.C Minimum Standard: Grades 2,4 and Form 3 Common Entrance Special Standard Six Secondary Schools' Graduation
<b>July 2005</b>	Results of Examinations Primary Schools Awards Ceremony

**PROGRAMME DETAIL EXPENDITURE  
DISTRICT OFFICE RECURRENT EXPENDITURE 2004/2005**

<b>CODE</b>	<b>DETAILS OF EXPENDITURE</b>	<b>ESTIMATES ECS</b>
<b>101</b>	Personal Emoluments	<b>107, 451.71</b>
<b>105</b>	Travelling and Subsistence	<b>2,460.00</b>
<b>110</b>	Supplies and Materials	<b>3, 000.00</b>
<b>113</b>	Utilities	<b>22, 500.00</b>
<b>116</b>	Operating and Maintenance Service	<b>5, 000.00</b>
<b>117</b>	Rental of Property	<b>36,000.00</b>
<b>125</b>	Rewards, Compensation & Incentives	<b>2, 000.00</b>
<b>TOTAL PROGRAMME EXPENDITURE</b>		

**DISTRICT TWO EDUCATION OFFICE**

**MISSION STATEMENT**



To enhance the performance of schools within the District through improved instruction, managed discipline and increased stakeholders involvement aimed to help students function in an ever-changing environment.

## **OBJECTIVES**

### **To:**

- ✍ implement a programme that would help to better manage discipline at all schools
- ✍ encourage parents/community to become more involved in students' school life
- ✍ raise the awareness and appreciation for the creative arts, performing arts, physical education and other enrichment programmes.
- ✍ raise the performance of students in the areas of Numeracy and Literacy in all grade levels.

## **SCOPE**

Supervision of schools in District II comprising seven Primary schools, four (4) secondary schools, plus Seventh Day Adventist Primary, Seventh Day Adventist Academy and the District Office personnel.

## **KEY RESPONSIBILITIES**

- ✍ Visit institutions on a regular basis.
- ✍ Conduct management training for principals.
- ✍ Manage District Office.
- ✍ Provide resources to schools to enhance the teaching/learning process.
- ✍ Organise conference geared towards equipping teachers with strategies and techniques in managing students' indiscipline.
- ✍ Set up structures to guide schools in providing counselling and support to students.
- ✍ Encourage the organisation of youth programmes and social groups in schools.
- ✍ Encourage the establishment of active students' councils in all schools.
- ✍ Strengthen links with human service and welfare departments for assistance with student discipline.
- ✍ Work with sports officers and other interested personnel to ensure promotion and development of physical education in all schools.
- ✍ Organise professional development workshops to strengthen teachers' capacity to instructional delivery.
- ✍ Attend staff meetings, P.T.A. sessions and other related school activities.
- ✍ Assist schools in refining and implementing their Action Plan.
- ✍ Ensure the provision and maintenance of safe and secure school facilities
- ✍ Facilitate programmes that cater for students of varying abilities.

## **KEY RESULTS**

- ✍ Scheduled and impromptu school visits executed.
- ✍ Development and improvement plans prepared and implemented by all schools.
- ✍ Student councils established in all schools.



- ✍ Teachers demonstrated improvement in instructional delivery.
- ✍ Decrease in the incidence of student indiscipline.
- ✍ Timely interventions where students problems were identified.
- ✍ Physical Education and co-curricular activities integrated in the curriculum.
- ✍ Established partnerships (forged) between schools and stakeholders.
- ✍ District Office managed efficiently.
- ✍ Increase in the number of students involved in Physical Education and Sports programmes.
- ✍ Improvement in the management/leadership manifested by all principals.
- ✍ Increase in the number of youth programmes and social groups in all schools.

## **PERFORMANCE INDICATORS**

- ✍ Monitoring procedures show evidence of good management and leadership in respect to all schools.
- ✍ Teachers' involvement in School Development Plans.
- ✍ Schools involvement in District Improvement Plans.
- ✍ Timely submission of reports and other documents to Ministry of Education.
- ✍ Improvement in schools internal and external examinations results.
- ✍ School staff and students are involved in physical education and co-curricular activities.
- ✍ School developed working relationship with stakeholders.
- ✍ District office personnel involvement in District activities.
- ✍ Reduction in students' suspensions and other disciplinary measures.
- ✍ Schools command high ratings by parents and the public.
- ✍ Parents and other stakeholders are more supportive and involved in schools' activities and programmes.
- ✍ Schools will produce a structure for establishment of a student council.
- ✍ Professional Development workshops executed for teachers to improve instruction delivery.
- ✍ Teachers have fewer complaints about principals' management approaches.
- ✍ Teaching resources are made available.
- ✍ Principals and staff members are aware of where intervention could be sourced.

## **ACHIEVEMENTS 2002/2003**

- ✍ Increased parental and community support for District and school programmes
- ✍ Successful implementation of STUDENTS FORUM ON DISCIPLINE.
- ✍ Satisfactory Primary School Christmas Concert.
- ✍ Three schools from the District secured the top three places in this years' Common Entrance Examinations Results.

## **PROGRAMME DETAIL EXPENDITURE DISTRICT OFFICE RECURRENT EXPENDITURE 2004/2005**



<b>CODE</b>	<b>DETAILS OF EXPENDITURE</b>	<b>ESTIMATES EC\$</b>
<b>101</b>	Personal Emoluments	<b>107, 451.71</b>
<b>105</b>	Travelling and Subsistence	<b>3, 000.00</b>
<b>108</b>	Training	<b>2, 000.00</b>
<b>109</b>	Office & General Expenses	<b>2, 000.00</b>
<b>110</b>	Supplies and Materials	<b>5, 000.00</b>
<b>113</b>	Utilities	<b>22, 500.00</b>
<b>116</b>	Operating and Maintenance Service	<b>5, 000.00</b>
<b>117</b>	Rental of Property	<b>60, 000.00</b>
<b>125</b>	Rewards, Compensation & Incentives	<b>2, 000.00</b>
<b>TOTAL PROGRAMME EXPENDITURE</b>		<b>208, 951. 71</b>



## DISTRICT THREE EDUCATION OFFICE

District Three Annual Work Plan 2004/2005 is a compilation of school- based priorities and programmes of schools in the District. While it embraces the vision and mission of the Ministry of Education, Human Resource Development, Youth and Sports it is also reflective of the vision and mission of the various schools. It is the intention that collectively the District should maximize its human resource potential in partnership with civil society to achieve its goals and objectives which ultimately should translate to the achievement of every student.

### MISSION STATEMENT

To ensure that every school in District Three (3) provides quality teaching and learning based on sound educational principles and research in a caring and conducive environment through professional leadership, technical support and assistance thereby improving standards District -wide

### CORE VALUES

Underpinning the District's mission statement is a range of core values guiding its work:

- ✍ Consultation
- ✍ Quality
- ✍ Empowerment
- ✍ Accountability
- ✍ Sharing and Networking
- ✍ Collaboration
- ✍ Team Spirit
- ✍ Partnership
- ✍ Professionalism
- ✍ Appreciation
- ✍ Caring
- ✍ Respect

### OBJECTIVE

To enable both primary and secondary schools within the district to maximize their performance as they pursue the following priorities:

- ✍ Raising standards of literacy and numeracy across all grade levels (K to Grade 11).
- ✍ Managing student discipline in schools.
- ✍ Improving sports and encouraging non-academic disciplines.
- ✍ Increasing parental involvement
- ✍ Improving teacher professionalism
- ✍ Providing a safe and healthy learning environment for all.
- ✍ Improving principal professionalism
- ✍ Broadening and strengthening school supervision
- ✍ Enhancing learning environment of schools
- ✍ Promoting good relations and co-operation among schools



## SCOPE

- ✍ Quality administration and leadership
- ✍ Quality instructional provisions
- ✍ Performance standards
- ✍ Discipline for improved performance
- ✍ Stakeholder involvement and participation
- ✍ Opportunities in sports and non-academic disciplines
- ✍ Professional development and training
- ✍ Performance assessment and evaluation instruments

## KEY RESPONSIBILITIES

- ✍ Plan and establish strategies to increase performance in English and Mathematics
- ✍ Establish systematic procedures for supervising and monitoring curriculum implementation
- ✍ Design and use checklist to monitor schools' progress and achievement
- ✍ Provide resources to schools to enhance the learning teaching process
- ✍ Encourage provisions for remediation and differentiation in meeting the needs of special, slow and gifted students
- ✍ Organize professional development to strengthen teachers' capacity in instructional delivery
- ✍ Organize conference/ workshops geared towards equipping teachers with strategies and techniques in managing student indiscipline
- ✍ Guide schools to access the support services that are available at the District Offices.
- ✍ Establish links with social service and welfare departments for assistance with student discipline
- ✍ Encourage establishment of active student councils in all schools
- ✍ Encourage the teaching of character development and good citizenship
- ✍ Work with sports officers to ensure promotion and development of sports in all schools
- ✍ Ensure that schools include physical education and sports on the curriculum/time table
- ✍ Encourage the organization of youth programmes and social groups in all schools
- ✍ Organize / reorganize the Parent Teacher Association.
- ✍ Establish health and safety plans and procedures for use in each school.
- ✍ Establish pastoral care/guidance Counselling service for primary schools
- ✍ Encourage the formation of Clubs at all schools
- ✍ Organize professional exchange/links for principals and business houses
- ✍ Organize showcasing of best practice for principals and regional educational organizations
- ✍ Ensure effective functioning of all Special Needs Programmes
- ✍ Establish procedures/guidelines for accountability of School Funds

## KEY RESULTS

- ✍ Development or improvement plans prepared and implemented by all schools
- ✍ All District schools meet national performance standards
- ✍ Improvement in literacy and numeracy in all District schools
- ✍ Demonstrated competence in instructional delivery by all teachers



- ✍ Provisions in place to meet the needs of all students
- ✍ Appointment/Assignment of Special Needs Teacher at every primary school
- ✍ Improved performance in local and external examinations
- ✍ Structures in place for dealing with disciplinary matters
- ✍ Student councils established in all schools
- ✍ Provisions for timely intervention where problems are identified
- ✍ Decrease in the incidence of student indiscipline
- ✍ Physical Education, sports, Creative and performing arts and co-curricular activities integrated in the curriculum
- ✍ Partnership links forged between schools and relevant stakeholders
- ✍ Parents and other stakeholders actively participate in their school's activities
- ✍ Schools conduct periodic internal review of their operations
- ✍ Increased supervision by the District Education Office
- ✍ A system of District level monitoring and evaluation in place
- ✍ Safe and healthy school environment
- ✍ Provision for social and emotional

## **PERFORMANCE INDICATORS**

- ✍ Monitoring evidence and performance review reports show evidence of good management and leadership in respect of all school operations
- ✍ Successful implementation of District Improvement Plan
- ✍ Successful implementation of individual School Improvement Plan
- ✍ Systematic procedures for monitoring the curriculum yields positive results
- ✍ Standards of literacy and numeracy raised in all school
- ✍ All students demonstrate acquisition of the grade level requisite skills on graduation
- ✍ Better examination results realized at all levels by all schools
- ✍ All schools performing above national targets and standard
- ✍ Increased provisions for sports and physical education evident in all schools
- ✍ Positive reports from schools regarding student interest in sports and non-academic disciplines
- ✍ District schools will successfully compete and will lead in national sporting activities
- ✍ Parents and other stakeholders more supportive and involved in their school's activities
- ✍ Student Councils functioning in all schools
- ✍ Reduction in student suspension and other disciplinary measures
- ✍ Implementation of character development and effective social relationship programme
- ✍ Formal reporting on partnering programme among schools

## **ACHIEVEMENTS 2003 – 2004**

- ✍ Improvement in academic performance by way of examination results
- ✍ Greater parental involvement, participation and support in all schools
- ✍ Almost all schools have organized and active Parent Teacher- Association or equivalent
- ✍ Secured first and second place in the 2003 Common Entrance Examination
- ✍ Ave Marie Primary and R.C. Boys Primary Schools on
- ✍ Rehabilitation of physical plant at selected schools
- ✍ Winner of Secondary School Calypso Monarch



✍ Third Place in Effective Speaking Competition

✍

### DISTRICT THREE (3) SCHOOLS' PRIORITIES 2003-2004

Primary Schools (Alphabetical Order)

#### **Ave Maria Infant**

- ✍ Improving literacy and numeracy
- ✍ Teaching Instruction and methodology
- ✍ Parental involvement
- ✍ Physical plant improvement.

#### **Ave Maria Primary**

- ✍ Improving literacy and numeracy
- ✍ Classroom management
- ✍ Physical plant improvement
- ✍ Parental involvement
- ✍ Building self-esteem
- ✍ Improving core curriculum activities

Bocage Primary

- ✍ Improving literacy and numeracy using the integrated approach
- ✍ Teaching strategies
- ✍ Improving playground activities
- ✍ Professional development

Dunnottar

- ✍ Strengthening parental involvement
- ✍ Upgrading class and toilet facilities
- ✍ Improving playground facilities
- ✍ Professional development

? Forestierre Combined

- ✍ Improving literacy and numeracy
- ✍ Improving non-academic areas i.e. Sports and Music

? Marchand Combined

- ✍ Improving literacy and numeracy
- ✍ Strengthening instructional supervision
- ✍ Encouraging team Teaching
- ✍ Parental involvement

St. Aloysius R. C. Boys Infant

- ✍ Improving literacy and numeracy with emphasis on reading
- ✍ Improving the boys' self-esteem
- ✍ Improving Sports
- ✍ Developing Professionalism
- ✍ Building Teacher Morale



St.Aloysius R. C. Boys' Primary

- ✍ Improving parental involvement
- ✍ Improving literacy and numeracy
- ✍ Managing student discipline
- ✍ Building closer links with the R. C. Infant Boys' School

Tapion Private

- ✍ Improving literacy and numeracy (using the Literacy Hour approach)
- ✍ Improving classroom management
- ✍ Improving the teaching of Science
- ✍ Developing Testing and Evaluation strategies.

Ti Rocher Combined ( Castries)

- ✍ Improving literacy and numeracy
- ✍ Developing self-esteem in students
- ✍ Strengthening parental involvement
- ✍ Improving Extra-curricular activities
- ✍ Improving students' performance
- ✍ Recognizing students involvement
- ✍ In-house teacher evaluation Staff development and Training Setting basic achievement standard for K-Grade 4

SECONDARY SCHOOLS

Bocage Secondary

- ✍ Welfare Programme for students
- ✍ Strengthening Mentoring Programme
- ✍ Exposing students to I.T.
- ✍ Strengthening Classroom Management
- ✍ Reorganizing the Parent teacher association
- ✍ Introduction of Peer Tutoring

Entrepot Secondary

- ✍ Improving teaching Strategies
- ✍ Managing Student Discipline
- ✍ Improving student performance
- ✍ Building self-esteem
- ✍ Implementing the Call All Boys (CAB) Programme
- ✍ Enhancing teacher morale and professionalism
- ✍ Strengthening parental involvement

Leon Hess Secondary

- ✍ Instilling Moral Discipline among male students
- ✍ Peer tutoring among students
- ✍ Promoting Music
- ✍ Managing Green House
- ✍ Preparing students for P.E. and Sports to CXC level



Rock Hall Senior Primary

- ✍ Strengthening instructional strategies
- ✍ Strengthening Classroom management
- ✍ Introducing The CARE Adolescence Development Programme (ADP)
- ✍ Strengthening student discipline
- ✍ Raising student self-esteem
- ✍ Strengthening teacher professionalism and morale

St. Joseph's Convent Secondary

- ✍ Clinical supervision for staff
- ✍ Managing student discipline (*Peer Tutoring*)
- ✍ Strengthening Partnership Involvement
- ✍ Improving the Physical Plant
- ✍ Providing after school Clubs
- ✍ Preparing students for PE –Sports CXC
- ✍ Reaching out to **All** past pupils and Friends of SJC- to support the school

**PROGRAMME DETAIL EXPENDITURE  
DISTRICT OFFICE RECURRENT EXPENDITURE 2004/2005**

CODE	DETAILS OF EXPENDITURE	ESTIMATES EC\$
<b>101</b>	Personal Emoluments	<b>107, 451.71</b>
<b>105</b>	Travelling and Subsistence	<b>3, 000.00</b>
<b>108</b>	Training	<b>2, 000.00</b>
<b>109</b>	Office & General Expenses	<b>2, 000.00</b>
<b>110</b>	Supplies and Materials	<b>5, 000.00</b>
<b>113</b>	Utilities	<b>22, 500.00</b>
<b>116</b>	Operating and Maintenance Service	<b>5, 000.00</b>
<b>117</b>	Rental of Property	<b>60, 000.00</b>
<b>125</b>	Rewards, Compensation & Incentives	<b>2, 000.00</b>
<b>TOTAL PROGRAMME EXPENDITURE</b>		<b>208, 951. 71</b>



## DISTRICT FOUR EDUCATION OFFICE

### MISSION STATEMENT:

To provide each student with quality instruction in a conducive learning environment and to maintain a culture of professional inquiry among educators for the holistic development of all learners in District Four.

### SCOPE:

Supervision of schools in District Four comprising two (2) secondary schools, ten (10) infant, primary and combined schools and Lady Gordon Opportunity Centre, through the establishment of a framework for school improvement with focus on:

- ? Effective and Efficient Leadership
- ? School Improvement Planning Implementation and Evaluation
- ? Quality Instruction
- ? Performance Assessment and Evaluation
- ? Learning Support
- ? Professional Development and Support
- ? School Enhancement and Enrichment Activities
- ? Safe and Orderly Environment
- ? Parent and Community Involvement
- ? Quality Service
- ? Accountability

### OBJECTIVES:

To:

- ? Promote the implementation of school improvement plans underpinned by sound planning, which identifies priorities and targets for securing school improvement
- ? Provide learning opportunities that will raise students' standard of achievement particularly in literacy and numeracy
- ? Enhance the schools' curriculum through the teaching of art, drama, dance music, athletics and sports.
- ? Promote the use of information communication technology to enhance teaching, learning and management
- ? Foster collegiality and professionalism among teachers, principals and staff so as to increase effectiveness
- ? Promote a safe and orderly climate in every school in the District
- ? Encourage greater parental and community involvement in school life



- ? Provide prompt and quality service in order to facilitate the work of key stakeholders, as they attempt to meet the needs of learners

### **KEY RESPONSIBILITIES:**

- ? Ensure the efficient and effective functioning of schools in District Four
- ? Supervise the implementation and evaluation of School Improvement Plans
- ? Facilitate the monitoring and implementation of the school curriculum
- ? Visit schools to provide general supervision
- ? Promote the use of comparative data to establish benchmarks and set targets for improvement
- ? Promote an unwavering focus on the importance of student learning and achievement
- ? Focus on supervision of instruction
- ? Encourage the use of the best instructional practices to meet the needs of students
- ? Raise the awareness and develop an appreciation for the creative and performing arts, athletics and sports among learners
- ? Facilitate Learning Support Programmes
- ? Foster self-esteem, self-discipline, self-confidence, and other socialization skills among all learners
- ? Organize professional development workshops and training programmes for principals and teachers
- ? Mobilize and facilitate parental/community involvement in school activities
- ? Procure and distribute resources to support teaching and learning
- ?

### **KEY RESULTS:**

- ? Each school has a school improvement plan and a comprehensive instructional programme with objectives that are specific, measurable, achievable, result oriented and time specific
- ? Each school adopts an action oriented approach where specific indicators are monitored to ensure that concrete progress is being made
- ? School Improvement Plans are implemented and evaluated
- ? School goals are successfully achieved
- ? Each school submits an Annual School Report with indicators that offer evidence of progress
- ? Each school has a positive ethos, which reflects the school's commitment to high achievement, effective teaching and learning
- ? The principal and teachers of each school genuinely care about students
- ? Each school has a safe and orderly climate
- ? Students are highly motivated and disciplined
- ? Teachers of each school are engaged in highly productive instructional planning
- ? Teachers are more effective
- ? Schools have student centred classroom environment that enhance teaching and learning
- ? Schools adopt evaluation systems that place emphasis on quality assurance and feedback
- ? Schools have Learning support programmes that cater for the enhancement of student learning



- ? Schools source computers and establish computer laboratories
- ? The school curriculum is enhanced through the inclusion of art, music, dance, drama and sports.
- ? Students achieve higher performance in literacy and numeracy
- ? Achievements are recognized and success is celebrated in each school
- ? Professional development workshops for teachers and principals are effectively designed and implemented
- ? Greater parental and community involvement in school life
- ? School accounting systems are managed efficiently
- ? District office is managed efficiently

### **PERFORMANCE INDICATORS:**

- ? A cadre of competent, confident, success oriented school principals and leaders
- ? Annual reports on the achievements of the school goals
- ? Status reports on schools in order to respond to the needs of schools
- ? Timeliness of student attendance and teacher attendance reports
- ? Lesson plans that employ effective teaching approaches and strategies
- ? Student centred classroom environments
- ? Quantitative and qualitative data on student performance
- ? Reports on students' performance available in student report books, student profile, student portfolio
- ? Analysis of tests, projects, portfolios, examinations and using the findings to foster improvements
- ? Tests results used for guiding instructional delivery and for forging improvements in student performance
- ? Data on the review and evaluation of learning support programmes
- ? Data on special learners available
- ? Performance reports on schools
- ? Measures for improving standards of poorly performing schools
- ? Improvement in the performance of all schools at examination prepared by the Educational Evaluation and Examination Unit
- ? A wider range of reading materials available in schools
- ? Increase use of Information Communication Technology in the schools
- ? Reports on professional development activities for principals and teachers
- ? All schools participate in literacy and numeracy activities and competitions
- ? All schools participate in sports meet, music festivals, drama and other activities
- ? Decrease in inappropriate student behaviour
- ? Parents who understand and support the schools
- ? Reports that showcase parent/ community/school activities
- ? Prompt and quality service from District Four Office Staff
- ? Schools accounting system up to date



**CALENDAR OF ACTIVITIES: EDUCATION OFFICE –DISTRICT FOUR  
2004- 2005**

DATE	EVENT
<b>September 2004</b>	<ul style="list-style-type: none"> <li>✍ Principals' Meeting &amp; Workshop</li> <li>✍ Workshop for Kindergarten Teachers</li> <li>✍ Workshop for Grade Six Teachers</li> <li>✍ Reading &amp; Mathematics Activities</li> </ul>
<b>October 2004</b>	<ul style="list-style-type: none"> <li>✍ Orientation for New Teachers</li> <li>✍ Observation of Teachers' Week</li> <li>✍ Workshop for Grade Four Teachers</li> <li>✍ Workshop for Grade Two Teachers</li> <li>✍ World Food Day Activities</li> <li>✍ Participation in La Marguerite Festival</li> <li>✍ District Four Cultural Fiesta</li> <li>✍ Participation in Jounen Kweyol Activities</li> <li>✍ Reading &amp; Mathematics Activities</li> <li>✍ Primary Football Coaching and Tournament</li> </ul>
<b>November 2004</b>	<ul style="list-style-type: none"> <li>✍ Grade Five Mathematics Quiz</li> <li>✍ Grade Six Mathematics Quiz</li> <li>✍ Form One Mathematics Quiz</li> <li>✍ Mathematics Open Day in all Schools</li> <li>✍ Mathematics Month &amp; Reading Activities</li> </ul>
<b>December 2004</b>	<ul style="list-style-type: none"> <li>✍ School based Christmas Concert &amp; Lantern Competition</li> <li>✍ District Four Common Exams – Grades 2 &amp; 5 (Math &amp; English)</li> <li>✍ Principals' Get Together</li> <li>✍ Reading &amp; Mathematics Activities</li> </ul>
<b>January 2005</b>	<ul style="list-style-type: none"> <li>✍ Principals' Meeting</li> <li>✍ Nobel Laureate Activities</li> <li>✍ District Art Exhibition</li> <li>✍ Debates among Grade Five Students</li> <li>✍ Poetry Recital</li> <li>✍ Reading &amp; Mathematics Activities</li> <li>✍ Secondary School Cricket Tournament</li> </ul>
<b>February 2005</b>	<ul style="list-style-type: none"> <li>✍ Independence Anniversary Activities</li> <li>✍ Ecumenical Services</li> <li>✍ Valentine Day Activity</li> <li>✍ Reading &amp; Mathematics Activities</li> <li>✍ Netball Clinics at School and District Level</li> <li>✍ Secondary School Volleyball</li> </ul>



<b>March 2005</b>	
	<ul style="list-style-type: none"> <li>✍ Commonwealth Day Activities</li> <li>✍ District Sports Meet</li> <li>✍ Reading &amp; Mathematics Activities</li> </ul>
<b>April 2005</b>	
	<ul style="list-style-type: none"> <li>✍ Principals' Meeting</li> <li>✍ Reading &amp; Mathematics Activities</li> </ul>
<b>May 2005</b>	
	<ul style="list-style-type: none"> <li>✍ Reading Extravaganza 2005</li> <li>✍ Reading Month &amp; Mathematics Activities</li> <li>✍ Common Assessment Exercises</li> <li>✍ Mother's Day Activities (School based)</li> <li>✍ Effective Speaking</li> <li>✍ Book Fair</li> <li>✍ Under 15 Secondary School Cricket Tournament</li> <li>✍ District Primary School Netball Championship</li> </ul>
<b>June 2005</b>	
	<ul style="list-style-type: none"> <li>✍ Common Entrance Exams</li> <li>✍ Minimum Standard Test</li> <li>✍ Reading &amp; Mathematics Activities</li> <li>✍ Cricket</li> </ul>
<b>July 2005</b>	
	<ul style="list-style-type: none"> <li>✍ Preparation of District Magazine</li> <li>✍ Principals' Meeting</li> <li>✍ Submission of Annual School Reports</li> <li>✍ Evaluation of District Four Work plan</li> </ul>

**PROGRAMME DETAIL EXPENDITURE  
DISTRICT OFFICE RECURRENT EXPENDITURE 2004/2005**

<b>CODE</b>	<b>DETAILS OF EXPENDITURE</b>	<b>ESTIMATES ECS</b>
<b>101</b>	Personal Emoluments	<b>107, 451.71</b>
<b>105</b>	Travelling and Subsistence	<b>3, 000.00</b>
<b>108</b>	Training	<b>3, 000.00</b>
<b>109</b>	Office & General Expenses (Stationery, Teaching materials for schools)	<b>7, 000.00</b>
<b>113</b>	Utilities	<b>6,000.00</b>
<b>116</b>	Operating and Maintenance Service	<b>5, 000.00</b>
<b>117</b>	Rental of Property	<b>36, 000.00</b>
<b>125</b>	Rewards, Compensation & Incentives	<b>4, 000.00</b>
<b>TOTAL PROGRAMME EXPENDITURE</b>		



## DISTRICT FIVE EDUCATION OFFICE

### MISSION STATEMENT

To provide every learner with a foundation for life long learning, and opportunities for advancement through quality instruction in a stimulating and conducive environment.

Goal No.1: To engender greater collaboration and commitment among principals towards the achievement of the district's goals.

### OBJECTIVES

- ✍ To sensitise principals on the importance of cooperation and team work
- ✍ To encourage principals to share best practices
- ✍ To develop strategies for solving problems common to schools in the district

### STRATEGIES/ ACTIONS

- ✍ Discussions on how schools can benefit from the district
- ✍ Sharing of best practices during principals' monthly meetings.
- ✍ Set up a district improvement committee with responsibility for developing strategies

### EXPECTED OUTCOMES

- ✍ Principals will develop a more positive attitude towards district activities
- ✍ Improvement in management and administration of school plant

### Goal No. 2: To improve student performance

### OBJECTIVES

- ✍ To develop literacy skills
- ✍ Improve numeracy skills
- ✍ To accurately determine students' levels of proficiency in the core subject areas.

### STRATEGIES/ ACTIONS

- ✍ Using the literacy Hour model as an instrument for the integration of the components of the Language Arts Curriculum
- ✍ Continuation of professional development sessions for principals on the Literacy Hour
- ✍ Continuation of professional development sessions for teachers on the Literacy hour both at the district and school level.
- ✍ Analyse Language Arts results of National Examinations [Common Entrance, Minimum Standards- Grades 2, 4 and Form 3, Standard Six] and CXC and use data obtained in planning for instruction.



- ✍ Active and meaningful participation in National Reading Month
- ✍ Encourage Public Speaking, Poetry Recital, Spelling and Debating competitions in schools.
- ✍ Assess the extent to which public speaking, poetry recital and debating are integrated into the school curriculum particularly the Language Arts Curriculum.
- ✍ District Poetry Recital competition
- ✍ District Spelling competition
- ✍ District Debating competition
- ✍ Provide teachers with relevant literature concerning the teaching of mathematics
- ✍ Analyse Mathematics results of National Examinations [Common Entrance, Minimum Standards- Grades 2, 4 and Form 3, Standard Six] and CXC and use data obtained in planning for instruction.
- ✍ Active and meaningful participation in National Mathematics Month
- ✍ Promote the development of logical thinking skills
- ✍ District Mathematics Quizzes
  - Mental Maths
  - Problem Solving
- ✍ Develop criterion reference assessment instruments
- ✍ Use the instruments for formative and summative assessments.

## EXPECTED OUTCOMES

- ✍ Teachers will be better able to integrate the elements of the Language Arts Curriculum, improve the quality of teaching consequently, improved student performance.
- ✍ Improved efficiency in teaching time
- ✍ Principals will be better able to conduct professional development sessions with staff.
- ✍ More effective teaching of the Language Arts Curriculum
- ✍ More focussed teaching, hence improvement of students' general literacy skills
- ✍ Enhance literacy skills
- ✍ Enhance awareness of the importance of public speaking, poetry recital and debating in the development of literacy skills
- ✍ Improvement in the teaching of mathematics, hence better student performance
- ✍ More focussed teaching, hence improvement of students' general numeracy skills
- ✍ Improvement of students' general numeracy skills
- ✍ More accurate and meaningful assessment of students' performance

Goal No. 3: To provide teachers with opportunities for professional growth and development

## OBJECTIVES

- ✍ To improve teacher competencies
- ✍ To improve teacher moral

## STRATEGIES/ ACTIONS

- ✍ Professional development workshops in
  - teaching of mathematics



- the literacy hour
- Classroom management
- Student behaviour modification skills
- ✍ Video taping of best practices in mathematics teaching and circulating to schools for viewing.
- ✍ Recognition of special occasions e.g. teacher's birthday,
- ✍ Writing teachers letters of commendation for excellent punctuality, regularity, exceptional cooperation and services beyond the call of duty.
- ✍ Organise teacher forum for teachers to discuss and air the views and concerns.
- ✍ Organisation of social activities both on a school and district level
- ✍ Giving teachers leadership roles in the day to day running of schools.
- ✍ Teacher Networking – organise a structure / system through which teachers from various schools can communicate, exchange ideas, materials, etc.

### **EXPECTED OUTCOMES**

- ✍ General improvement in teaching strategies and teacher confidence
- ✍ Happy and more dedicated teachers

### **Goal No. 4: To develop / promote in students and teachers an appreciation of the arts, culture and sports**

#### **OBJECTIVES**

- ✍ To inculcate in students and teachers an appreciation for the arts.
- ✍ To Develop an appreciation for sports

#### **STRATEGIES/ ACTIONS**

- ✍ Support the development of clubs and choirs in schools. e.g. Drama, dance, art and craft.
- ✍ Encourage / facilitate the teaching of folk songs and dances in schools
- ✍ Encourage the celebration of the flower festivals and Creole day in schools
- ✍ Facilitate the organisation of workshops by Folk Research Centre in arts and culture
- ✍ Organise a district drama festival
- ✍ Organise district carol singing activities and Christmas time.
- ✍ Organise district Kiddies Carnival Band.
- ✍ Support inter house sporting competitions in schools
- ✍ Organise district track and field sports meet
- Organise District competitions in
  - Football
  - Cricket
  - Netball
- ✍ Introduce table tennis at school level
- ✍ Participate in inter districts track and field sports meet

### **EXPECTED OUTCOMES**



- ✍ Students will develop interest in performing arts and may eventually make selected areas their hobbies.
- ✍ Students will become more aware of their cultural heritage, and take more pride in themselves and the nation.
- ✍ Greater interests and participation in sporting activities

**PROGRAMME DETAIL EXPENDITURE  
DISTRICT OFFICE RECURRENT EXPENDITURE 2004/2005**

<b>CODE</b>	<b>DETAILS OF EXPENDITURE</b>	<b>ESTIMATES EC\$</b>
<b>101</b>	Personal Emoluments	<b>107, 451.71</b>
<b>105</b>	Travelling and Subsistence	<b>3, 000.00</b>
<b>108</b>	Training	<b>2, 000.00</b>
<b>109</b>	Office & General Expenses	<b>2, 000.00</b>
<b>110</b>	Supplies and Materials	<b>5, 000.00</b>
<b>113</b>	Utilities	<b>22, 500.00</b>
<b>116</b>	Operating and Maintenance Service	<b>5, 000.00</b>
<b>117</b>	Rental of Property	<b>60, 000.00</b>
<b>125</b>	Rewards, Compensation & Incentives	<b>2, 000.00</b>
<b>TOTAL PROGRAMME EXPENDITURE</b>		<b>208, 951. 71</b>



## DISTRICT SIX EDUCATION OFFICE

### **Vision**

Every student in District Six is developed to the highest possible level in academic, social, cultural, spiritual and sporting disciplines.

### **Mission Statement**

To improve the quality of our graduates by providing instruction that caters to the holistic development of students; exposing students to new innovations and technologies; equipping students with appropriate skills that would enable them to be competent, creative, productive, analytical and trainable; providing teachers and administrators with opportunities for development and advancement; and encouraging parents and other community members to become actively involved in the life of the school.

### **Objectives**

#### **To:**

- ? increase the achievement level of students at district, national and regional exams
- ? establish monitoring and supportive structures that would foster the overall development of each student to the highest possible level
- ? promote and facilitate HRD sessions/activities for teachers and Principals
- ? assist schools in refining and implementing their operational plan
- ? improve the standard of discipline in all schools in District Six
- ? encourage parents to play a more active part in the operations of the school
- ? engender a higher level of co-operation and collaboration among schools in the district
- ? improve performance at national and district competitions

### **Scope**

All primary and secondary schools in District Six: ten primary, one secondary with two campuses, one special education institution, and one technical institution.

### **Key Responsibilities**

- ✍ Facilitate the organization and implementation of School and District activities
- ✍ Supervise instruction through the periodic review of daily plans of teachers and a sample of students' work, and through the observation of a sample of lessons
- ✍ Ensure that appropriate structures are put in place to monitor the progress of students
- ✍ Inspire and motivate employees to strive for success
- ✍ Encourage Principals to use both proactive and reactive measures to curb indiscipline behaviours in schools
- ✍ Create opportunities for parents to play an active role in the life of the school
- ✍ Keep schools abreast of major activities at District Level and activities organized by specific schools
- ✍ Publish and circulate (every term) a calendar of activities for the District
- ✍ Provide opportunities for students to compete at District and National levels



- ✍ Formulate committees/working groups to plan and organize activities at the District Level

## Key Results

- ✍ A research study on the extent to which social problems exist in our schools and the possible impact on students' performance.
- ✍ Principals monitor the implementation of the school development plan
- ✍ Teachers document and analyse periodic records of students progress
- ✍ Strengthening of support services at District Level
- ✍ Strengthening of the enrichment programme in primary schools to incorporate the creative and performing arts
- ✍ A 3% improvement (over last year's results) in the District mean for all national exams
- ✍ An improvement in the mean by at least 3% for each subject area at Common Entrance and Minimum Standard
- ✍ A 5% increase in the pass rate for each subject offered at CXC or GCE level
- ✍ A 5% increase in the percentage of students obtaining four or more subjects
- ✍ An improvement in the performance of every student who pursue the special education programme in primary schools
- ✍ A decrease in the drop-out rate
- ✍ Implementation of innovative measures to improve literacy, and the display of positive reading habits by students
- ✍ Training programmes to enhance the expertise of teachers in organizing the language hour/block
- ✍ Publication of a anthology of poems to feature students' work
- ✍ Organisation of District competitions in various sporting disciplines including: football, cricket, netball and athletics
- ✍ Improvement in District performance in the various sporting disciplines
- ✍ Active PTAs in 75% of District schools
- ✍ Schools maintain up-to-date financial records of their revenue and expenditure

## Performance Indicators

- ✍ Copies of research study on social problems will be circulated to key stake-holders
- ✍ Periodic reports on the progress of the SIP and staff members are aware of the degree of success attained
- ✍ Scheme & Record Books, and records of classroom tests
- ✍ Schools are satisfied with the level of assistance provided by the District Counsellor and Social Services
- ✍ Observation of Enrichment Programme in operation at primary schools
- ✍ Results of National Examinations
- ✍ GCE and CXC results
- ✍ Student profiles
- ✍ Observation of reading lessons and visits to classrooms
- ✍ Examination of School records from log books and attendance registers
- ✍ Daily plans of teachers and assessment records of students' progress
- ✍ End of year reports from schools
- ✍ Calendar of activities from individual schools



- ✍ Publication of anthology of poems
- ✍ List of sporting activities organized by the District
- ✍ Results of the Inter-District athletics Meet and other national sporting competitions for students
- ✍ Reports from District Bursar on the financial status of schools

**Achievements**

- ✍ An increase in the percentage of students who obtained places at secondary level
- ✍ Improvement in the performance of schools which were performing way below the national mean
- ✍ Improvement in the pass rate and quality of passes at CXC level
- ✍ Most of the schools in the District showed improvements in this year's MST Exams
- ✍ Held a well organized and exciting district sports meet at the National Stadium
- ✍ Emerged as winners in the Inter Secondary Athletics Sports Meet
- ✍ Professional development activities were organized on a school basis to improve the knowledge base and expertise of teachers
- ✍ One-day conference for all teachers in the District was a big success. The topics discussed were relevant and resource persons did a fantastic job
- ✍ An enrichment programme has been established in most of the school. Parents and other community members volunteer their services
- ✍ A variety of activities were executed, both and school and District Level, to mark our 25<sup>th</sup> Independence Anniversary

**PROGRAMME DETAIL EXPENDITURE  
DISTRICT OFFICE RECURRENT EXPENDITURE 2004/2005**

CODE	DETAILS OF EXPENDITURE	ESTIMATES EC\$
<b>101</b>	Personal Emoluments	<b>107, 451.71</b>
<b>105</b>	Travelling and Subsistence	<b>3, 000.00</b>
<b>108</b>	Training	<b>2, 000.00</b>
<b>109</b>	Office & General Expenses	<b>2, 000.00</b>
<b>110</b>	Supplies and Materials	<b>5, 000.00</b>
<b>113</b>	Utilities	<b>22, 500.00</b>
<b>116</b>	Operating and Maintenance Service	<b>5, 000.00</b>
<b>117</b>	Rental of Property	<b>60, 000.00</b>
<b>125</b>	Rewards, Compensation & Incentives	<b>2, 000.00</b>
<b>TOTAL PROGRAMME EXPENDITURE</b>		<b>208, 951. 71</b>



## DISTRICT SEVEN EDUCATION OFFICE

The philosophy of District V11 is the attainment and maintenance of excellence in the realm of teaching and learning. In our quest to achieve this quality imperative, seven pillars (**P**'s) will inform our education plan.

Our focus, therefore, will be on the adoption of sound **Principles, Practices** and **Procedures** that are **Purposeful** and designed to enhance **Professionalism**, sustain **Progress** and improve **Performance**.

### MISSION STATEMENT

To provide every learner in District V11 with a foundation for life-long learning and opportunities for advancement, through quality instructional programmes and efficient stakeholder involvement.

### OBJECTIVES

To:

- ? Raise the level of performance of each student in all areas of the curriculum
- ? Establish and implement development and remediation/ support programmes for staff and students
- ? Facilitate and strengthen stakeholder involvement and participation in school organized or related activities
- ? Foster self-discipline and positive behaviour management
- ? Assist each school in developing and maintaining a positive image and reputation through appropriate marketing strategies
- ? Ensure the provision and maintenance of safe and secure facilities
- ? Promote a high level of professionalism through commitment, mutual trust, confidentiality and respect
- ? Establish a system of sharing of best practices among teachers
- ? Ensure that the District Education Office operates as a microcosm of the main office

### SCOPE

Provision of the relevant services to the school community, which encompasses eleven (11) Primary and two (2) Secondary Schools within the villages of Choiseul and Laborie.

### KEY RESPONSIBILITIES

- ? Facilitate the production, implementation and evaluation of School Action Plans
- ? Develop, procure, and use appropriate resources to enhance teaching and learning



- ? Conduct vision and auditory screening for all Kindergarten students
- ? Assess readiness level of all Kindergarten students
- ? Evaluate students' performance (school/district/national level) and set targets for improvement
- ? Develop and implement programmes that cater to the varying abilities, interests and needs of students
- ? Encourage involvement and participation in curricular and co-curricular activities
- ? Institute appropriate and effective systems for addressing matters of indiscipline
- ? Encourage staff (teaching and ancillary) to participate in organized training programmes
- ? Promote stakeholder involvement in school activities
- ? Recognize and reward achievements
- ? Ensure timely submission of prescribed data
- ? Provide effective and timely administrative support
- ? Create support systems for maintaining safe and secure school premises

### **KEY RESULTS**

- ? Appropriate School plans are developed, implemented and evaluated
- ? Stakeholder involvement and participation in school activities is increased
- ? Levels of improvement in numeracy and literacy are evident
- ? Improved performances in examinations (school, district, national and regional) are discernible
- ? Specific difficulties are identified, documented and the appropriate interventions implemented
- ? Areas of functional collaboration and co-operation are augmented
- ? Incidences of school indiscipline are reduced
- ? Staff (teaching and ancillary) are better trained and equipped
- ? Notable increases in the levels of satisfaction and motivation overall
- ? Marked improvement in the level of professionalism within the District
- ? Students' competences in the academic and social fields are enhanced
- ? Support structures/programmes are established.

### **PERFORMANCE INDICATORS**

- ? Data/Progress reports on students, Staff and Schools
- ? Parent/Community attendance at and participation in school activities
- ? Volume of donations/assistance received
- ? Enrichment programmes suited to varying needs, interests and abilities
- ? Administrative and supervisory structures that responds more rapidly to the needs of schools
- ? Outstanding achievements of students, Staff and Schools

### **ACHIEVEMENTS 2003-2004**

- ? Common District Exams for all grade levels were administered and analyzed



- ? Outstanding performances were recorded at national and regional examinations:
  - Saltibus Combined in Grade 2 Minimum Standard Exams
  - Dugard Combined in Common Entrance Exams
  - Choiseul Primary in (Std V1) Special Exams
  - Three (3) Students of Choiseul Secondary in CXC Exams
- ? Securing of funds from local and overseas agencies for school projects:
  - Laborie Girls' Primary – Computer lab and school projects
  - Delcer Combined – Library/Learning Center
  - Banse La Grace – Computer Lab
  - Piaye Combined – Computer Lab and School fencing.
- ? More schools are using multi-media technology to enhance teaching, learning and record-keeping
- ? The merger of five schools to create three, viz., Reunion Primary, Laborie Girls' Primary and Laborie Boys' Primary.
- ? Increase in the level of school and stakeholder participation in organized events:
  - Reading Extravaganza
  - Public Speaking & Essay Competitions
  - Quizzes and Debates
  - Dress & Dance Festival
  - District and Nation rallies
  - Music Festival, Creative & Performing Arts
  - Sports – District, Nation and Regional
  - UNESCO's Associated School Project & Decade of Literacy Programme
  - Junior Achievement Programme
  - Drug Abuse Resistance Education (DARE) Programme
- ? An increasing number of teachers are pursuing advanced studies, viz., Teacher Training, Undergraduate and Postgraduate Programmes
- ? Training session was organized for Watchmen/Security Officer & Caretakers
- ? The Education, Social and Sports organized activities for their respective domains
- ? Deserving Students and Teachers were recognized for their efforts:
  - 100% attendance
  - Academic Excellence
  - Sporting Achievements
- ? Establishing linkages – Piaye Combined established ties with Longvernal a U.K., Dugard Combined with Global Routes, a U.S. based group.

**DISTRICT V11**

**CALENDAR OF ACTIVITIES 2004-2005**

DATE	EVENT
	<ul style="list-style-type: none"> <li>☞ Summer Teacher Training Workshops</li> <li>☞ Staffing – new appointments, re-appointments, re-</li> </ul>



<b>August 2004</b>	<ul style="list-style-type: none"><li>deployments, transfers</li><li>✍ Verify readiness of school plants</li><li>✍ Distribution of Registers and Scheme &amp; Record Books</li></ul>
<b>September 2004</b>	<ul style="list-style-type: none"><li>✍ Verify School Work Plans and Time-Tables</li><li>✍ Facilitate student and Teacher placement</li><li>✍ Screening of Kindergarten students</li><li>✍ District Award Ceremony</li><li>✍ School Visits</li></ul>
<b>October 2004</b>	<ul style="list-style-type: none"><li>✍ Plan activities for Mathematics Month</li><li>✍ Observe:<ul style="list-style-type: none"><li>- World Food Day</li><li>- Teachers' Week</li><li>- Cultural Festivals – La Margueite/ Jounen Kweyol</li></ul></li><li>✍ Information Technology (IT) Training Workshop</li><li>✍ School visits</li></ul>
<b>November 2004</b>	<ul style="list-style-type: none"><li>✍ Mathematics Month activities</li><li>✍ St. Cecilia's Day Musical Concert</li><li>✍ District IT Competition</li><li>✍ Principals' Termly Meeting</li><li>✍ School visits</li></ul>
<b>December 2004</b>	<ul style="list-style-type: none"><li>✍ Common District End-of-Term Exams</li><li>✍ Performing Arts to observe National Day and Christmas Festivities.</li></ul>



<b>January 2005</b>	<ul style="list-style-type: none"> <li>✍ Observe Nobel Laureate Day</li> <li>✍ Plan activities for Independence Anniversary</li> <li>✍ Schools' Inter-House Sports</li> <li>✍ School visits</li> </ul>
<b>February 2005</b>	<ul style="list-style-type: none"> <li>✍ Independence Anniversary activities</li> <li>✍ Secondary Schools Inter-House Sports</li> </ul>
<b>March 2005</b>	<ul style="list-style-type: none"> <li>✍ Schools' Inter House Sports Meet</li> <li>✍ Inter-Secondary School Sports</li> <li>✍ Submission of Teacher Appraisals and Requests for Transfers</li> <li>✍ Principals' Termly Meeting</li> <li>✍ School visits</li> </ul>
<b>April 2005</b>	<ul style="list-style-type: none"> <li>✍ Inter-District Schools Sports</li> <li>✍ Plan Reading Month activities</li> <li>✍ Quadrille Festival</li> </ul>
<b>May 2005</b>	<ul style="list-style-type: none"> <li>✍ Reading Month activities</li> <li>✍ School Staffing Review (District)</li> <li>✍ Inter District Primary Sports Meet</li> <li>✍ Principals' Termly Meeting</li> <li>✍ School visits</li> </ul>
<b>June 2005</b>	<ul style="list-style-type: none"> <li>✍ School Staffing Review (MOE)</li> <li>✍ Common District End-of-Year/ National/ Regional Exams</li> </ul>
<b>July 2005</b>	<ul style="list-style-type: none"> <li>✍ Show-casing of District Schools</li> <li>✍ Retirement Function</li> </ul>

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<b>CODE</b>	<b>DETAILS OF EXPENDITURE</b>	<b>ESTIMATES EC\$</b>
<b>101</b>	Personal Emoluments	<b>107, 451.71</b>
<b>105</b>	Travelling and Subsistence	<b>3, 000.00</b>
<b>108</b>	Training	<b>2, 000.00</b>
<b>109</b>	Office & General Expenses	<b>2, 000.00</b>
<b>110</b>	Supplies and Materials	<b>5, 000.00</b>
<b>113</b>	Utilities	<b>22, 500.00</b>
<b>116</b>	Operating and Maintenance Service	<b>5, 000.00</b>



**Ministry of Education Annual Work Plan 2004-2005**

<b>117</b>	Rental of Property	<b>60, 000.00</b>
<b>125</b>	Rewards, Compensation & Incentives	<b>2, 000.00</b>
<b>TOTAL PROGRAMME EXPENDITURE</b>		<b>208, 951. 71</b>



## DISTRICT EIGHT EDUCATION OFFICE

### MISSION STATEMENT

Our first responsibility is to the district's children who depend on us for guidance and example. Our main business is to develop to the maximum, their academic, social, spiritual and physical capabilities, as we believe that human development is the worthiest of the goals of civilisation. Our effort therefore, must ensure the continued growth and development of society. We firmly believe that this can best be achieved through the collective will of the district education officer, teachers, the community and the children themselves, utilising every available human, physical and technological resource.

### OBJECTIVES

#### To:

- ✍ Broaden and strengthen school supervision
- ✍ Strengthen and broaden support for teacher development
- ✍ Promote and strengthen relations among schools and between schools and the community:

#### **Broaden and strengthen school supervision**

- ✍ Continue periodic reviews of critical areas of every school's operations
- ✍ Continue formal termly appraisals of principals
- ✍ Continue review of schools' disciplinary policies in keeping with the Education Act

#### **Strengthen and broaden support for teacher development**

- ✍ Encourage and facilitate the use of teacher resource centre.
- ✍ Develop and implement a teacher development plan
- ✍ Continue Micro Teaching

#### **Promote and strengthen relations among schools and between schools and the community**

- ✍ Provide training for PTA executive members
- ✍ Introduce district mentoring system
- ✍ Create interconnections among innovations within the district

### SCOPE

- ✍ School external relations
- ✍ School supervision
- ✍ Teacher support and development

### KEY RESULTS

- ✍ Increased support of parents for school activities



- ✍ Improved school image
- ✍ Improved understanding of schools' functions by the community
- ✍ Closer co-operation among schools
- ✍ Closer co-operation between infant and primary schools
- ✍ Closer co-operation between primary and secondary schools
- ✍ Smooth student transition from infant to primary schools
- ✍ Smooth student transition from primary to secondary school
- ✍ Increased staff motivation
- ✍ Improved student conduct/discipline
- ✍ Improved staff conduct/discipline
- ✍ Improved teaching/learning environment
- ✍ Improved punctuality and regularity
- ✍ Increased emphasis on student outcomes
- ✍ Successful implementation of school plans
- ✍ Increased student achievement
- ✍ Increased teacher motivation
- ✍ Improved sense of teacher professionalism
- ✍ Increased staff confidence
- ✍ Improved teaching/learning environment
- ✍ Improved teacher planning and preparation
- ✍ Improved teaching/learning
- ✍ Increased student achievement

**PROGRAMME DETAIL EXPENDITURE  
DISTRICT OFFICE RECURRENT EXPENDITURE 2004/2005**

CODE	DETAILS OF EXPENDITURE	ESTIMATES EC\$
<b>101</b>	Personal Emoluments	<b>107, 451.71</b>
<b>105</b>	Travelling and Subsistence	<b>3, 000.00</b>
<b>108</b>	Training	<b>2, 000.00</b>
<b>109</b>	Office & General Expenses	<b>2, 000.00</b>
<b>110</b>	Supplies and Materials	<b>5, 000.00</b>
<b>113</b>	Utilities	<b>22, 500.00</b>
<b>116</b>	Operating and Maintenance Service	<b>5, 000.00</b>
<b>117</b>	Rental of Property	<b>60, 000.00</b>
<b>125</b>	Rewards, Compensation & Incentives	<b>2, 000.00</b>
<b>TOTAL PROGRAMME EXPENDITURE</b>		<b>208, 951. 71</b>



## NATIONAL ENRICHMENT AND LEARNING UNIT

### MISSION STATEMENT

To provide community education that is part and parcel of the thrust to develop and improve the lives of the people of the society. Community education incorporates basic, technical/vocational and enrichment programmes as well as civics education.

To provide a wide range of opportunities for citizens to acquire new knowledge and skills, to improve their talents, enhance their life chances and participate in national affairs which impact on their lives. Such opportunities would best be provided through short and intensive modules using a holistic approach.

### OBJECTIVES

#### Administration

- ? *Provide access to academic, technical/vocational, enrichment programmes to participants.*
- ? *Foster inter sectoral collaboration in the provision of adult education.*
- ? *Strengthen democratic values through the provision of information and the promotion of knowledge of national development issues and local Government, structures and processes.*
- ? *Introduce a National Examination to accredit NELP.*

#### Curriculum:

- ? *Develop instructional approaches, new curricular and multi-media course ware.*

#### Training

- ? *Promote multidisciplinary approach in programme delivery.*

### Scope

The Adult Education Unit now National Enrichment & Learning Unit has undergone considerable structural changes over the last two year. These changes have facilitated the development of a comprehensive programme which provide participants choices in selecting courses which are reflective of their personal interests and needs. They are also afforded opportunities to acquire employable, marketable and specific skills.

In 2000, the programme was restructured to include the development of modules, which were categorized into three broad areas viz:

1. Core subjects
2. Technical/Vocational
3. Enrichment programmes

The National Enrichment & Learning Programme seeks to provide a wide range of opportunities for citizens to acquire new knowledge and skills that will enhance their life chances and to participate in national affairs through a holistic approach.



The programme requires input from a range of community personnel, professionals and public extension personnel. An inter/intra ministerial approach has been adopted to facilitate the utilization of the professional competencies within the various ministries. This collaborative effort will allow the personnel in the different ministries and non governmental organizations, opportunities to share information with the participants in areas relating to their specific field of expertise, be it agriculture, health, commerce, etc. The courses offered in these areas are geared to providing learners with practical skills which will enhance their daily lives

## **KEY RESPONSIBILITIES**

### Administration:

- ? Collaborate with the Communications Unit of the Ministry of Education, GIS, CAMDU, and other private sector establishments.
- ? Update data to include learners of new centres
- ? Conduct monthly meetings with officers
- ? Seek funding from external agencies to augment local funds
- ? Provide centres with sufficient materials and supplies
- ? Prepare an evaluation exercise to be taken by learners at the end of each learning cycle
- ? Prepare pre-tests for prospective learners of the basic and pre-CXC levels
- ? Conduct ongoing evaluation of centres
- ? Prepare annual/quarterly budget
- ? Examine the day-to-day operations of NELU
- ? Conduct an annual Congress of Facilitators and Co-ordinators
- ? Establish workable mechanisms of collaboration between NELU and other agencies for greater outreach community participation
- ? Conduct a National Literacy Survey

### Curriculum Implementation

- ? Prepare and publish multi-media curricula and instructional material
- ? Develop a training module learners of new centres
- ? Introduce some courses at intermediate and advance levels
- ? Prepare standards for some technical courses
- ? Administer instrument on attitude of learners towards basic courses

### Training

- ? Conduct training and refresher workshops for facilitators in the application of new approaches and use of the courseware on an ongoing basis
- ? Conduct termly meetings with officers
- ? Conduct bi-termly meetings of facilitators and coordinators at centre level



- ? Monitor and critically analyze teaching/learning techniques

### Mobilization & Publicity

- ? Promote access to basic and continuing education, technical and vocational and enrichment programmes for the period 2001 – 2005 to at least 2000 learners in 25 learning centres island-wide.
- ? Encourage centres to participate in exchange visits, educational tours and extra-curricula activities
- ? Prepare an information sheet about NELP

### Supervision

Supervise the operation of centres by officers.

### Key Results

### Administration

- ? The core, technical and vocational and enrichment dimensions that constitute the programme at all centres
- ? Collaborate with other sectors to avoid duplication of efforts.
- ? Participation and contribution from both public and private
- ? Introduce some courses at Intermediate and Advanced levels.
- ? Develop a plan for production/preparation of audio/visual and courseware materials as well as module development
- ? Provide up to date information on learners
- ? Plan, execute, review programme of NELU
- ? Allow for the effective implementation of the programme
- ? Provide insights on the performance level of learners.
- ? Assign learners to their respective academic levels.
- ? Determine the strength and weaknesses of the centres
- ? Identify are for improvement
- ? Sustain the operation of the programme
- ? Prepare information sheet about NELP
- ? Promote efficiency and effectiveness in the management of NELU.
- ? Share innovative practices expressed concerns and make recommendations for continuance of the programme
- ? Determine literacy level to make informal decisions on the status of literacy at a national level.
- ? Set standards for technical courses.
- ? Determine causes for low registration in basic courses.

### Curriculum Development

- ? Development and produce audio/visual and courseware materials and modules



- ? Standardized materials for both trainers and trainees.

### Training & Supervision

- ? Develop a cadre of skilled personnel for the delivering of courses.
- ? Document and Disseminate information obtained from meetings of learners, facilitators and co-ordinators will foster innovations and creativity for the improvement of the programme
- ? Obtain funding for expansion of programme
- ? Make improvement in the delivery of instructions.

### Mobilization/Publicity

- ? Diverse courses will attract a wider clientele to the Adult Education Programme
- ? Collaborate with other agencies to avoid duplication of efforts
- ? Create awareness of programme
- ? Increase in the enrollment of courses
- ? Provide information on the programme

### **Performance Indicators**

- ✍ Improved quality of life.
- ✍ Greater participation in decision making at the community and national levels.
- ✍ Learner satisfaction and increase self confidence.
- ✍ Greater public awareness and participation.
- ✍ Increased participation of learners/facilitators

### **Activities**

- ? Identify/establish working groups for the development of multi-media curricula and instructional materials for new courses.
- ? Design of standardized test materials.
- ? Prepare proposals to be submitted to funding agencies.
- ? Organize meeting with media personnel to help sensitize public.
- ? Integration of Kweyol Literacy in the core basic subjects.
- ? Participate in and conduct interviews, panel discussions, phone-in-programmes through the media.
- ? Collaborate with Education Officer Technical Vocational Unit in designing an accreditation system.
- ? Administer evaluation tool for learners' work.
- ? Equip adult learning centres with materials equipment for the various courses.
- ? Conduct training for facilitators in the programme.
- ? Conduct community sensitization meetings.
- ? Collaborate with major stakeholders-private/public sector for continued dialogue and evaluation of the programme.
- ? Conduct monthly staff meetings.



- ? Conduct meetings with facilitators and co-ordinators each cycle
- ? Conduct meetings with learners at centers at the beginning of each cycle
- ? Conduct workshops in module development
- ? Conduct workshops in the teaching of Kweyol to adults
- ? Update database for the enrolment of learners.
- ? Prepare of modules for new courses
- ? Select and purchase recommended text for facilitators.
- ? Establish seven (7) new centers
- ? Conduct periodic meetings with Technical Commission.
- ? Conduct a competition among learners (Kweyol)
- ? Conduct a National Literacy Survey

**Achievements 2003/2004**

- Conducted monthly meetings with staff.
- Conducted training for facilitators.
- Provided teaching/learning materials to centres.
- Utilized the resources of media houses (print and electronic) to promote public awareness.
- Conducted Workshop for workbook Development
- Conducted Orientations workshop in the use of modules
- Edited six modules
- Pilot tested Intermediate Modules at some centers.
- Undertake an inventory of equipment available at the five new centres.
- Procured materials/equipment for new and existing centers.
- Recruited facilitators for new centres
- Printed Draft Modules for use in the centres
- Prepared teaching kits for facilitators
- Conducted workshop in kweyol orientation
- Prepared modules for Intermediate courses
- Conducted Congress of facilitators
- ✍ Opened five centres
- ✍ Conducted termly meetings with center co-ordinators and facilitators
- ✍ Conducted meetings with learners at center level

**PROGRAMME DETAIL EXPENDITURE  
RECURRENT EXPENDITURE 2004/2005**

<b>Programme: Adult and Continuing Education</b>		
<b>CODE</b>	<b>DETAILS OF EXPENDITURE</b>	<b>ESTIMATES EC\$</b>
<b>101</b>	Personal Emoluments	<b>232,322.72</b>
<b>102</b>	Wages	<b>28,887.12</b>
<b>105</b>	Travelling and Subsistence	<b>43,248.00</b>
<b>108</b>	Training	<b>1,081,464.00</b>
<b>109</b>	Office & General Expenses	<b>20,000.00</b>
<b>110</b>	Supplies and Materials	<b>93,500.00</b>
<b>115</b>	Communication	<b>25,000.00</b>
<b>116</b>	Operating and Maintenance Service	<b>20,000.00</b>



**Ministry of Education Annual Work Plan 2004-2005**

<b>117</b>	Rental of Property	<b>97,488.00</b>
<b>120</b>	Grants and contributions	<b>1,684.00</b>
<b>132</b>	Professional and Consultancy Services	<b>30,000.00</b>
<b>137</b>	Insurance	<b>20,000.00</b>
<b>139</b>	Miscellaneous	<b>10,000.00</b>
<b>TOTAL PROGRAMME EXPENDITURE</b>		



## CURRICULUM AND MATERIALS DEVELOPMENT UNIT

### MISSION STATEMENT

The Curriculum and Materials Development Unit (CAMDU) recognises that learning is a life-long process and is committed to facilitating this process for all persons participating in instructional programmes. Thus, CAMDU's mission is to provide quality instructional support services for the promotion of life-long learning and the development of human resources.

### OBJECTIVE

To produce written curriculum and supporting materials within time periods and costs detailed in the Unit's Annual Work Plan and Approved Estimates.

### SCOPE

Grades K-7 of Primary Schools and Forms 1 to 3 of Secondary Schools in St. Lucia with specific attention to Health and Family Life, Language Arts, Mathematics, Music, Home Economics, Science and Technology and Social Studies.

### KEY RESPONSIBILITIES

- ? National Curriculum Reform, Materials Production and Publishing  
Complete and disseminate Teachers' Guide and other materials to support the K-6 and Lower
- ? Secondary Curriculum
- ? Publish quality and instructionally effective software materials for the school system
- ? Ensure the effective use of Curriculum Guides and other teaching materials for K-6 and Forms 1-3
- ? Monitor the teaching of Mathematics, Language Arts, Music, Social Studies and Family Life at the Primary Grades and Lower Secondary Levels
- ? Assist in Production of NELP Modules
- ? Facilitate the Organisation of extra curricular activities that will assist in improving performance standards in Mathematics, Music, English Language, Arts, Home Economics, Science and Social Studies
- ✍ Produce audio material for Music Instruction

### KEY RESULTS



- ? Produce programme of Instruction Guide for Instrumental Music Instruction
- ? Improved instructional practices in classrooms
- ? Distribution of Teachers Guides for Mathematics, English Language, Arts, Home Economics, Science and Social Studies and Music Instruction Package to accompany New Curriculum
- ? Publication of Instructional materials Posters, Music activity booklets
- ? Implementation of Curriculum Guides for Lower Secondary Grades
- ? Publication of NELP Modules
- ✍ Distribution of Revised Music Syllabus
- ✍ Implementation of Instrumental Programme at Primary Level and formation of an elementary String ensemble students at four (4) primary schools receive tutoring in violin, viola and cello

### **PERFORMANCE INDICATORS**

- ✍ Copies of Teachers' Guides made available and used by K-7 teachers
- ✍ Music Kits, Mental Mathematics booklets and other instructional materials used by teachers
- ✍ More teachers confident in using Curriculum Guides and other materials effectively
- ✍ Curriculum Officers report on supervision activities conducted in schools in the various subject areas
- ✍ Reports by Curriculum Officers highlighting in-service training activities
- ✍ Publication of NELP Modules

### **MAJOR ACHIEVEMENTS 2002-2003**

- ✍ General classroom music is taught in more schools for the K-6 Music Curriculum guide
- ✍ Produced sample resource music package for K-6
- ✍ Production of Health and Family Life Curriculum for Lower Secondary
- ✍ Improved performance by National Youth Choir
- ✍ Successful National Junior Calypso Competition for Schools
- ✍ Preparation of Artwork Brief and Commencement of Art Editing and NELP modules
- ✍ Assisted NELP in preparing Modules for Music, Language Arts and Mathematics
- ✍ Completed camera-ready layout of 5 instruction chart to support Infant Level Curriculum
- ✍ Collected 11, 372.00 in revenue for CAMDU
- ✍ Managed Reprographic Services and production Section
- ✍ Reprinted Curriculum Guides
- ✍ Revision of Forms I, II and III Music Syllabus
- ✍ Competition of Draft lesson activities for Part II of Music Instruction Guide
- ✍ Distribution of Musical instruments to ten (10) Primary Schools
- ✍ Initiated plans for instruction in violin, viola and Cello for students at Primary level

### **PROGRAMME DETAIL EXPENDITURE – CURRICULUM DEVELOPMENT RECURRENT EXPENDITURE 2003 -2004**



<b>CODE</b>	<b>DETAILS OF EXPENDITURE</b>	<b>ESTIMATES (EC\$)</b>
101	Personal Emoluments	666,949
102	Wages	62,294
105	Travel and Subsistence	104,927
108	Training	2,440
109	Office and General Expenses	3,349
110	Supplies and Materials	5,500
113	Utilities	20,466
114	Tools and Instruments	2,150
115	Communication	0
116	Operating and Maintenance Service	10,600
135	Professional and Consultancy Services	0
<b>Total Programme Expenditure</b>		<b>878,675</b>



**MAIN EVENTS FOR 2003-2004 (CAMDU)**

DATE	EVENT
January 2003	<ul style="list-style-type: none"> <li>✍ Monitoring of Music Instruction</li> <li>✍ Curriculum and Materials Development – Music Secondary Level</li> <li>✍ Workshops/Instructions on song performance for participants in calypso competition</li> </ul>
February 2003	<ul style="list-style-type: none"> <li>✍ Food Preparation Competition among Secondary Schools</li> <li>✍ Independence: Calypso Competition</li> <li>✍ Monitoring of Music and Home Economics Instruction</li> </ul>
March 2003	<ul style="list-style-type: none"> <li>✍ Curriculum and Materials Development – Music and Home Economics</li> <li>✍ Workshop on Music and Home Economics Instruction</li> </ul>
April 2003	<ul style="list-style-type: none"> <li>✍ Curriculum Development – Secondary Level</li> <li>✍ National Students Choir workshop – vacation</li> <li>✍ Distribution of Curriculum Materials – Home Economics</li> <li>✍ Production of Audio Material for Primary Music</li> </ul>
May 2003	<ul style="list-style-type: none"> <li>✍ Embroidery Competition among primary schools</li> <li>✍ National Music Festival – 3<sup>rd</sup> week after Easter Break</li> </ul>
June 2003	<ul style="list-style-type: none"> <li>✍ Monitoring of Home Economics Instruction</li> <li>✍ Music Teachers Conference on Music Instruction and Evaluation (Day after Corpus Christi)</li> <li>✍ Curriculum and Materials Development – Music</li> </ul>
July 2003	<ul style="list-style-type: none"> <li>✍ Workshop on teaching the Recorder in the Classroom</li> <li>✍ National Students Choir Workshop</li> <li>✍ Supervise marking of Standard Six examinations in Home Economics</li> <li>✍ Workshop of Audio Materials Material for Music</li> </ul>
August 2003	<ul style="list-style-type: none"> <li>✍ Curriculum and Materials Development – Music</li> </ul>
September 2003	<ul style="list-style-type: none"> <li>✍ Implementation of Lower Secondary Music Curriculum Guide</li> </ul>



## CURRICULUM AND MATERIALS DEVELOPMENT

### Publishing & Production

#### MISSION STATEMENT

The Curriculum and Materials Development Unit (CAMDU) recognises that learning is a life-long process and is committed to facilitating this process for all persons participating in instructional programmes. Thus, CAMDU's mission is to provide quality instructional support services for the promotion of life-long learning and the development of human resources.

#### OBJECTIVE

To produce written curriculum and supporting materials within time periods and costs detailed in the Unit's Annual Work Plan and Approved Estimates.

#### SCOPE

Grades K-7 of Primary Schools and Forms 1 to 3 of Secondary Schools in St. Lucia with specific attention to Health and Family Life, Language Arts, Mathematics, Music, Home Economics, Science and Technology and Social Studies.

#### KEY RESPONSIBILITIES

Publish instructionally effective materials to support the implementation of the National Curriculum and provide editing, design, and reprographic services.

#### KEY RESULTS

- ? Review, preliminary approval, and editing of 15 title-proposals submitted to the Ministry of Education (from publishing proposal package)
- ? Publication of seven Instructional charts/posters (from publishing proposal package)
- ? Procurement of five instructional charts
- ? Publishing of revised editions of two of CAMDU's Supplementary Readers for Grades K –1
- ? Publication of the *Reasoning and Mathematics Test book* for the OECS market (from publishing proposal package)
- ? Design, editing and publication of re-issues of two titles for the parent and general public market:
  - (1) The National Curriculum Guide for Language Arts Grades K –6, Forms 1-5
  - (2) The National Curriculum Guide for Mathematics Grades K –6, Forms 1-5
- ? Complete designing and editing of NELP Modules
- ✍ Publish Home Economics Recipe Book

#### PERFORMANCE INDICATORS

- ✍ Submission of edited camera-ready NELP Modules to Adult Education Dept.



## Ministry of Education Annual Work Plan 2004-2005

- ✍ Receipt of written approval for publishing package and writing and editing of manuscripts
- ✍ Availability of published instructional charts/posters, Grades K- 3 for sales to schools and parents
- ✍ Availability of CAMDU's Supplementary Readers for Grades K –1 revised editions for consideration for the book list for the 2004 –05 academic year
- ✍ Marketing of the Reasoning and Mathematics Test book in the OECS school market
- ✍ Marketing Home Economics Recipe Book in the schools
- ✍ Marketing and promotion of the re-issues of the (1)Language Arts and (2) Mathematics Curriculum Guide Books for parents

## MAJOR ACHIEVEMENTS (2002 –2003)

- ✍ Completion of editing and designing of five NELP Modules
- ✍ Completion of revision, re-designing, layout and colour illustrating of two supplementary readers
- ✍ Completion and submission of proposals for 15 publishing titles to support the Curriculum
- ✍ Conception of two core curriculum guide books for parents and the general public
- ✍ Managed Reprographic Services in the Production Section
- ✍ Collect revenue from reprographic services
- ✍ Reprinted Curriculum Guides



**CURRICULUM AND MATERIALS DEVELOPMENT UNIT CONT Mathematics**

**MISSION STATEMENT**

The Mathematics programme is geared towards ensuring that all teachers are adequately trained and equipped to handle classroom instruction confidently, so as to guarantee that all students placed in their care reach their maximum potential.

**GOALS**

- ✍ To develop in students, the feeling that mathematics is useful and worth learning
- ✍ To provide children with the capacity to cope with, interpret and appreciate their environment
- ✍ To enable students to develop mathematical problem solving skills.
- ✍ To foster within every learner, a sense of accomplishment and success
- ✍ To provide the kind of learning experiences that stimulate interest and create a sense of joy in doing mathematics.

Number	Objectives	Key Responsibilities	Key Results	Financial Allocation
1.	To assist teachers with knowledge of mathematics content	Through the DFID/World Bank project, produce booklets on specific content areas which teachers have identified as difficult to teach.  Conduct workshops for primary school teachers using the completed booklets	Improvement in teachers' planning for instruction, and assessment of students.  Improvement in teacher-confidence when using the curriculum in planning for instruction	
2	To help teachers' integrate Language Arts and Mathematics.  To ensure proper	Complete the production of the Booklets. ' <b>The story of Zero</b> ' and ' <b>Mathematics Alphabet</b> '  Carry out regular	Better knowledge of significant content material as well improvement of reading skills.  Schools and teachers who are	



Number	Objectives	Key Responsibilities	Key Results	Financial Allocation
3	implementation of the mathematics curriculum through well planned and well executed lessons	<p>visits to selected schools.</p> <p>Observe mathematics lessons in progress.</p> <p>Assist teachers with long term and short term planning.</p> <p>Suggest strategies and activities that could help enhance the quality of lessons.</p> <p>For schools with computers, suggest ways in which they can use ICT to enhance teaching of mathematics in the classroom</p>	<p>most in need of assistance with implementation of the Mathematics curriculum would benefit directly from the visits of the Mathematics curriculum specialist.</p>	
4	To promote critical thinking, logical reasoning and Problem Solving skills among students in the lower secondary school level	<p>Write <i>Part 2</i> of the booklet '<b>Mental Mathematics</b>' specifically for the lower secondary school students.</p> <p>Develop Mathematical games for students that will arouse and improve their critical thinking skills.</p>	<p>Much sharper students who are problem solvers and mathematics enthusiasts</p>	

## MAJOR ACHIEVEMENTS 2002 –2003



## Ministry of Education Annual Work Plan 2004-2005

- ✍ Piloted the OECS Mathematics curriculum in grades K-2 of the Mon Repos Combined school and the Camille Henry Memorial.
- ✍ With the assistance of JOCV, completed Annual Teaching Guides for the National curriculum for grades 3 – 6.
- ✍ Developed an Action Plan for improving Numeracy in schools.
- ✍ Established a Numeracy Task Force consisting mainly of Mathematics educators.
- ✍ Conducted workshop for Heads of Mathematics department on use of the examination syllabus in planning for instruction.

### MAIN EVENTS FOR 2003 – 2004

- |                |   |
|----------------|---|
| August 2003    | Workshop for heads of mathematics department of secondary         |
| September 2003 | Distribution of JOCV teaching guides to all grade 3 - 6 teachers. |
| November 2003  | Mathematics month   |



## EDUCATIONAL EVALUATION AND EXAMINATIONS

### INTRODUCTION

The main thrust of the Educational Evaluation and Examinations Unit in 2004/2005 is a reform of the primary schools' assessment systems in light of the movement towards Universal Secondary and the implementation of new curricula at the primary and lower secondary schools. This also implies a reform of the Common Entrance Examination.

### MISSION STATEMENT

To undertake educational assessment with maximum stakeholder involvement for the assurance of quality in education.

### OBJECTIVES

To:

- ☞ ascertain efficiency in the registration of local and overseas examinations
- ☞ develop valid, reliable and relevant local examinations
- ☞ ensure standardized conditions in the administration of all local and overseas examinations
- ☞ provide certification for the Standard Six Examinations
- ☞ continue developing and implementing strategies for identifying the authenticity of academic and professional certificates presented for certification
- ☞ enhance the feedback processes on examination results
- ☞ maintain accurate records and information pertaining to all examinations
- ☞ communicate with all stakeholders on pertinent examination matters
- ☞ continue improving the security system and maintaining the confidentiality of all examinations
- ☞ select, maintain, and retain efficient and effective processes for the Unit

### SCOPE

- ☞ Registration of candidates for local and overseas examinations
- ☞ Test development and item banking
- ☞ Administration of local and overseas examinations
- ☞ Marking of local examinations
- ☞ Analysis of and feedback on all local and overseas examinations
- ☞ Placement and assignment of students to secondary schools
- ☞ Certification for local examinations and validation of certificates/diplomas
- ☞ Record-keeping on all examination matters
- ☞ Training of key personnel for the examination and evaluation processes
- ☞ Technical assistance to schools on testing & evaluation matters
- ☞ Links with other departments, institutions, officials on examination matters
- ☞ Customer service on all examination and evaluation matter

### KEY RESPONSIBILITIES



- ✍ Register candidates for all local and overseas examinations
- ✍ Develop and facilitate the production of all local examinations
- ✍ Procure all examination materials
- ✍ Administer all local and overseas examinations
- ✍ Provide training for all examiners
- ✍ Diagnosis of strengths and weaknesses of candidates
- ✍ Establish norms and performance indicators
- ✍ Mark examinations, analyze results and provide feedback to stakeholders
- ✍ Provide certification for examinations
- ✍ Validate/certify academic and professional certificates
- ✍ Evaluate the examination and evaluation processes adopted
- ✍ Secure of all examination materials, records, certificates and evaluation instruments
- ✍ Assist educational institutions with effective evaluation programmes
- ✍ Provide technical support in examination and evaluation matters
- ✍ Liaise with Ministry officials, departments, educational institutions on examination matters
- ✍ Ensure accurate record-keeping of examination information

### **KEY RESULTS:**

- ✍ Timely registration of all eligible candidates
- ✍ Standardized administration of Minimum standards tests, Common Entrance Examination, Special Examination & Standard Six School Leaving Certificate Examination
- ✍ Item Banks
- ✍ Objective placement/assignment of students at secondary schools
- ✍ Timely dissemination of feedback on all examinations
- ✍ National norms and performance indicators
- ✍ Readily available reports/information on all examinations
- ✍ Accurate results/records of all matters pertaining to examinations
- ✍ Successful workshops seminars for key examination personnel/support staff
- ✍ Technical support on testing & evaluation matters for educational institutions
- ✍ Links with other ministry officials, departments, institutions,

### **PERFORMANCE INDICATORS**

- ✍ Timely and error free registration process
- ✍ Standardized administration procedures
- ✍ Valid and reliable examinations
- ✍ Impartiality in the placement of students at secondary schools
- ✍ Established minimum standards
- ✍ Timely dissemination of results/reports
- ✍ Expected satisfaction from stakeholders
- ✍ Effective support systems for educational institutions

### **ACHIEVEMENTS 2004-2005**



- ✍ Registration for all local and overseas examinations
- ✍ Development and production of all local examinations
- ✍ Standardized administration of local and overseas examinations
- ✍ Feedback on examinations
- ✍ Impartial placement of students at secondary schools (transfers and assignments)
- ✍ Training sessions for key personnel (examiners, item writers, invigilators) in examinations
- ✍ Diagnosis of strengths and weaknesses of candidates
- ✍ Documented performance indicators
- ✍ Technical support for educational institutions
- ✍ Inter-departmental links created
- ✍ The production of documented guidelines for the different examination processes
- ✍ Effective customer service

**PROGRAMME DETAIL EXPENDITURE - EDUCATIONAL EVALUATION AND EXAMINATIONS (16)**

<b>RECURRENT EXPENDITURE 2004- 2005</b>		
<b>CODE</b>	<b>DETAILS OF EXPENDITURE</b>	<b>ESTIMATES (\$)</b>
101	Personal Emoluments	92,958.00
102	Wages	2,565.00
105	Travel and Subsistence	16,958.00
117	Rental of Property	3,000.00
125	Rewards, Compensation and Incentives	30,000.00
<b>Total Programme Expenditure</b>		<b>145,481.00</b>

Source: Government of St. Lucia Estimates 2004/05 Volume II

**MAIN EVENTS FOR 2004–2005 (EDUCATIONAL TESTING, EVALUATION & EXAMINATIONS)**

<b>DATE</b>	<b>EVENT</b>
<b>August 2004</b>	
	? Registration for London January Examinations



	? CXC (CSEC & CAPE) Release of results of May/June 2004 examinations
<b>September 2004</b>	
	? Registration for CXC January Examinations ? Registration for London January Examinations
<b>October 2004</b>	
	? Registration for May/June Examinations ? Registration for London January Examinations
<b>November 2004</b>	
	? Registration for Local Examinations ? Registration for CXC May/June Examinations
<b>December 2004</b>	
	? Registration for London and Cambridge Exams GCE May/June Exams ? Registration for Local Exams
<b>January 2005</b>	
	? CXC and London January Exams ? Registration for Local Exams ? Registration for London and Cambridge GCE May/June Examinations ? Registration for City & Guilds Exams
<b>April 2005</b>	
	? Administration of Overseas Exams, CXC, GCE, City & Guilds ? Workshops for CXC oral examiners ? CXC oral examinations begin



	? Administration of Local Examinations
<b>May 2005</b>	? Administration of Overseas Exams
	? Marking Exercises for Local Examinations begin ? Administration of Local examinations
<b>June 2005</b>	
	? Administration of Local Examinations ? Administration of Overseas Exams ? Marking Exercises for Local Examinations begin
<b>July 2005</b>	
	? Consultation/Feedback ? Marking Exercises ? Consultation/Feedback ? Handling of queries and requests related to Local Examinations

## LIBRARY SERVICES

### MISSION STATEMENT

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

### OBJECTIVES

To:

- ✍ provide a wide range of information services
- ✍ satisfy the needs of different groups through outreach services
- ✍ provide library services through branch libraries
- ✍ disseminate information
- ✍ provide lending services
- ✍ develop vacation programmes for children
- ✍ provide support to literary artistes



- ✍ promote library service and library profession
- ✍ provide library services to rural communities

## SCOPE

To provide library and information services to the general public through the Central Library and sixteen (16) Branch Libraries and the introduction of Book Mobile Service to rural communities.

## KEY RESPONSIBILITIES

- ✍ Disseminate information
- ✍ Provide lending and reference services
- ✍ Acquire library resources – books, periodicals, AV materials
- ✍ Develop programmes to encourage reading
- ✍ Foster greater use of library resources and facilities
- ✍ Introduce programmes to develop the literary skills of young adults
- ✍ Develop Branch Libraries as a major source of information.
- ✍ Equip libraries with computers that will facilitate electronic access to information.
- ✍ Provide Internet services at public branch libraries.
- ✍ Promote staff development activities.

## KEY RESULTS

- ✍ Increased circulation.
- ✍ Wide range of library and information resources.
- ✍ Increased user registration.
- ✍ Greater use of library resources, facilities and services.
- ✍ Provision of computers and Internet services in branch libraries.
- ✍ Bibliography of websites in specialised subject areas.
- ✍ Branch libraries with local and regional information to satisfy the needs of their communities.
- ✍ More satisfied staff and customers.
- ✍ To provide support for educational programmes.

## MAJOR ACHIEVEMENTS 2002-2003

- ✍ Organised National Public Library Week which included:
  - Literary Night
  - Lunchtime Lectures
  - Exhibition
  - Radio Discussion
  - Library Tour
- ✍ Set up displays and mini exhibitions on topical subjects and in observance of special days.
- ✍ Organised staff retreat to develop staff morale and increase efficiency and productivity.



- ✍ Regularised staff meeting for increased participation in decision-making.
- ✍ Organised summer, Christmas and Easter vacation programmes at Central Library and Branch Libraries.
- ✍ Introduced Internet services at Central Library, Laborie and Canaries Branch Libraries.
- ✍ Organised Pre-school Hour and Saturday Story Hour at Central Library and all Branch Libraries.
- ✍ Established staff development lecture/presentation as part of quarterly general staff meeting.
- ✍ Introduced quarterly action planning and reporting system.

## SAINT LUCIA NATIONAL COMMISSION FOR UNESCO

### INTRODUCTION:

As its mission statement indicates, the National Commission is responsible for promoting the work of UNESCO and the “Agence intergouvernementale de la *Francophonie*” in their respective areas of competence, while ensuring that Saint Lucia’s priorities are taken into account and that its development goals are met. As such, several programmes and activities took place during the period 2003. A considerable number of these activities were geared towards the youth in primary and secondary schools alike, principally through the Associated School Project Network as well as the newly formed Federation of UNESCO Clubs.

A few projects initiated under the Participation Programme for the biennium 2000-2001 were successfully completed in 2003. Among these, two activities related to the “Media Training to improve professional standards and practices in Saint Lucia” were held in July 2003. They included a training workshop for media workers on Adobe Premiere 6.0 and the launching of a Workstation for Media Workers, which is temporarily housed in the Documentation Centre of the National Commission.

The implementation of activities for the six Participation Programme Projects, approved for the biennium 2002-2003, was ongoing in 2003. The National Commission also supported the actions towards the nomination of the Pitons Management Area on the World Heritage List, the Revitalisation of Traditional Masquerade Performing Arts and Costume-Making: Development of a Tourism Product for the Caribbean and the Youth Poverty Alleviation through Tourism and Heritage (Youth Path).

The observance of International Days, Weeks, Years and Decades is another way by which the National Commission promotes awareness of UNESCO’s ideals. World Book and Copyright Day was successfully celebrated from Monday 14<sup>th</sup> – Saturday 26<sup>th</sup> April 2003, with the participation of



schools, library services, book stores and other stakeholders. In addition, the UNESCO Regional Office in Kingston approved funding for a project proposal submitted by the Education Sub-Commission to launch the United Nations Literacy Decade (2003-2012). The project commenced in November 2003 with Sensitization Sessions held in the eight educational districts in Saint Lucia.

The National Committee for Francophonie continued to promote the French language in schools a part of its observance of International *Francophonie* Day (20<sup>th</sup> March).

Besides ensuring the visibility of the National Commission at the local level, Saint Lucia was present on the regional and international scenes through attendance at conferences, seminars and training workshops for both UNESCO and *Francophonie* related areas of competence.

The National Commission remains committed to the pursuit of UNESCO's goals and in this regard will observe the International Year to Commemorate the Struggle against Slavery and its Abolition in 2004. ASP schools will participate in numerous activities at the national and regional levels. The Culture Sub-Commission has also planned events that will be held throughout 2004, with a special focus on Emancipation Day and the International Day for the Remembrance of Slavery and its Abolition, both celebrated in August.

The International Literacy Day (8<sup>th</sup> September) will be observed within the context of the United Nations Literacy Decade.

A Training Workshop for Documentalists of National Commissions for the Caribbean will be undertaken under the Participation Programme for the biennium 2004-2005 between September and November.

2005 will mark the International year for Physical Education and the International Decade for Education and Sustainable Development. The National Commission will ensure that the public is sensitized to these events.

### **MISSION STATEMENT:**

*To promote awareness and understanding of UNESCO and the "Agence intergouvernementale de la Francophonie" (AIF), as well as to increase Saint Lucia's participation in, and benefits from the programmes and activities of these and other appropriate international organizations; to integrate the work of the programme into that of the Ministry of External Affairs, International Trade and Civil Aviation, and the Ministry of Education, Human Resource Development, Youth and Sports, to mobilize and maximize the energy and resources of these international agencies to assist in meeting the development goals of Saint Lucia, and raise its international profile through active involvement in these international organizations.*

### **OBJECTIVES:**

1. Promote awareness and understanding of UNESCO and the *Agence intergouvernementale de la Francophonie* (AIF)
2. Increase Saint Lucia's participation in the programmes and activities of UNESCO and the AIF, in order to maximize Saint Lucia's benefits and resources from these organizations for the general good of the country



3. Support the international work of UNESCO and the Francophonie
4. Build strategic partnerships with government, non-governmental organizations, schools and other organizations in building the capacity of the National Commission
5. Strengthen the network of local and international partners to support the National Commission's action in promoting the work of UNESCO and the AIF, and correspondingly, Saint Lucia's national development plans

**SCOPE:**

The National Commission co-ordinates programmes at the national, regional, and international levels.

**KEY RESPONSIBILITIES:**

- Communicate and promote UNESCO's and Francophonie's mandate, goals and values, and follow-up on key UNESCO and Francophonie programmes and activities (Intangible Heritage, Cultural Diversity, Underwater Cultural Heritage)
- Disseminate information/publications concerning UNESCO, AIF, and the Commonwealth, and publicize activities, programmes and training opportunities offered by UNESCO and the AIF
- Inform and involve Ministers and Government Agencies in the work of the National Commission
- Assist government and non-governmental organizations in preparing for and participating in conferences and meetings of UNESCO and the AIF
- Organize UNESCO/AIF workshops, seminars and missions to Saint Lucia
- Source technical, financial and other forms of assistance from UNESCO (e.g. Regular Programme, Participation Programme, Extra-budgetary) for national projects, the Associated Schools Project and UNESCO Clubs) and the AIF, for initiatives such as Youth Mobility, Social Development and Solidarity Programmes.
- Participate in the effective implementation of UNESCO's Medium Term Strategy for 2002-2007 and Programme and Budget for 2006-2007 ensuring that national priorities are reflected in the programmes adopted by UNESCO for the region
- Support the Programmes Focus on the Caribbean and the Masquerade Project.
- Promote Saint Lucia's involvement in the World Heritage Committee
- Promote ASPnet and UNESCO Clubs movements
- Contribute to UNESCO and Francophonie Reports
- Promote and support Saint Lucia's representation on other UNESCO and AIF Committees and Councils
- Identify national stakeholders and partners, and involve them in the work of UNESCO
- Provide framework for dialogue and effective programme planning
- Build strategic alliances for local, regional and international influence

**KEY RESULTS:**



- Enhanced awareness and understanding of the role, functions and programmes of UNESCO and the AIF in Saint Lucia
- Enhanced communication and promotional operations of the National Commission, making it more efficient and flexible
- Ministers and Government agencies kept up to date and involved in National Commission's activities
- Government agencies assisted in the planning of future UNESCO/Francophonie programmes so as to ensure that priorities are reflected, and funding sourced
- Enhanced regional and international profiles for Saint Lucia
- Greater benefits realized for Saint Lucia from UNESCO's Participation Programme and/or extra-budgetary funding through the implementation of project activities, which support Saint Lucia's development goals
- The National Commission's priorities reflected the needs of Saint Lucia and the Caribbean region
- Strengthened working relations between the National Commission, the UNESCO Office in Jamaica and the various stakeholders (Min. of Health, F.R.C.)
- Increased understanding of the importance of Saint Lucia's international obligations and involvement in international events
- Expansion and consolidation of youth activities through UNESCO programmes (e.g. ASP and UNESCO Clubs)
- More accurate reflection of Saint Lucia and Caribbean issues facilitated in UNESCO and AIF Reports
- Ensured effective representation at all meetings (e.g. World Heritage Committee, IESALC, Permanent Council for the Francophonie)
- Opportunities explored for innovative ways of working with other partners in projects to further the objectives of the National Commission/UNESCO/AIF
- Strong support system within the National Commission and partners
- Enhanced relationship with UNESCO Field Office in Jamaica and Permanent Delegation
- Strengthened linkages between Saint Lucia, UNESCO, AIF and the Commonwealth

#### **PERFORMANCE INDICATORS:**

- Saint Lucia National Commission effective and efficient in supporting national development goals and UNESCO's mandate
- Information and Articles on the activities/events of the National Commission posted/disseminated on the National Commission web page, "Top Class" and other print media on a regular basis
- National Commission Newsletter and other information bulletins, for example, Annual Reports, disseminated to ministry officials, other ministries, non-governmental organizations, schools and other institutions
- The Chairman and other members of the Executive Committee and Sub-Commissions of the National Commission met regularly to assist in the programme planning for the National Commission, and to inform Cabinet of Ministers on the activities of the National Commission
- Persons selected to represent Saint Lucia at regional and international meetings
- Project proposals developed which reflects Government of Saint Lucia's priorities to be funded under UNESCO's Participation Programme and/or Extrabudgetary funding
- Board of Management put in place for the Pitons Management Area (PMA)



- Consolidated the activities of the Federation of the UNESCO Clubs in secondary schools and in the communities
- Revival of Science Fair and coordination by Federation of UNESCO Clubs
- Monitoring and Reporting System established for ASPnet
- Questionnaires completed accurately and returned in a timely manner
- Meeting of Ministers attended by Minister or a Representative
- Framework provided for effective UNESCO and AIF programmes within the National Commission
- Links established between Saint Lucia National Commission and UNESCO Office in Jamaica

**PROGRAMME DETAIL EXPENDITURE – UNESCO  
RECURRENT EXPENDITURE 2004 -2005**

CODE	DETAILS OF EXPENDITURE	ESTIMATES (EC\$)
101	Personal Emoluments	137,616.00
102	Wages	6,005.00
105	Travel and Subsistence	7,710.00
109	Office and General Expenses	4,452.00
118	Equipment and Transport	3,000.00
<b>Total Programme Expenditure</b>		<b>158,783.00</b>

**MAJOR ACTIVITIES 2004 - 2005:**

DATE	EVENT
<b>SEPTEMBER 2004</b>	
03	○ International Day of Peace
08	○ International Literacy Day
<b>OCTOBER 2004</b>	
	○ Francophonie Summit
24	○ United Nations Day
<b>NOVEMBER 2004</b>	
	○ Training Workshop for Documentalists of National Commissions in the Caribbean
16	○ UNESCO Day & International Day of Tolerance
<b>DECEMBER 2004</b>	
10	○ Human Rights Day
	○ Annual General Meeting
<b>JANUARY 2005</b>	
	○ <i>Launch of International Year for Physical Education and Sports</i>
	○ <i>Launch of International decade for Education for Sustainable Development (2005 – 2014)</i>
<b>FEBRUARY 2005</b>	
	○
	○



<b>MARCH 2005</b>	
14	○ Commonwealth Day
14 - 21	○ Francophonie Week of Activities
20	○ International Francophonie Day
<b>APRIL 2005</b>	
23	○ World Book & Copyright Day
29	○ International Dance Day
<b>MAY 2005</b>	
03	○ World Press Freedom Day
<b>JUNE 2005</b>	
05	○ World Environment Day
<b>JULY 2005</b>	
19	○ UNESCO Clubs Day
<b>AUGUST 2005</b>	
23	○ International Day for the Remembrance of the Slave Trade

**ACHIEVEMENTS 2003-2004**

- Submission of Saint Lucia’s Dossier for nomination of Pitons Management Area (PMA) on the World Heritage List, February 2003
- Launching of the Saint Lucia Federation of UNESCO Clubs, Castries, Saint Lucia, 28<sup>th</sup> February 2003
- Observance of International Francophonie Day, 20<sup>th</sup> March 2003
- Observance of World Book and Copyright Day, 28<sup>th</sup> April 2003
- Attendance of Mrs. Paule Turmel-John and Mrs. Yolanda Bertin at a Training Seminar for National Commissions for the Caribbean in Bridgetown, Barbados, June 2003
- Attendance of Mrs. Paule Turmel-John at Seminar for National Correspondents for Francophonie in preparation of the AIF’s Programme and Budget for 2004/05 in Paris, France, May 2003
- Saint Lucia presided over the 27<sup>th</sup> Session of the World Heritage Committee in Paris, June 2003
- Attendance of Mr. Giles Romulus (natural heritage expert) and Mr. Duane Marquis (Cultural Heritage Expert), Periodic Reporting in the Caribbean, Haiti, June 2003
- Training Workshop for media workers on Adobe Premiere 6.0 was held on Friday 18<sup>th</sup> July, 2003
- Launching of Workstation for Media Workers was held on Monday 28<sup>th</sup> July, 2003
- Submission of Statistics on Education in Saint Lucia to UNESCO Institute for Statistics, June 2003



- Attendance of Mr. Cletus Bertin at the Seminar of Governmental Experts on Information Technology in Bordeaux, France, June 2003
- Attendance of Mrs. Selma St. Prix at the Meeting of Partners in Professional and Vocational Education in Paris, France, June 2003
- Mrs. Anne Johnson-Lowrie of the St. Joseph's Convent, and two of her students represented Saint Lucia at the 2<sup>nd</sup> Sandwatch Project Workshop in Dominica (7<sup>th</sup> – 10<sup>th</sup> July 2003)
- Ms. Angela Jn. Baptiste represented Saint Lucia at the ASP 50<sup>th</sup> Anniversary International Congress in Auckland, New Zealand (August 4<sup>th</sup> – 8<sup>th</sup> 2003)
- Ms. Cynthia Joseph of the National Commission; Mr. Aubrey Heyliger of the Vieux Comprehensive Secondary School, Campus B and Mr. Alexander Daniel of the Sir Arthur Lewis Community College represented Saint Lucia at the 6<sup>th</sup> Congress of the World Federation of UNESCO Clubs, Centres and Associations, Cyprus (5<sup>th</sup> – 10<sup>th</sup> September 2003)
- Ms. Marva Edward represented Saint Lucia at the 3<sup>rd</sup> UNESCO General Conference Youth Forum, Paris, France (26 –28<sup>th</sup> September 2003)
- Attendance at the 32<sup>nd</sup> session of the General Conference, Paris (29<sup>th</sup> September – 17 October 2003). Saint Lucia's Delegation comprised Hon. Mario Michel, Dr. Didacus Jules, His Excellency Mr. Gilbert Chagoury, Dr. Joseph Arsan, Mrs. Vera Lacoeuilhe, Mrs. Paule Turmel-John
- Dr. James Fletcher represented the Prime Minister and Minister for Information at the Francophonie Ministerial Conference on Information Society (4<sup>th</sup> – 5<sup>th</sup> September 2003. Dr. Cletus Bertin attended the Meeting of Experts on Information Society (3<sup>rd</sup> September 2003). Both meetings were held in Rabat, Morocco
- Ms. Linda Brice represented Saint Lucia at the Francophonie Regional Meeting (Asia Pacific and the Caribbean) on Cultural Diversity, Hanoi, Vietnam (4<sup>th</sup> – 5<sup>th</sup> September 2003)
- Mrs. Paule Turmel-John attended the Francophonie Meeting of National Correspondents, Paris (13<sup>th</sup> and 14<sup>th</sup> September 2003)
- Ms. Tracy Polius represented Saint Lucia at the Round Table no.1 "Innovative Modes of Financing in the Areas of Economy and Sustainable Development", Paris, France (18<sup>th</sup> and 19<sup>th</sup> September 2003)
- Attendance of Mrs. Yolanda Michel-Bertin at a five-day briefing for Documentalists/Librarians – *Visit of Information Services* at UNESCO Headquarters, Paris, France 20<sup>th</sup> – 24<sup>th</sup> October 2003



**Ministry of Education Annual Work Plan 2004-2005**

- Funding approved (UNESCO Jamaica) for Symposium on Literacy and Gender in observance of the Literacy Decade (2003-2012). Project submitted by the Education sub-commission
- Approval of a sixth project, in the amount of **US\$24 000.00** under UNESCO's Participation Programme for the biennium 2002/2003 for the project - Establishing Branch Libraries as Tele-centres in Saint Lucia. The total amount for the biennium 2002-2003 under this programme is **US\$125,400.00**



## SPORTS SERVICES

### OBJECTIVE

To facilitate the development of Physical Education and Sports as a means of promoting the holistic development of the individual and promoting the standard of competitions and performances of all sporting disciplines.

### SCOPE

- ✍ National Sports Awards and Recognition;
- ✍ School Sports and Physical Education;
- ✍ Strengthening of Sports Organisations
- ✍ National Talent Development, championships and competitions;
- ✍ Sports Policy promotion;
- ✍ Recreation and healthy lifestyles.

### KEY RESPONSIBILITIES

- ✍ Organise school sporting and physical education programs including Tournaments;
- ✍ Conduct training in the use of the Physical Education Guide;
- ✍ Support schools to bring them to the level of preparedness to undertake CXC Physical Education classes in the near future;
- ✍ Conduct Sports Administration workshops, seminars and technical operations clinics;
- ✍ Provide technical and financial support to sporting bodies and national representative teams;
- ✍ Develop the National Junior Sports Programme;
- ✍ Organise recreational programmes and activities at the community and national levels;
- ✍ Sensitise and educate parents and the public on sports issues pertinent to development;
- ✍ Institute a scholarships and bursary programme for outstanding sports athletes attending schools in collaboration with national associations

### KEY RESULTS

- ✍ Implementation of the schools sporting programme;
- ✍ Teachers trained in the use of the Physical Education and Curriculum Guide;
- ✍ Administratively strengthened sports bodies;
- ✍ Enhanced coaching and technical output;
- ✍ Promotion, recognition and appreciation of sports personalities;
- ✍ Introduction of Physical Education as a subject in the Education System at CXC level,
- ✍ Sensitising the nation on the contents and meaning of the National Sports Policy

### PERFORMANCE INDICATORS

- ✍ Improved organisation of and the execution of school tournaments and sporting programmes;



- ✍ Better performance from representative teams at the regional and international levels;
- ✍ Greater recognition and provisional use of our sportsmen and sportswomen
- ✍ A wider range of recreational activities with participation from all sectors within the community;
- ✍ Increased participation in sports, physical education and recreational activities at various levels of organization;
- ✍ Better functioning sporting bodies at the community and national levels;
- ✍ Teaching of Physical Education as a CXC subject;
- ✍ Establishment of and continuation of the Junior Sports Programme in identified communities.

**RECURRENT EXPENDITURE 2004-2005**

**SPORTS SERVICES**

<b>CODE</b>	<b>DETAILS OF EXPENDITURE</b>	<b>ESTIMATES 2003 - 2004</b>
<b>101</b>	Personal emoluments	<b>427,715</b>
<b>102</b>	Wages	<b>102,000</b>
<b>105</b>	Travel and Subsistence	<b>85,596</b>
<b>108</b>	Training	<b>40,000</b>
<b>109</b>	Office and General Expense	<b>13,000</b>
<b>110</b>	Supplies and Materials	<b>10,500</b>
<b>113</b>	Utilities	<b>10,000</b>
<b>115</b>	Communication	<b>2,000</b>
<b>118</b>	Hire of Equipment and Transport	<b>95,000</b>
<b>120</b>	Grants and Contributions	<b>174,700</b>
<b>125</b>	Rewards, Compensation and Incentives	<b>85,000</b>
<b>132</b>	Professional and Consultancy Services	<b>120,000</b>
<b>TOTAL PROGRAMME EXPENDITURE</b>		<b>115,540,465</b>

**CAPITAL ESTIMATES (SPORTS)**

<b>PROJECT TITLE</b>	<b>ESTIMATES (EC\$)</b>
Established & Upgrading of Playing Fields	500,000
Sports Equipment	75,000
Upgrading of Multi Purpose Courts	350,000
Upgrading of National Sports Facilities	300,000
<b>TOTAL</b>	<b>1,225,000</b>



**MAIN EVENTS: 2004/2005**

<b>MONTH</b>	<b>EVENT</b>
<b>April 2003</b>	
April 16 April 25  April 30	<ul style="list-style-type: none"> <li>✍ Youth Month</li> <li>✍ Secondary Schools Cricket</li> <li>✍ District III Sports Meet</li> <li>✍ Junior Sports Programme Phase III</li> <li>✍ National Sports Administrators Workshop</li> <li>✍ Secondary Schools singles Table Tennis Championship</li> <li>✍ Secondary Schools Women's Football Coaching</li> </ul>
<b>May 2003</b>	
May 9  May 14-17	<ul style="list-style-type: none"> <li>✍ Inter-Primary Schools Netball Championship</li> <li>✍ Southern Club Administration Course</li> </ul>
<b>June 2003</b>	
June 4-7	✍ Northern Club Administration Course
<b>July 2003</b>	
July/August July 9	<ul style="list-style-type: none"> <li>✍ Youth Summer Camps</li> <li>✍ Inter-District Primary Schools Sports meet</li> </ul>
<b>August 2003</b>	
	<ul style="list-style-type: none"> <li>✍ Windward Island Secondary Schools Championship</li> <li>✍ National Under -13 Cricket Coaching Programme</li> <li>✍ National Under -13 Football Programme</li> </ul>
<b>October 2003</b>	
	✍ Opening of Secondary School Sports 2003 –2004
<b>January 2004</b>	
	<ul style="list-style-type: none"> <li>✍ Inter-District Primary Schools Football Tournament</li> <li>✍ National Club survey begins</li> <li>✍ Under-19 Secondary Schools Cricket Tournament</li> <li>✍ Under-15 Secondary Schools Cricket Tournament</li> </ul>
<b>February 2004</b>	
	<ul style="list-style-type: none"> <li>✍ Registration of clubs organisations begin</li> <li>✍ Under-20 Secondary Schools Male and Female Volleyball Tournament</li> <li>✍ Under 16 Secondary Schools Male and Female Volleyball Tournament</li> <li>✍ National Sports Awards Ceremony</li> <li>✍ Registration deadline for inter Secondary Schools Track and Field Meet.</li> <li>✍ Secondary School Road Race</li> </ul>
<b>March 2004</b>	
	<ul style="list-style-type: none"> <li>✍ Inter-Secondary Schools Track and Field Meet</li> <li>✍ District I Track and Field Meet</li> </ul>



MONTH	EVENT
March 28	✍ Secondary Schools Open Swimming Championship ✍ Primary Schools Open Swimming Championship
<b>April 2004</b>	
	✍ Youth Month



## YOUTH SERVICES

### OBJECTIVE

To continue to develop and maintain a working relationship with youth and youth organisations to increase their organisational capacity and develop programmes that improve their effectiveness and social well-being.

### SCOPE

- ✍ Strengthening Youth Representation and Organisations;
- ✍ Youth Recognition and Community Service;
- ✍ Promotion of Quality Lifestyle;

### KEY RESPONSIBILITIES

- ✍ Equip youth with the necessary skills to function at all levels;
- ✍ Improve the working relationship with youth and youth organisations;
- ✍ Undertake ongoing research on youth related issues;
- ✍ Help in the presentation of a positive image of youth and youth organisations;
- ✍ Facilitate the greater participation of youth in community development initiatives;
- ✍ Encourage exemplary and quality lifestyles among youth;
- ✍ Provide opportunities for attached and unattached youth to participate in national, regional and international fora

### KEY RESULTS

- ✍ Empirical data in youth related issues;
- ✍ A cadre of more committed and competent youth leaders;
- ✍ Improvement in the functioning of youth organisation;
- ✍ Providing life skills to youth;
- ✍ Promotion of positive activities of youth and youth organisation;
- ✍ Improved relations with service clubs, uniformed and religious groups;
- ✍ Promotion and strengthening of youth programmes within the school system
- ✍ A more scientific approach in the programming of youth programmes and activities
- ✍ A more conscious youth movement that understands issues pertinent to community and national development.
- ✍ An increase in the number of youth programmes and activities at the community and national levels.
- ✍ A more community based Youth Month managed by the community youth organisations.

### PERFORMANCE INDICATORS

- ✍ Improvement in the administration of youth activities at the club, district and national levels;
- ✍ Increased use of data from youth research is used in the formulation of public policy;
- ✍ Improvement in the delivery of programmes;



- ✍ Hosting Summer youth camps;
- ✍ Participation of youth in community projects;
- ✍ Increased quality lifestyle programmes;
- ✍ Greater participation of youth oriented organisations in the programmes of the Department;
- ✍ A more heightened Youth Department with current information and greater sense about the status of Youth in St. Lucia.

**RECURRENT EXPENDITURE 2004 – 2005  
YOUTH SERVICES**

CODE	DETAILS OF EXPENDITURE	ESTIMATES 2004 - 2005
<b>101</b>	Personal Emoluments	<b>227,749</b>
<b>102</b>	Wages	<b>79,323</b>
<b>105</b>	Travel and Subsistence	<b>39,896.</b>
<b>108</b>	Training	<b>13,000.</b>
<b>109</b>	Office and General Expense	<b>9,000.</b>
<b>113</b>	Utilities	<b>35,259.</b>
<b>115</b>	Communication	<b>11,000.</b>
<b>116</b>	Operating and Maintenance Service	<b>9,000</b>
<b>118</b>	Hire of Equipment and Transport	<b>10,000</b>
<b>120</b>	Grants and Contributions	<b>936,089</b>
<b>132</b>	Professional and Consultancy Services	<b>5,000</b>
<b>125</b>	Rewards, Compensation and Incentives	<b>20,000</b>
<b>139</b>	Miscellaneous	<b>10,000</b>
<b>TOTAL PROGRAMME EXPENDITURE</b>		



## CORPORATE PLANNING

### MISSION STATEMENT

To foster effectiveness, efficiency and productivity within the Ministry of Education, HRD, Youth and Sports through qualitative and quantitative planning emanating from systematic research and information management, and to assist with the formulation and implementation of policies and integrated programmes.

### OBJECTIVES

- ✍ To formulate coherent and updated policies aimed at improving the quality of education, human resource development, youth and sports in St. Lucia.
- ✍ To co-ordinate the implementation of policies of the Ministry of Education, Human Resource Development, Youth and Sports (MEHRDYS).
- ✍ To manage a research programme which sustains quantitative and qualitative planning and the formulation of relevant policies.
- ✍ To collect, analyse and disseminate data on Education, HRD, Youth and Sports to ensure timely and informed decision-making.
- ✍ To liaise with other government and non-government agencies, key stakeholders and external bodies in pursuit of the goals of the MEHRDYS.
- ✍ To manage the implementation of large-scale projects undertaken by the MEHRDYS.

### SCOPE

- ✍ Policy Development, Analysis and Implementation
- ✍ Resource Planning and Allocation
- ✍ Educational Research
- ✍ Project Management
- ✍ Data Management

### KEY RESPONSIBILITIES

- ✍ Diagnosing the key issues facing the education sector.
- ✍ Identifying efficient and equitable means of meeting the educational demands identified in "1".
- ✍ Preparing the Ministry's corporate plan and other sector plans and programs.
- ✍ Formulating integrated operational plans consistent with the strategic plan of the Ministry.
- ✍ Implementing major projects of the Ministry.
- ✍ Undertaking research and advising on policy analysis and decision-making within the Ministry.
- ✍ Sharing best practices in planning, research, information management, procurement and management of civil works projects with other departments/units of the Ministry.
- ✍ Compiling, updating, analysing, and disseminating to ministry personnel and the public as appropriate, relevant education sector data on a timely basis.



- ✍ Co-ordinating the Ministry's discussions with bilateral and multilateral aid agencies on development programs and projects.

## KEY RESULTS

- ✍ Completed situational analyses of various facets of the education sector, youth and sports and human resource development.
- ✍ Prepared and submitted project proposals for macro level initiatives to funding agencies for assistance.
- ✍ Continued implementation of the ESDP.
- ✍ Co-ordinated a major review of the ESDP.
- ✍ Completed and disseminated the Annual Work Plan.
- ✍ Completion of BEP2.
- ✍ Opened the completed Ciceron Secondary and Union Primary Schools.
- ✍ Continued implementation of the OECS Education Development Project (OEDP).
- ✍ Instituted internationally approved civil works management practices and procurement practices in project management.
- ✍ Disseminated research findings/best practices in education, youth, sports and human resource development.
- ✍ Incorporation of research findings/best practices in planning and decision-making.
- ✍ Increased collaboration with researchers in education, youth and sports and human resource development and promoted action-research activities in schools.
- ✍ Coordinated/supervised studies required during implementation of the OEDP.
- ✍ Provision of assistance and support to other departments/units in preparing project proposals, conducting research, procurement of goods and services, and project management.
- ✍ Compiled and disseminated termly reports on the attendance and punctuality of students and teachers.
- ✍ Updated the statistical brochure "Education at a Glance.
- ✍ Maintained the "Education Statistics" website
- ✍ Completed and disseminated the Education Statistical Digest.
- ✍ Kept the Projects' and Teachers' databases current .
- ✍ Fulfilled various requests for data on the education system, youth, sports and human resource development in St. Lucia.

## PERFORMANCE INDICATORS

- ✍ Analyses completed by March 2003
- ✍ At least 75% of proposals approved for funding
- ✍ Evaluation of the implementation of the ESDP completed by December 2003
- ✍ Revision of ESDP completed by March 2004
- ✍ Diagnosis of HR needs completed by December 2003
- ✍ Annual Work Plan completed and distributed to all programme managers by September 2003
- ✍ BEP2 and OEDP implemented according to schedule and design
- ✍ No cases of "mis-procurement" reported by funding agencies
- ✍ Provided update reports to project advisory committees and key Ministry personnel
- ✍ At least two policy analysis studies completed by March 2004



- ✍ Brochures prepared to disseminate findings on at least five policy related studies
- ✍ At least twelve (12) luncheon-discussions held to discussed issues germane to education
- ✍ Disseminated findings from selected themes in the Research Agenda
- ✍ OEDP studies completed on schedule and within budget
- ✍ Assisted with the implementation of the TVET and Disaster Mitigation projects
- ✍ Other assistance provided upon request
- ✍ Attendance reports completed and disseminated in April 2003, August 2003 and January 2004
- ✍ "Education at a Glance" completed and published by October 2003
- ✍ Statistics website launched and can be accessed at [www.education.gov.lc/statistics](http://www.education.gov.lc/statistics)
- ✍ The Statistical Digest for 2003 completed by September 2003
- ✍ All databases functioning and kept up to date
- ✍ All requests for information attended to within 2 days

### ACHIEVEMENTS 2002/03

- ✍ Completed project preparation activities for the OEDP viz. proposal, appraisal and negotiation.
- ✍ Executed EIA for new schools to be constructed under the OEDP
- ✍ Placed report of EIA for new OEDP schools on the Ministry website
- ✍ Disseminated reports/abstracts of studies conducted for preparing the OEDP, viz.
  - Youth at Risk
  - School Financing and Resource Allocation
  - Literacy and Numeracy
  - Teacher Training
  - Science Education
  - Curriculum Reform
- ✍ Developed other Project Proposals and submitted for funding:
  - ? Proposal for assistance for the Special Education Programme in collaboration with Education Officer/Special Education
- ✍ Continued implementation of the OECS Emergency Recovery and Disaster Management Programme
  - 105 persons trained in emergency shelter management
  - Distribution of Emergency Supplies
    - ✍ 15 Electricity generators
    - ✍ 105 rolls of Plastic sheeting
    - ✍ 305 fire extinguishers
  - Retrofitting of the following schools completed:
    - ✍ Primary
      - ? Ave Maria Primary
      - ? Boguis Combined
      - ? Rich Fond Combined
      - ? Bexon Infant
      - ? Monchy Combined
      - ? Plain View Combined
      - ? Mongouge Combined
      - ? Odsan Combined



✍ Secondary

- ? *Clendon Mason Memorial*
- ? *George Charles Secondary*
- ? *Micoud Secondary*
- ? *Vieux Fort Comprehensive – Campus A*

- ✍ Completed and disseminated review of the School Security System
- ✍ Execution of the investigation into the annual Staffing Exercise in collaboration with School Supervision and HRM Units
- ✍ Completion of annual staffing review in collaboration with the HRM Unit
- ✍ Continued implementation of BEP2
  - ? Completed construction and commissioning of the Vieux Fort Primary extension
  - ? 80 percent completion of the Ciceron Technical Secondary School
  - ? 70 percent completion of the Union Primary School
- ✍ Execution of Project Advisory Committee Meetings (recurrent)
- ✍ Execution of commitments to Internal, Regional and International institutions
- ✍ Execution of the Evaluation and Monitoring of the Education System Exercises
- ✍ Completion of the School Feeding Report
- ✍ Commenced procurement of furniture and equipment for Ciceron and Union schools
- ✍ Produced and disseminated Education Statistical Digest 2002
- ✍ Updated the Teachers' and Projects' databases
- ✍ Termly attendance reports prepared and disseminated
- ✍ Produced indicators report for the ESDP
- ✍ Produced the 2<sup>nd</sup> issue of the statistical brochure – 'Education at a Glance'
- ✍ Co-ordinated presentation of report of research on "Follow-up on Minimum Standards Testing"
- ✍ Completed and disseminated "Profile of the Education System".
- ✍ Launched the Statistics Website, which can be accessed at [www.education.gov.lc/statistics](http://www.education.gov.lc/statistics)
- ✍ Completed case study of "Best Practices" at the Leon Hess Secondary School



**SUMMARY EXPENDITURE – CORPORATE PLANNING: 2004 - 05**

<b>RECURRENT EXPENDITURE</b>		
CODE	DETAILS OF EXPENDITURE	ESTIMATES (EC\$)
101	Personal Emoluments	450,625
102	Wages	14,832
105	Travel and Subsistence	54,072
108	Training	5,000
109	Office and General Expense	2,500
110	Supplies and Materials	8,500
115	Communication	7,202
132	Professional and Consultancy Services	5,000
<b>Total Programme Expenditure</b>		<b>547,731</b>

<b>CAPITAL EXPENDITURE</b>		
207	Basic Education Project - 2	7,532,625
208	OECS Education Development Project	7,013,691
<b>Total Capital Expenditure</b>		<b>14,546,316</b>

**MAIN EVENTS 2003 - 2004**

DATE	EVENT
<b>AUGUST - SEPTEMBER 2003</b>	
	<ul style="list-style-type: none"> <li>• Publication and distribution of Statistical Digest</li> <li>• Production and Distribution of the Annual Work Plan</li> <li>• DFID Technical Assistance - EMIS</li> <li>• DFID Technical Assistance - Curriculum</li> <li>• DFID Technical Assistance - Training for EOs (Sep. 15 - 26)</li> <li>• DFID Technical Assistance - Student Assessment (Sep. 1 - 5)</li> <li>• Publication of Attendance Report for school year 2002/03</li> <li>• Publication of Ministry of Education Research Agenda</li> <li>• Opening of New BEP2 Schools viz. Union Primary &amp; Ciceron Secondary</li> <li>• Project Advisory Committee meetings for OEDP and BEP2</li> <li>• DFID Technical Assistance -Principals (Sep. 15 - 26, 2003)</li> <li>• Conduct Secondary Schools' Needs Assessment Survey under OEDP</li> </ul>
<b>OCTOBER - DECEMBER 2003</b>	
	<ul style="list-style-type: none"> <li>• Issue and process annual data questionnaires</li> <li>• Conduct Secondary Schools' Needs Assessment under OEDP</li> <li>• Coordinate DFID Technical Assistance</li> <li>• Assessment Workshop (Nov. 3 – 14)</li> <li>• Teacher Training (Nov. 17 – 28)</li> <li>• Compilation of consultation documents by DFID consultants</li> <li>• Numeracy Workshop (video production) (Oct. 2 – 3)</li> <li>• Training in Diagnostic Teaching (Nov. 24 – Dec. 8)</li> <li>• Curriculum Development (Nov. 17 – 28; Dec.)</li> <li>• Publication of Ministry's – Information Booklet</li> </ul>
<b>JANUARY - MARCH 2004</b>	



	<ul style="list-style-type: none"><li>• Coordinate DFID Technical Assistance</li></ul>
	<ul style="list-style-type: none"><li>• Annual School Staffing exercise</li></ul>
	<ul style="list-style-type: none"><li>• Finalisation of secondary schools' student intake</li></ul>
	<ul style="list-style-type: none"><li>• Prepare and distribute Attendance Report for Term One</li></ul>
	<ul style="list-style-type: none"><li>• Engage consultants for Design &amp; Supervision of New Schools and Supervision of Rehabilitation of Secondary schools</li></ul>
	<ul style="list-style-type: none"><li>• Identify and compile records of all research project activities, reports originating from the Ministry</li></ul>
	<ul style="list-style-type: none"><li>• Prepare and Disseminate Calendar Year Procurement Work Plan for 2004 for OEDP</li></ul>
<b>APRIL - JULY 2004</b>	
	<ul style="list-style-type: none"><li>• Review Staffing of Schools</li></ul>
	<ul style="list-style-type: none"><li>• Coordinate DFID Technical Assistance</li></ul>
	<ul style="list-style-type: none"><li>• Start procurement of goods under OEDP for new and existing secondary schools</li></ul>

**INFORMATION TECHNOLOGY****MISSION STATEMENT**

To provide reliable, quality, cost effective and leading edge information technology services to all employees of the Ministry of Education, Human Resource Development, Youth and Sports, in order to empower them to execute their functions in the most efficient manner, and by extension, to improve the services being offered to the public.

**RESOURCE ALLOCATION ACCORDING TO ACTIVITIES**

<b>BUDGETARY ACTIVITIES</b>	<b>RESOURCE ALLOCATION</b>
1. Information Technology Training	\$116,078.00
2. Information Systems Development and Implementation	\$838,054.00
3. Information Systems Maintenance and Security Management	\$79,007.00
<b>Sub-Total (Recurrent)</b>	<b>\$1,033,139.00</b>
<b>Capital</b>	
Millennium Project	\$000,000.00
<b>Sub-Total (Capital)</b>	<b>\$1,033,139.00</b>



**OBJECTIVES FOR FISCAL YEAR APRIL 2003 TO MARCH 2004 AND STRATEGIES TO ACHIEVE THEM**

<b>OBJECTIVE</b>	<b>STRATEGIES</b>
1. Install a local area network (LAN) at Education District I, IV & V	<ul style="list-style-type: none"> <li>- Install and configure hardware/software</li> <li>- Perform various system tests</li> <li>- Provide training to network users</li> <li>- Perform system acceptance and sign off</li> </ul>
2. Create a WAN connecting educational institutions and the Ministry. EDUNET	<ul style="list-style-type: none"> <li>- Configure and test network</li> <li>- Install hardware and software necessary for the Ministry to become an Internet Service Provider</li> <li>- Determine whether or not schools have computers that are Internet ready</li> <li>- Assist, if possible, in acquiring modems for schools</li> <li>- Install modems and configure for Internet access through the Ministry</li> </ul>
3. Establish Intranet Server, Web Server and Authentication server and Mail Server at MOE main office	<ul style="list-style-type: none"> <li>- Host MOE Website on local Web server</li> <li>- Paper less flow of information within MOE</li> </ul>
4. Develop an island-wide Intranet for educational institutions	<ul style="list-style-type: none"> <li>- Establish an Intranet committee comprising a representative from each unit</li> <li>- Prepare guidelines on the content of the material that should be published on the Ministry's Intranet.</li> <li>- Compile Intranet material from various units.</li> <li>- Design and publish Intranet</li> <li>- Sensitise staff to the Intranet and its content.</li> </ul>
5. Train computer users	<ul style="list-style-type: none"> <li>- Conduct staff training needs assessment</li> <li>- Prepare training programme outline</li> <li>- Contract training instructor</li> <li>- Divide users into groups based on their training needs.</li> <li>- Schedule training</li> <li>- Conduct training</li> <li>- Evaluate training</li> <li>- Provide material (including books and software) for continuous training</li> <li>- Development of Whiz Kids IT club</li> </ul>
6. Redefine Millennium Project	<ul style="list-style-type: none"> <li>- Define terms of reference and deliverables</li> <li>- Invite consultants to tender</li> <li>- Award contract to consultant</li> </ul>
7. Upgrade telecommunication equipment (Hubs, routers storage capacity) and revise documentation	<ul style="list-style-type: none"> <li>- Perform needs assessment to determine the upgrades necessary</li> <li>- Invite suppliers to quote</li> <li>- Evaluate quotations</li> <li>- Award contract</li> <li>- Confirm order from selected supplier and prepare</li> </ul>



	<ul style="list-style-type: none"> <li>- contract for signature by the Ministry and Supplier</li> <li>- Install and test equipment ; revise documentation</li> </ul>
8. Perform software Maintenance at all Secondary Schools with computer Labs	<ul style="list-style-type: none"> <li>- Upgrade all Server operating systems where necessary to windows 2000 server</li> <li>- Upgrade and standardise MS office</li> </ul>
9. Develop in-house customised software	<ul style="list-style-type: none"> <li>- Write software to create a computerised database for HRD, HRM, Plant and Equipment</li> <li>- Write software to assist with the marking of Common Entrance, standard 6 exams etc.</li> </ul>
10. ICT Policy	<ul style="list-style-type: none"> <li>- Consultation with various stakeholder for discussion and input</li> <li>- Develop final policy document</li> <li>- Present policy document to PS and Minister</li> <li>- Minister to present Policy to Cabinet for approval</li> </ul>

### EXPECTED RESULTS AND DELIVERABLES

OBJECTIVE	EXPECTED RESULTS	DELIVERABLES
1. Install a local area network (LAN) at Education District I, IV & V	<p>More efficient communication among officers of the Ministry.</p> <p>The ability to share information, files, and hardware resources.</p> <p>The ability to install and use client server applications at District Offices.</p>	<p>An operational and secure computer network.</p> <p>Documentation such as requirements specification, design specification, system acceptance reports, and an end-user guide.</p> <p>Paper less flow of information within office</p>
2. Create a WAN connecting educational institutions and the Ministry	<p>Cost effective communication.</p> <p>Ability to share information and resources among educational institutions throughout the island.</p> <p>Access to the wealth of information and educational material available through the Internet.</p> <p>Cost effective communication to other educational institutions internationally.</p>	<p>The hardware and communication infrastructure necessary to implement software applications that can be used throughout the educational system e.g. the Educational Management Information System (EMIS), and an island-wide education Intranet.</p> <p>The Ministry will serve as an Internet Server Provider for all educational institutions.</p>
3. Establish Intranet Server, Web Server and Authentication server and Mail Server at MOE main office	<p>More efficient use of bandwidth on LAN. More secure network and robust and reliable email system.</p>	<p>The Ministry will serve as a Gateway to the Internet for all educational institutions and facilitate centralised storage of public information.</p>
4. Develop an island-wide Intranet for	<p>The ability to make information and educational material available to</p>	<p>A more efficient medium for disseminating general</p>



OBJECTIVE	EXPECTED RESULTS	DELIVERABLES
educational institutions	everyone within the education system.	information throughout the education system.
<p>5. Train approximately 50 school administrators in Computer Basics, and MS Outlook, MS PowerPoint and the use of the Internet/Intranet</p> <p>ICT workshops (software evaluation and selection)</p> <p>Secondary School teacher training in Vbasic and Access</p> <p>Primary School teacher training in Authoring Tools (Hyper studio)</p> <p>Training in the use of ICT tools and developing the pedagogical skills of teachers</p>	<p>Improvement in the quality of work produced by users.</p> <p>Increase in user efficiency, and productivity.</p> <p>Less computer-problem reports from users.</p> <p>Teachers are better equipped to teacher using ICT and not intimidated by it.</p> <p>Teachers are better able to ascertain relevance, and applicability of software for instruction in the classroom</p>	<p>Computer users who are more proficient in the use of productivity software including MS Outlook, MS PowerPoint and the use of the Internet and Intranet.</p> <p>Training manuals and self-paced training multimedia software for users.</p> <p>Teachers who able to utilise technology and facilitate learning in a student centered 21<sup>st</sup> century classroom.</p>
6. Redefine the Millennium Project	<p>A project proposal which addresses the current trends in the use of ICT in education, and how it can be adopted by the MOE.</p> <p>Improve student learning through the integration of ICT in the curriculum.</p>	<p>Reformed curriculum.</p> <p>Synergy of departments involved in education development.</p> <p>The establishment of turnkey computer lab solutions at secondary schools in TVET subjects, a model upon which other computer labs can be based.</p>
7. Upgrade telecommunication equipment (Hubs, routers, storage capacity) and revise documentation	<p>More robust LAN infrastructure.</p> <p>Less packet collisions on network</p> <p>Well documented Star topology</p>	<p>Accommodate increase in LAN activity due to completion of EDUNET.</p> <p>Ease of troubleshooting.</p>
8. Software maintenance at schools	Minimise on the cost of ownership of Software and licensing.	Technicians will not have to learn to many different software packages and so software support will



<b>OBJECTIVE</b>	<b>EXPECTED RESULTS</b>	<b>DELIVERABLES</b>
		be standardised.
9. Develop in-house customised software	Customised software written specifically to user specifications Systematic and efficient storage of information,	Easy access to information for decision making high security for sensitive information
10. ICT Policy	Promote the use of ICT in the education system. Facilitate the implementation of IS that will enhance administration Ensure equitable access to ICT resources to all students, teachers	<i>Allow students control over their learning (self paced).</i> <i>Integration of ICT in the classroom curriculum.</i>



## SCHOOL FEEDING PROGRAMME

### MISSION STATEMENT

To assist in developing the country's human resource base, with particular emphasis on providing nutritional support and improving the nutritional status of disadvantaged children in urban and rural communities for improved learning in schools.

### OBJECTIVE

To provide nutritional support in the form of a midday meal to about 10,000 students in primary and special schools.

### SCOPE

Coordination of all activities to facilitate the implementation supervision and continuity of the school feeding programme in primary schools.

### KEY RESPONSIBILITIES

- ✍ Purchase the necessary food commodities for schools
- ✍ Distribute commodities on a timely basis
- ✍ Monitor utilisation of food commodities in schools
- ✍ Supervise schools involved in the feeding programme
- ✍ Undertake special projects to assist in sustaining the feeding programme
- ✍ Continue to facilitate and implement the feeding programme
- ✍ Revise school feeding menu
- ✍ Purchase appliances for schools
- ✍ Upgrade school kitchens
- ✍ Repair and maintain school appliances
- ✍ Provide facilities to enhance the programme in schools
- ✍ Train food handlers
- ✍ Liaise with public health officials for assistance with school health supervision in schools
- ✍ Disseminate information on the feeding programme to MOE personnel, schools and others
- ✍ Develop list of criteria for identification of needy students
- ✍ Identify all needy students for nutritional assistance

### KEY RESULTS

- ✍ Varied and nutritious meals are served to students in primary schools
- ✍ Schools are adequately equipped
- ✍ Improved hygiene and sanitation in food preparation centres
- ✍ Cooks are adequately trained to prepare to undertake their duties
- ✍ School kitchens and appliances are maintained
- ✍ Needy students receive assistance from generated funds



- ✍ Principals and MOE officials are well informed on school feeding activities
- ✍ Identify and undertake projects with generated funds

**PERFORMANCE INDICATORS**

- ✍ Increased students’ participation in the school feeding programme
- ✍ Appliances are purchased and distributed to schools
- ✍ Cooks attend workshops
- ✍ Cooks adhere to menu guide by preparing and serving balanced meals to students
- ✍ Record of nature and level of assistance provided to needy children is available
- ✍ Quarterly reports and news letters are distributed
- ✍ Projects are executed in selected schools

**MAJOR ACHIEVEMENTS 2002-2003**

✍ ***Projects undertaken with generated funds (Students’ contributions)***  
**(The costs itemised below represent the MOE’s contribution.**  
**All schools assisted by contributing 50% or more towards the construction of cupboards.)**

<b><u>SCHOOL</u></b>	<b><u>ACTIVITY</u></b>	<b><u>COST (ECS)</u></b>
Gros-Islet Infant	Construct Lunch Facility Purchased Freezers, Stoves and fridges for schools indicated	... ..
Vieux Fort Infant		\$18,460.00
Dennery Primary		
Bexon Infant		
Micoud Primary		
Richfond Infant		
Monchy Combined		
Gros Islet Infant	Repaired appliances in the following schools following schools	\$4,160.00
Canaries Primary		
Belle Vue Combined		
Dennery Infant		
Derniere Riviere Combined		
Balata Combined		
Ciceron Combined		
Vigier Combined		
Mongouge Combined		
CARE Mabouya	Introduced Feeding Programme in the following schools	
ADA Mon Repos		

Purchased and distributed serving utensils to 61 schools involved in the School Feeding programme.



**PROGRAMME DETAIL EXPENDITURE - SCHOOL FEEDING  
RECURRENT EXPENDITURE 2004-2005**

<b>CODE</b>	<b>DETAILS OF EXPENDITURE</b>	<b>ESTIMATES (EC\$)</b>
101	Personal Emoluments	53,834
102	Wages	488,867
105	Travel and Subsistence	7,460
110	Supplies and Materials	4,000
116	Operating and Maintenance	3,000
<b>Total Programme Expenditure</b>		<b>553,189</b>

**CAPITAL EXPENDITURE**

Purchase of Food commodities      \$550,000.00



## PLANT AND EQUIPMENT

### Introduction

**The Plant and Equipment Unit Annual Work Plan provides a synopsis of the scope of works that is scheduled for implementation during this school year. So far, in the past two years, the Unit has attained an averaged of 90% work achievement rate and it is looking forward to an increase this year. However, the Unit realizes that the successful implementation of its work plan hinges largely on the availability and quality of its human resource base and to a further extension the effective use of its allocated finances.**

**In this regard, the Superintendent of Works has put systems in place in order to boost up team spirit among the officers while at the same time identifying some of the shortfalls of effective work implementation. Some of these shortfalls can be curtailed by proper work scheduling and convening meetings among officers, at least once a quarter. Similarly, it is paramount that the executing team liase closely with the Accounts Unit on financial matters and discuss with other stakeholders such as Principals and Contractors on the nature of works to be executed.**

### MISSION STATEMENT

To procure construction and maintenance activities through appropriate procedures, work specification, rules and guidelines to the satisfaction of customers and the enhancement of Education, Human Resource Development, Youth and Sports.

### OBJECTIVE

To execute Building, Maintenance and Facilities Management Activities in all sectors of Education, Human Resource Development, Youth & Sports to the satisfaction of customers at competitive costs and without sacrificing quality.

### SCOPE

- ✍ Expansion and rehabilitation of existing school plant
- ✍ General maintenance and refurbishment of schools' plant and equipment
- ✍ Management of construction and maintenance facilities/activities
- ✍ Construction and supply of furniture/fittings/equipment in schools
- ✍ Installation and refurbishment of Electrical Activities in schools
- ✍ Installation and refurbishment of Plumbing Activities in schools
- ✍ Develop a school's Building and Maintenance plan
- ✍ Provide Master Plans for all schools through their existing layouts.
- ✍ Research and compile survey plans of all schools



### KEY RESPONSIBILITIES

- ✍ Prepare contractual documents for the execution of construction, maintenance and facilities management projects
- ✍ Advise on cost and choice of contractors for construction, maintenance and facilities management projects
- ✍ Co-ordinate and supervise construction and facilities management projects on behalf of the Ministry of Education, Human Resource Development, Youth and Sports.
- ✍ Keep a register of all contractors and work activities executed during the current fiscal year
- ✍ Prepare budgetary proposals reports for proposed and on-going works

### KEY RESULTS

- ✍ Better skilled, committed and reliable workforce
- ✍ Higher quality work through consistent monitoring and supervision
- ✍ Greater involvement of principals and staff in the execution of work
- ✍ Decrease in the percentage of shoddy work
- ✍ Increase in the percentage of production through prudent financial management
- ✍ More resourceful and dedicated staff
- ✍ The compilation of schools' Survey Plans
- ✍ The formation of Mater Plans for all Schools

### PERFORMANCE INDICATORS

- ✍ Good workmanship
- ✍ Increase life-cycle of finished product
- ✍ Less re-do work
- ✍ Principals certification on all jobs
- ✍ Maintaining implementation schedule
- ✍ Decrease on cost overruns on major projects
- ✍ Less complaints on the quality of work performed

### PROGRAMME DETAIL EXPENDITURE – PLANT AND EQUIPMENT (05)

<b>RECURRENT EXPENDITURE 2004-2005</b>		
<b>CODE</b>	<b>DETAILS OF EXPENDITURE</b>	<b>ESTIMATES (EC\$)</b>
101	Personal Emoluments	286,382
105	Travel and Subsistence	50,332
110	Supplies and Materials	2,000
114	Tools and Instruments	1,000
132	Professional and Consultancy Services	25,000
<b>Total Programme Expenditure</b>		<b>364,714</b>

Source: Government of St. Lucia Estimates 2004/05 Volume II



### MAIN EVENTS 2004 – 2005 (PLANT AND EQUIPMENT)

DATE	EVENT
<b>June 2004</b>	
	<ul style="list-style-type: none"><li>✍ Second Quarter Allocation</li><li>✍ Condition Survey of 24 schools</li></ul>
<b>July-September 2004</b>	
	<ul style="list-style-type: none"><li>✍ Operating and Maintenance in Schools</li><li>✍ Economic Reconstruction Project (ERP) – Appointment of Consultants</li><li>✍ Rehabilitation of eleven primary schools under the ERP.</li><li>✍ Upgrading of Electrical Systems in recommended schools</li></ul>
<b>October-December 2004</b>	
	<ul style="list-style-type: none"><li>✍ Building and Maintenance Meeting</li><li>✍ Budget Preparation</li><li>✍ ERP Project- Implementation</li></ul>
<b>January-March 2005</b>	
	<ul style="list-style-type: none"><li>✍ Operating and Maintenance</li><li>✍ ERP- Rehabilitate 11 Schools</li></ul>
<b>April-June 2005</b>	
	<ul style="list-style-type: none"><li>✍ Calenderization</li><li>✍ Operating and maintenance, work schedule of 2<sup>nd</sup> Quarter</li></ul>



## HUMAN RESOURCE DEVELOPMENT

### MISSION STATEMENT

To improve the quality of access to opportunities and the standard of higher education to all persons at the national level.

### OBJECTIVE

To provide sound management of the island's human resources, in order to ensure that persons at the national level are provided with opportunities to improve and develop their skills and attitude towards their potential, through the provision and co-ordination of tertiary level training; establishment of a framework for regulating local Human Resource Development training providers; establishment of mechanisms for certification and accreditation of educational institutions; and enhancement and institutional strengthening.

### SCOPE

Full participation by all sectors/stakeholders (public, private, NGOs, educational institutions) in the activities of the Department of Human Resource Development

### KEY RESPONSIBILITIES

- ✍ Promote self-development
- ✍ Expose the public to other cultures and systems of learning
- ✍ Provide legislative and policy framework to ensure quality standards of Human Resource Development activities at the national level
- ✍ Continue to register and regulate HRD Training Providers
- ✍ Survey and assess training needs within all sectors
- ✍ Review of policies on long-term training and higher education
- ✍ Encourage participation of key stakeholders in HRD initiatives
- ✍ Manage long-term training programmes and scholarship award programmes
- ✍ Source funds from traditional and non-traditional agencies for long-term training and scholarships
- ✍ Formulate and disseminate accreditation criteria for local and overseas educational institutions
- ✍ Ensure payment of fees on behalf of scholarship holders and institutions approved by Cabinet

### KEY RESULTS

- ✍ Publication of the Approved List of Priority areas for National Training, Economic Costs, Study Leave and Student Loans
- ✍ Publish a List of Registered HRD private training providers



- ✍ Development of sectoral linkages on HRD
- ✍ Policy document with information on policies on national training
- ✍ Scholarships and assistance for HRD activities from traditional and non-traditional sources
- ✍ Ensure suitably qualified persons (the best candidates) receive the long-term training and scholarship awards
- ✍ Sustain access to UWI Campuses and other regional and international educational institutions
- ✍ Ensure the National Accreditation Council is carrying out its functions.

## **PERFORMANCE INDICATORS**

- ✍ Substantial increase in the number of HRD activities (including scholarships) funded by international agencies
- ✍ Improved performance and output within the public and private sectors
- ✍ Selection of accredited institutions to pursue educational/training programmes
- ✍ Comprehensive analysis of individual, organisational and sectoral training needs

## **SPECIFIC ACTIVITIES**

- ✍ National Training
- ✍ Accreditation
- ✍ Registration and Regulation of Private Training Providers
- ✍ Enhancing and Institutional Strengthening

## **ACTIVITY: NATIONAL TRAINING**

### **OBJECTIVE**

The effective management of the priorities for national training (long-term training) in order to ensure knowledge and skills development and high quality standards

### **SCOPE**

Coordination of the activities associated with the processing of national training and development, in collaboration with all relevant stakeholders

### **KEY RESPONSIBILITIES**

- ✍ Continue to develop the annual long-term training needs assessment on a sectoral basis
- ✍ Source funds from traditional and non-traditional Agencies for long-term training and scholarships
- ✍ Issue scholarships, by way of full or partial funding
- ✍ Prepare and publish a priority list of areas for the award of scholarships, economic costs, study leave and student loans.
- ✍ Continue to establish new policies and mechanisms governing the distribution of training needs and scholarships



- ✍ Ensure equitable distribution of national training opportunities
- ✍ Ensure the National Training Board (NTB) and its sub-Committees function effectively as specified in the new Education Act
- ✍ Continue to negotiate preferential scholarships or reduced tuition rates with accredited institutions for long-term training

## **KEY RESULTS**

- ✍ Realization of individual and sectoral goals through training
- ✍ Assessment of training needs at the national level
- ✍ Provision of a list of approved areas for national training
- ✍ Provision of a list of priority areas for the award of Government scholarships
- ✍ Public awareness of training and scholarship lists
- ✍ Receipt of financial and/or technical support from various Agencies for training and development with the assistance of the NTB and its sub-committees
- ✍ Administration of full and partial scholarships to qualifying persons
- ✍ Payment of contributions, fees, etc. to regional and international universities/institutions as approved by Cabinet

## **PERFORMANCE INDICATORS**

- ✍ Comprehensive analysis of individual and sectoral training needs
- ✍ Greater publicity of training priorities
- ✍ Customers being able to access career opportunities
- ✍ Increased number of scholarships and long-term training awards approved and distributed
- ✍ Efficient and proper use of all grants, scholarships and tuition assistantships
- ✍ Prompt payment of all contributions, fees, etc.

## **ACTIVITY: ACCREDITATION**

### **OBJECTIVE**

Establish a National Accreditation Board to ensure quality standards of accreditation of educational institutions and HRD training providers

### **SCOPE**

All local HRD training providers, regional and international institutions including home-study/correspondence courses, distance learning institutions

## **KEY RESPONSIBILITIES**

- ✍ Continue the assessment of HRD private training providers at the national level
- ✍ Advise public on accredited institutions (both local and overseas institutions)
- ✍ Participation in initiatives towards the establishment of accreditation mechanisms and the enforcement of accreditation regulations
- ✍ Establish a policy on the recognition of local professional associations
- ✍ Establish a database of accredited training programmes and institutions



## **KEY RESULTS**

- ✍ The establishment of a criteria on accreditation
- ✍ Provision and articulation of information on accredited educational institutions

## **PERFORMANCE INDICATORS**

- ✍ Publication of a list of accredited institutions
- ✍ Quality standards of accreditation for training programmes, training providers and/or educational institutions

## **ACTIVITY: ENHANCING AND INSTITUTIONAL STRENGTHENING**

### **OBJECTIVE**

Provide continuous education and learning opportunities to various sectors to meet the knowledge and skills deficiencies of the country's human resources

### **SCOPE**

All sectors/stakeholders at the national level

### **KEY RESPONSIBILITIES**

- ✍ Promote, through public awareness activities the importance of human resource development
- ✍ Promote distance learning and provide access to methods of continuous learning
- ✍ Collaborate with SALCC, OECS-TVET, regional and international TVET Agencies, the National Accreditation Council (NAC), the local TVET Committee and other relevant stakeholders to develop skills training programmes and certification of programmes
- ✍ Organise and coordinate the annual 'Career Showcase' programme
- ✍ Create sectoral linkages to ensure the sharing of the vision on human resource development
- ✍ Provide access to information to HRD providers

### **KEY RESULTS**

- ✍ Exposure to strategies and approaches on HRD
- ✍ Access to skills training programmes
- ✍ Provision of information on opportunities and resources for training and development
- ✍ Access to scholarships and training programmes
- ✍ The sharing of the vision by all stakeholders of the national policy on HRD
- ✍ Dissemination of information on successful initiatives on HRD activities undertaken by the Department of Human Resource Development



## PERFORMANCE INDICATORS

- ☞ Provision of incentives to various sectors to increase or establish HRD activities
- ☞ Monitor and evaluate HRD curricula activities
- ☞ Collaboration of efforts with relevant stakeholders on TVET initiatives
- ☞ Sharing of HRD information among relevant stakeholders
  - ☞ Increased access to scholarships and long-term training programmes

## PROGRAMME DETAIL EXPENDITURE – HUMAN RESOURCE DEVELOPMENT (19)

RECURRENT EXPENDITURE 2004-2005		
CODE	DETAILS OF EXPENDITURE	ESTIMATES (EC\$)
101	Personal Emoluments	241,243
105	Travel and Subsistence	5,568
108	Training	3,416,970
109	Office and General Expense	4,000
<b>Total Programme Expenditure</b>		<b>3,667,781</b>

Source: Government of St. Lucia Estimates 2004/05 Volume II

## 2003/2004 ACHIEVEMENTS

### National Training

**An overall increase in the number of awards granted by various funding agencies:**

#### 1. Canadian Commonwealth Scholarship and Fellowship Plan

- Two [2] post-graduate scholarship
  - ? PhD Elementary Education (Language Arts)
  - ? M A in Environmental Studies

#### 2. Canadian Commonwealth Scholarship for Francophone Countries

- One [1] graduate scholarship
  - ? M A in Linguistics

#### 3. OAS Scholarships {PRA [Graduate], SPECAF [Undergraduate]}

- Three [3] postgraduate scholarships



- ? M Sc in Computer Engineering
- ? M Sc in Environmental Management
- ? M Sc in Curriculum Studies
- Two [2] undergraduate scholarships
  - ? B Sc in Biochemistry
  - ? B. Sc in Electrical and Computer Engineering
- 4. **OAS Agency Placed Postgraduate Scholarships**
  - Three [3] scholarships
    - ? M Sc Sustainable International Development
    - ? Master in Education
    - ? Master in Education Planning
- 5. **United Kingdom Commonwealth Scholarship**
  - One [1] Postgraduate scholarship
    - ? M Sc Environment and Sustainable Development
- 6. **2003 United States Military Academics Scholarships**
  - Three [3] undergraduate scholarships
    - ? B Sc in Marine and Environmental Technology
    - ? B Sc in Biology
    - ? B Sc in Computer Engineering
- 7. **Scholarship Award under the CARICOM/EU Project for Strengthening the Institutional Response to HIV/AIDS/STI in the Caribbean (SIRHASC)**
  - One [1] graduate scholarship
    - ? Master of Public Health
- 8. **Cuba-St Lucia [Bilateral] Scholarship**
  - Eleven [23] undergraduate scholarships in the following areas:-
    - ? Civil Engineering
    - ? Electrical Engineering
    - ? Computer Science



- ? Medicine [3]
- ? Mechanical Engineering [2]
- ? Architecture
- ? Special Education [3]
- ? Optometry and Optics [medium level]
- ? Economics [2]
- ? Geography Education [candidate did not take up the award]
- ? Agronomy
- ? Telecommunications and Electronics [2]
- ? Physical Education and Sports [4]

9. **Cuba-CARICOM Scholarships**

- Seven [7] undergraduate scholarships in the following areas:-
  - ? Agricultural Mechanisation
  - ? Architecture [2]
  - ? Economics [3]
  - ? Electrical Engineering

10. **Simon Bolivar University Scholarship (Venezuela)**

- One [1] undergraduate scholarship
  - ? Diploma – Farm Management

11. **New Zealand Commonwealth Scholarship**

- One [1] postgraduate scholarship
  - ? M Sc Development Studies

12. **New Zealand – ODA Scholarship**

- One [1] postgraduate scholarship
  - ? M Sc in Human Resource Management

13. **Western Hemisphere Fulbright Programme – Fellowship in Ecology and Environment**

- One [1] Postgraduate Scholarship
  - ✍ M Sc in Environmental Engineering

14. **Economic-Cost Awards**

- Twenty-four [24] awards were granted for the 2003/2004 academic year, twenty one [21] took up the award in the following areas:-



- ? Accounting [3]
- ? Actuarial Science
- ? Theatre Arts [did not take up the award]
- ? Economics/Management
- ? Economics [5]
- ? Management Studies [3]
- ? Medicine [2]
- ? Civil Engineering [3]
- ? Electrical Engineering
- ? Social Work
- ? M Sc Tourism Management [no economic cost for the programme]
- ? M Sc International Relation
- ? Sociology [did not take up award due to illness]

15. **People's Republic of China Scholarship**

- One [1] Postgraduate scholarship
  - ? PHD in Education

16. **Island Scholarships (Undergraduate studies)**

- Two [2] undergraduate scholarships
  - ? B Sc in Economics
  - ? Bachelors degree in Medicine and Surgery [MBBS]

17. **SALCC –DTEMS Scholarships**

- Four [4] undergraduate scholarships
  - ? B Sc in Civil Engineering
  - ? B Sc Electronics and Computer Engineering
  - ? B Sc Public Sector Management
  - ? B Sc Tourism Management

18. **SALCC –DTEEA Scholarships**

- One [1] undergraduate scholarships
  - ? Bachelors degree in Education

19. **SALCC Bursaries**

- Seventy-four [74] bursaries to SALCC and Vieux Fort Comprehensive Campus B



20. Publication of List of Approved Areas for National training, Economic Cost and Student Loans

**Accreditation and Registration and Regulation of Private Training Providers**

1. Continue to register newly established private training providers.

**MAIN EVENTS FOR 2004 – 2005**

**HUMAN RESOURCE DEVELOPMENT**

<b>DATE</b>	<b>EVENT</b>
<b>May 2004</b>	
	<ul style="list-style-type: none"> <li>? New Zealand Commonwealth Scholarship</li> <li>? Japanese Scholarship</li> <li>? Chinese Scholarship</li> <li>? CFTC Scholarship – Graduate Dip. In Management, MIM. Cyprus</li> <li>?</li> </ul>
<b>June 2004</b>	
	<ul style="list-style-type: none"> <li>? Economic Cost Awards</li> <li>? Fulbright Foreign Students Program</li> </ul>
<b>July 2004</b>	
	<ul style="list-style-type: none"> <li>? SALCC Bursaries</li> <li>? OAS LASPAU</li> </ul>
<b>August 2004</b>	
	<ul style="list-style-type: none"> <li>? UK Commonwealth</li> <li>? Canadian Commonwealth</li> </ul>
<b>September 2004</b>	
	<ul style="list-style-type: none"> <li>? Orientation New Cuban Students</li> </ul>
<b>October 2004</b>	
	<ul style="list-style-type: none"> <li>? HRD Open Day</li> </ul>
<b>November 2004</b>	
	<ul style="list-style-type: none"> <li>? Canadian Commonwealth for Francophonie Countries</li> <li>? Career Showcase</li> </ul>



<b><i>December 2004</i></b>	
	? OAS Graduate & Undergraduate Scholarship ? Morehouse College/Morgan State University Scholarship ? Cuba Scholarship ? Military Scholarship ? Request for submission on List of Approved Areas for National Training, Economic Cost & Student Loans
<b><i>January 2005</i></b>	
	? Physicals – Military Applicants



## HUMAN RESOURCE MANAGEMENT

The Human Resource management Unit is primarily responsible for all personnel and industrial relations matters within the Ministry and specifically the Teaching Service. In the fiscal 2003-2004, the major achievements were:

- ✍ Successful conduct of workshops held throughout the island for all Principals and Education Officers on the requirements for the 2004/05 Staffing Exercise. Timetabling at Secondary Schools and Ancillary Staff relations were also discussed.
- ✍ Booklets on Human Resource policies and Guidelines was published and distributed to all schools.

The Staffing exercise for the academic year 2003/04 was completed successfully; however redeployment of teachers returning from training was problematic.

During the current fiscal year the Unit's operations will be fully computerised which should lead to greater efficiencies in managing the MOE's human resources. School visits will be scheduled to verify and correct all data on Principals and teachers. Finally, a number of in-service workshops will be conducted for the staff of HRM to improve productivity and morale.

### MISSION STATEMENT

To strategically develop the human resource base of the Ministry of Education, Human Resource Development, Youth & Sports through the recruitment of suitable persons, provision of relevant training and adequate rewards and recognition, in order to improve efficiency within the education system.

### OBJECTIVES

To assist the Ministry of Education, Human Resource Development, Youth & Sports to meet its strategic goals by attracting and retaining qualified employees and managing them effectively in compliance with the appropriate Statutory Rules and Regulations and Labour Laws.

### SCOPE

The administration of all human resource matters within the Teaching Service and Ministry, such as:

- ✍ Recruitment
- ✍ Placement
- ✍ Training
- ✍ Reward
- ✍ Retirement



**KEY RESPONSIBILITIES**

- ✍ Administer Human Resource policies to promote and maintain a highly motivated working environment
- ✍ Recruit and select the most qualified and capable persons to fill vacant positions
- ✍ Conduct staffing exercises for all Primary, Secondary and Special Education Schools on the island
- ✍ Administer compensation and benefit programmes for the Teaching Service
- ✍ Process requests for training and maintain records of employee participation in all training and development programmes
- ✍ Process all requests for appointment, transfer, retirement and dismissals for persons employed within the Ministry including auxiliary staff (Janitors, Cooks, Watchmen, Caretakers)

**KEY RESULTS**

- ✍ The efficient staffing of schools based on the stipulated ratio
- ✍ Timely processing of recommendations to the Teaching Service Commission, the Ministry of Labour Relations, Public Service and Co-operatives and the Accounts Section on staffing matters – recruitment, transfers, promotion, upgrading and retirements

**PERFORMANCE INDICATORS**

- ✍ Improved quality of work, morale and attitudes
- ✍ Relevant information of potential employees
- ✍ Up-to-date information of all employees in the Teaching Service

**PROGRAMME DETAIL EXPENDITURE – HUMAN RESOURCE MANAGEMENT**

<b>RECURRENT EXPENDITURE 2004 – 2005</b>		
<b>CODE</b>	<b>DETAILS OF EXPENDITURE</b>	<b>ESTIMATES (ECS)</b>
101	Personal Emoluments	<b>293,490</b>
<b>Total Programme Expenditure</b>		<b>293,490</b>

Source: Government of St. Lucia Estimates 2004/05 Volume II

**MAIN EVENTS 2004 - 2005**

<b>DATE</b>	<b>EVENTS</b>
May 2003	Staffing exercise for Primary, Secondary and Special Schools
June – July 2004	Processing of all requests for Economic Cost awards
July 2004	Workshop on Industrial Relations and Labour Laws and Procedures



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July – August 2004	Staffing exercise for schools - transfers and redeployment
August 2004	<ul style="list-style-type: none"><li>✍ Staffing exercise for schools – reappointments</li><li>✍ Responding to requests for study leave with pay, study leave with out pay and Economic Cost Awards</li></ul>
September – October 2004	<ul style="list-style-type: none"><li>✍ Staffing of schools – new appointments</li><li>✍ Responding to requests for transfers</li></ul>
October 2004	✍ Workshop on Customer Relations and Front Desk Management for Secretaries and Clerk/Typists
February 2005	✍ Staffing Workshop for new Principals and Vive Principals
April 2005	✍ Processing of all requests for study leave with pay



## TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)

### INTRODUCTION

In its efforts to continue to offer quality Technical and Vocational Education and Training (TVET), the TVET Office intends to focus on the areas outlined in its Work Plan. These will contribute to fulfilling the broad objectives outlined in the Education Sector Plan (2000-2005).

Efforts will be concentrated mainly in the areas of TVET Teacher Training and certification of TVET Programmes. In light of the enormous contribution which TVET must make to social and economic development and the up-coming CARICOM Single Market and Economy (CSME), it is important that trainers in the education system are well equipped and that the “products” are appropriately certified. A system of quality assurance for such certification and accreditation will support the National Qualifications Framework.

The TVET Work Plan includes activities based on the results of a National Training Needs Survey which will no doubt give direction to the formulation of a plan for the review of existing TVET programmes. This will require training in new, flexible methods of teaching , e.g., Competency Based Methods and On-going awareness activities.

While there will obviously be some measure of flexibility and change of circumstances during the period, it is envisaged that activities will remain as close as possible to the plan.

### MISSION STATEMENT

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

### OBJECTIVE

The objective of the TVET Project is to improve the capacity of primary and secondary school, Sir Arthur Lewis Community College, the National Skills Development Centre, the Adult Education Unit and other training providers in St. Lucia, to offer quality TVET with a high level of co-ordination and flexibility, in response to labour market needs, in preparation for the workplace and self-employment.

### SCOPE

- ✍ Review TVET Programmes (Training and equipment to support new programmes and methodologies)
- ✍ Participate in Labour Market Information System (LMIS)
- ✍ Establish National System for Certification and Accreditation of TVET
- ✍ Implement Information and Communication Technology (ICT) programmes for TVET.
- ✍ Publicize TVET nationally.



## **KEY RESPONSIBILITIES**

- ✍ Implement new TVET Programmes (methodologies, etc)
- ✍ Utilize Labour Market Information in the creation of new programmes.
- ✍ Develop curricula which change as national needs change.
- ✍ Develop TVET programmes to reflect national skills needs.
- ✍ Procure and install equipment to facilitate implementation of new TVET programmes in secondary schools.
- ✍ Facilitate training for all TVET staff in agreed methods
- ✍ Continue implementation of National System of Certification and Accreditation for TVET.
- ✍ Incorporate ICT as a teaching and learning tool within TVET.
- ✍ Mount exhibitions, open days, showcases and other publicity activities to ensure visibility.

## **KEY RESULTS**

### ***Activity: TVET Programme Review***

- ✍ Labour Needs Survey conducted to inform content of new training programmes.
- ✍ TVET programmes in line with immediate manpower training needs operational and tailored for schools.
- ✍ All TVET teaching staff trained in agreed methods(Competency Based)new programmes especially at lower secondary level.
- ✍ On-going training programme for TVET teachers established in collaboration with Sir Arthur Lewis Community College /UTECH/COL.

### ***Activity: ICT in Schools***

- ✍ Systematic plan in place for implementation of ICT Based modules for inclusion in TVET curricula in secondary schools.

### ***Activity: National System of Certification and Accreditation***

- ✍ A system of certification for TVET occupations and programmes which is accepted nationally, regionally and internationally.
- ✍ A clearly articulated National Qualifications Framework for TVET.
- ✍ A system of accreditation of TVET programmes (in collaboration with other agencies) which is recognized nationally, regionally and internationally.
- ✍ Pilot in place for implementation of Saint Lucia National Vocational Qualifications (SLNVQ) at Level 1.

### ***Activity: Career Guidance and Publicity***

- ✍ Improvement in attitude towards TVET
- ✍ More effective guidance to students regarding subject selection.
- ✍ Sustained improvement in TVET delivery systems.

#### **PERFORMANCE INDICATORS**



- ✍ TVET programmes and methods adjusted to reflect National Skills needs by December 2004.
- ✍ TVET staff trained in agreed methods for new programmes, including certification mechanism by July 2005.
- ✍ Certification system in place at Vieux Fort Technical Institute for certifying students in elements of competence by July 2004. Further refinement by June 2005.
- ✍ Commence implementation of pilot at Ciceron Secondary School for Saint Luca National Vocational Qualifications (SLNVQ) in selected areas by September 2004.
- ✍ Implement system for on-going validation of occupational and training institution standards.
- ✍ Teacher training programme for TVET teachers in collaboration with UTECH/COL/ Sir Arthur Lewis Community College being offered by September 2004.
- ✍ On-going programme of Career Guidance and TVET awareness throughout.

**MAJOR ACHIEVEMENTS IN 2003-2004**

- ✍ Opening of Ciceron Secondary School – Collaboration with Information Technology Unit in establishing Computer Based Modular Programme.
- ✍ Staging of TVET Exhibition – Nobel Laureate Week – Theme :”Human Achievement: The product of thought applied to work”.
- ✍ Participation in Saint Lucia Trade Exhibition – “TVET Showcase”
- ✍ Modularization of TVET Curriculum for Vieux Fort Technical Institute. Collaboration with Exams Unit in appointing an External Verifier for quality assurance process.
- ✍ Re-furbished and equipped TVET labs in 10 secondary schools and one senior primary school.
- ✍ Facilitation of training for TVET teachers
  - Auto CAD
  - CXC Industrial Art
  - CXC Electronic Document Preparation and Management
  - Competency Based Education and Training.
- ✍ Procured equipment for Information Technology, Electronic Document Preparation, Visual Arts and Industrial Technology labs in 12 secondary schools.
- ✍ Procured music equipment for distribution in secondary schools.
- ✍ NCTVET (Jamaica) Consultancy (National Certification – Phase 2 (November 2003)

**MAIN EVENTS 2004–2005**

DATE	ACTIVITY
July 2004	
	<ul style="list-style-type: none"> <li>✍ Prepare plan for Pilot of Saint Lucia National Vocational Qualifications (SLNVQ)</li> <li>✍ Meet with UTECH / COL to discuss plan for TVET Teacher Training.</li> </ul>
August 2004	
	<ul style="list-style-type: none"> <li>✍ Training Needs Survey – Collaboration with National Skills Development Centre</li> </ul>
September 2004	
	<p>Commence</p> <ul style="list-style-type: none"> <li>✍ TVET Teacher Training in collaboration with UTECH / COL</li> </ul>



Ministry of Education Annual Work Plan 2004-2005

	/ SALCC ✍ Design plan for Teacher sensitization in preparation for new programmes.
October 2004	
	✍ Develop list of Industry experts and resource persons. ✍ Finalize National Qualification Framework for TVET.
November 2004	
	✍ Establish TVET subject Committees for certification process. ✍ Sensitization workshop for new programmes.
December 2004	
	✍ Examine programme in view of results from Training Needs Survey. ✍ Certification System (item writing) ✍ Finalize pilot process for Certification System
January 2005	
	✍ Finalize and pilot –test items (certification system)
February /March 2005	
	✍ Sensitization workshops for new programmes
April /May 2005	
	✍ Teacher training for new programmes ✍ TVET Career Showcase ✍ Observance of TVET Awareness Week
June 2005	
	✍ TVET Teachers' Conference
July 2005	
	✍ Teacher Training for implementation of new programmes ✍ TVET teacher industry attachments



## SPECIAL EDUCATION

### *THE SPECIAL EDUCATION UNIT*

The Special Education Unit focuses on the establishment of an effective support system for all students in the education system. The unit continues to seek to enhance the level of support that is afforded to students at all levels of the Special Education Spectrum.. This year the unit hopes to initiative new programs that will target various student groups. The School Entrants Process and the Enrichment Program for gifted students will focus on students, while teacher training programs, and the Teacher Resource Centre will focus on the improvement of teacher proficiency.

The School Entry Process will provide a systematic procedure of early identification of students. The information and data collected during that exercise will enable the department to compile an “at risk” register of Special Needs students, and also be able to plan remedial programs.

The enrichment program will provide gifted children with activities to challenge them and allow them to get on the fast track. Self learning will be encouraged. Funding will have to be sourced so that materials and equipment can be provided for schools initiating the program. The program will be piloted in one school in each district in the first instance.

Teacher training remains high on the department’s agenda. The Department is convinced that if teachers are given the necessary training needed ,their ability to implement the Support Program will be greatly enhanced.

The establishment of a Teacher Resource Centre is another initiative by the department. The Resource Centre will include reference Library for teachers pursuing the Lynchburg program, as well as teachers who want to source information for self advancement, on related topics of Special Needs education.

### **MISSION STATEMENT**

The Special Education Unit seeks to provide a relevant and efficient delivery of service to enhance existing programs at Special Schools, to cater to the needs of children in the mainstream of the education system who may be gifted or who may have difficulties through a structure that gives **EVERY** child a fair and equal opportunity to aspire to be the best that he/she can be with the support of all stakeholders.

### **SCOPE**

- ? Curriculum implementation at Special Schools.
- ? Teacher training for Special Needs teachers.
- ? Establishment of Student Support Programs at Infant and Primary Schools.
- ? Initiate an enrichment program for gifted students.
- ? Establishment of a pilot program for the School Entry Process.



## **BOARD OBJECTIVES**

- ? To provide teacher training in order to strengthen the institutional capacity of Special Needs Teachers in the education system.
- ? To pilot the School Entry Process in one district.
- ? To implement curriculum innovations at Special Schools in an effort to offer board based programs to Special Education Students at Special Schools.
- ? To expand the student Support Program to include 11 more schools.
- ? To implement and enrichment program for gifted students at elementary schools.
- ? Establish a Teacher Resource Center at Special Education Unit.
- ? Establish an assessment centre at the Special Education unit.
- ? To create more public awareness for the Special Education Program.

## **KEY RESPONSIBILITIES:**

- ? Co-ordinate the teachers training programs for the summer training and monthly work shops.
- ? Co-ordinate sensitization exercised and training sessions for Principals in preparation for the implementation of the School Entry Process.
- ? Assist the participants of the SCOPE training where necessary.
- ? Co-ordinate the hosting of the Special Education Conference.
- ? Support and provide assistance for the hosting of the Very Special Arts festival.
- ? Establish a Special Needs Teachers Resource Centre.
- ? Establish an Assessment Centre.
  
- ? Develop a program for gifted children at Primary schools.
- ? Continue to sensitize Principals regarding the Multidisciplinary referral process.
- ? Source training for Special Education teachers at Special Schools.
- ? To assist SALCC in facilitating VI students who will be pursuing 1<sup>st</sup> year university studies in St Lucia.

## **KEY RESULTS:**

### **Program Activities**

- ? Teacher training
- ? Student Support Program
- ? Workshops of Principals
- ? Training of Pre-K teachers
- ? School Entry Process
- ? Parents and Teachers Advocacy Training workshops
- ? Establishment of an Assessment Centre
- ? Establishment of a program for gifted children
- ? Establishment of a Teacher Resource Centre



- ? Observance of Special Education Week
- ? Hosting of Special Education teachers Conference
- ? Staging of Very Special Arts festival.

## **PERFORMANCE INDICATORS**

- ? Teacher will be better trained. Lynchburg will commence Diploma program June, 2004.
- ? St Lucia Blind Welfare Association follows up on “Kids in Site, and CVRP Children who received new eye glasses, and underwent surgery in 2003.
- ? Upon their return to St Lucia November - December, 2004 the CVRP team will see students who were treated in the program in November, 2003.
- ? (V.S.A.) Very Special Arts festival will take place in July, 2004.
- ? Hydrotherapy sessions will take place every Tuesday morning.
- ? More schools will offer support to students at Infant and Primary Schools.
- ? The enrichment initiative will be implemented in at least one school in each district.
- ? The School Entry Process will be piloted in one district in 2005.
- ? SCOPE projects by participants will be concluded by October, 2004 and they will be successful.
- ? Principals will adhere to the MDT referral process.
- ? Special Education Conference will take place in May, 2005.

## **MAJOR ACHIEVEMENTS- 2003-2004**

- ? Completion of all consultations on the draft policy. Finalizing of editing of draft policy document.
- ? Lynchburg partnership established. Summer workshop in 2003 was a success.
- ? A very successful Special Education Conference.
- ? A successful Special Education Week.
- ? A successful Inter Special School Sports.
- ? One student and teacher attended a camp of Deaf/ Blind students in California
- ? One blind student a camp in Toronto Canada, during which time she attended sessions on how to develop a website, Recreation and Accessibility, and Education.
- ? PRF sponsored one year’s training for a blind youth in Jamaica, in Information technology.
- ? Two visually impaired youths are presently tutoring five visually impaired students Information technology.
- ? The School for the Hearing Impaired brought to completion the enclosure of the ground floor, creating four additional classrooms. Funding sponsored by the PRF
- ? The Soufriere Special Education Centre has enclosed the school compound and purchase of school materials. Funding Sponsored by PRF.
- ? Ninety percent of the schools in district six have implemented the Student Support program on a full or part time basis.
- ? Twenty-two students were seen by the Children Vision Rehabilitation Program. (CVRP).
- ? Telescopic Magnifiers and sixteen new eye glasses were distributed to children at Infant and Primary schools.



- ? The “kids Insight” Program also performed surgery on five visually impaired students.
- ? Four deaf students attended camp in Trinidad

**MAIN EVENTS 2004-2005**

DATE	EVENT
June- August 2004	? Dip in Education for Special Education Teaches – Lynchburg College to provide lectures.
June 2004	? Sensitization of Principals
July 2004	? Training of Pre –K teachers
August – September 2004	? One Visually Impaired Student to attend SPACE Camp in Utah USA – Sponsored by “Kids in Site” tam monthly training.
September 2004	? Two VI students to commence 1 <sup>st</sup> year university here in St. Lucia.
October 2004	? SCOPE projectors to be handed in.
November December 2004	? “Kids-insight” to return to St Lucia to follow-up.
January 2005	? Establish program for gifted children
February 2005	? Opening of the Teachers Resource Centre
March 2005	? Special Schools In-House sports
April 2005	
May 2005	? Special Education Week ? Special Education Teachers Conference ? Inter Special schools Sports
June 2005	?
July 2005	? Very Special Arts



**SUMMARY OF MAIN EVENTS FOR THE MINISTRY OF EDUCATION, HRD,  
YOUTH AND SPORTS 2002-2003**

DATE	EVENT	UNIT RESPONSIBLE
<b>March 2003</b>		
	<ul style="list-style-type: none"> <li>✍ Curriculum and Materials Development – Music and Home Economics</li> <li>✍ Workshop on Music and Home Economics Instruction</li> </ul>	CAMDU
<b>April 2003</b>		
	<ul style="list-style-type: none"> <li>✍ Youth Month</li> <li>✍ Secondary Schools Cricket</li> <li>✍ District III Sports Meet</li> <li>✍ Junior Sports Programme Phase III</li> <li>✍ National Sports Administrators Workshop</li> <li>✍ Secondary Schools singles Table Tennis Championship</li> <li>✍ Secondary Schools Women’s Football</li> </ul>	
	<ul style="list-style-type: none"> <li>✍ Curriculum Development – Secondary Level</li> <li>✍ National Students Choir workshop – vacation</li> <li>✍ Distribution of Curriculum Materials – Home Economics</li> <li>✍ Production of Audio Material for Primary Music</li> </ul>	CAMDU
<b>May 2003</b>		
	<ul style="list-style-type: none"> <li>✍ Staffing exercise for Primary, Secondary and Special Schools</li> <li>✍ Processing of all requests for Economic Cost Awards</li> </ul>	School Supervision
	<ul style="list-style-type: none"> <li>✍ Embroidery Competition among primary schools</li> <li>✍ National Music Festival – 3<sup>rd</sup> week after Easter Break</li> </ul>	CAMDU
<b>June 2003</b>		
	<ul style="list-style-type: none"> <li>✍ Second Quarter Allocation</li> <li>✍ Condition Survey of 24 schools</li> </ul>	Plant and Equipment
	<ul style="list-style-type: none"> <li>✍ Monitoring of Home Economics Instruction</li> <li>✍ Music Teachers Conference on Music Instruction and Evaluation (Day after Corpus Christi)</li> <li>✍ Curriculum and Materials Development – Music</li> </ul>	CAMDU
<b>July 2003</b>		
	<ul style="list-style-type: none"> <li>✍ Workshop for Special Education teachers by Lynchburg College and University of Texas Professors</li> <li>✍ Participation in Deaf/Blind Camp in California</li> <li>✍ Participation in Deaf/Blind Conference in Toronto, Canada</li> <li>✍ Blind student Jessica Jackobe in Canada pursuing Computer Training sponsored by</li> </ul>	Special Education
	<ul style="list-style-type: none"> <li>✍ Module Writing/Portfolio assessment training –</li> </ul>	TVET



**Ministry of Education Annual Work Plan 2004-2005**

DATE	EVENT	UNIT RESPONSIBLE
	<ul style="list-style-type: none"> <li>Vieux-Fort Primary Technical wing</li> <li>✍ Training and Procurement activities – Ciceron Secondary</li> <li>✍ Upgrading Information Technology skills – Vieux-Fort Primary – Technical Wing and Rock Hall Senior Primary teachers</li> <li>✍ Re-commence AutoCAD training for TVET teachers</li> </ul>	
	✍ Staffing Exercise for schools – transfers and redeployment	School Supervision
	✍ SALCC Bursaries	Human Resource Development
	<ul style="list-style-type: none"> <li>✍ Operating and Maintenance in Schools</li> <li>✍ Economic Reconstruction Project (ERP) – Appointment of Consultants</li> </ul>	Plant and Equipment
July 9	<ul style="list-style-type: none"> <li>✍ Youth Summer Camps</li> <li>✍ Inter-District Primary Schools Sports Meet</li> </ul>	Youth and Sports
	<ul style="list-style-type: none"> <li>✍ Workshop on teaching the Recorder in the Classroom</li> <li>✍ National Students Choir Workshop</li> <li>✍ Supervise marking of Standard Six examination in Home Economics</li> <li>✍ Workshop of Audio Materials for Music</li> </ul>	CAMDU – Music
	<ul style="list-style-type: none"> <li>✍ Workshop on teaching the Recorder in the Classroom</li> <li>✍ National Students Choir Workshop</li> <li>✍ Supervise marking of Standard Six examinations in Home Economics</li> <li>✍ Workshop of Audio Materials Material for Music</li> </ul>	CAMDU
<b>August 2003</b>		
	<ul style="list-style-type: none"> <li>✍ Training and procurement activities – Ciceron Combined</li> <li>✍ Upgrading of TVET laboratories in secondary schools</li> </ul>	TVET
	<ul style="list-style-type: none"> <li>✍ Staffing exercise for schools – re-appointments</li> <li>✍ Responding to requests for study leave with pay</li> </ul>	School Supervision
	✍ UK Commonwealth	Human Resource Development
August/September	<ul style="list-style-type: none"> <li>✍ Publication and distribution of Statistical Digest</li> <li>✍ Production and distribution of the Annual Work Plan</li> <li>✍ DFID Technical Assistance – EMIS</li> <li>✍ DFID Technical Assistance – Curriculum</li> <li>✍ DFID Technical Assistance – Training for EO's (Sep15-26)</li> <li>✍ DFID Technical Assistance – Student Assessment (Sep 1 – 5)</li> <li>✍ Publication of Attendance Report for school year 2002/2003</li> <li>✍ Publication of Ministry of Education Research Agenda</li> <li>✍ Opening of new BEP 2 Schools viz Union Primary &amp; Ciceron Secondary</li> <li>✍ Project Advisory Committee meetings for OEDP and BEP 2</li> </ul>	Corporate Planning



**Ministry of Education Annual Work Plan 2004-2005**

DATE	EVENT	UNIT RESPONSIBLE
	<ul style="list-style-type: none"> <li>✍ DFID Technical Assistance – Principals (Sep. 15-26, 2003)</li> <li>✍ Conduct Secondary Schools’ Needs Assessment Survey under OEDP</li> </ul>	
	<ul style="list-style-type: none"> <li>✍ Windward Island Secondary Schools Championship</li> <li>✍ National Under 13 Cricket Coaching Programme</li> <li>✍ National Under 13 Football Programme</li> </ul>	Youth and Sports
	<ul style="list-style-type: none"> <li>✍ Registration for London January Examinations</li> <li>✍ CXC (CSEC &amp; CAPE) Release of results of May/June 2003 Examinations</li> </ul>	Examinations
	<ul style="list-style-type: none"> <li>✍ Workshop for Heads of Mathematics department of secondary schools</li> </ul>	CAMDU – Mathematics
	<ul style="list-style-type: none"> <li>✍ Curriculum and Materials Development – Music</li> </ul>	CAMDU
<b>September 2003</b>		
	<ul style="list-style-type: none"> <li>✍ Orientation of new Peace Corps Volunteers</li> <li>✍ Soufriere Special Education and Rehabilitation Centre expands enrolling one more class of special education students</li> <li>✍ District Six – All Primary Schools commence Student Support Programme with a SENT Teacher</li> <li>✍ Continue in-house training for teachers at Lady Gordon Opportunity Centre, Ministry of Education and Peace Corps.</li> <li>✍ In-service training of SENT Teachers</li> <li>✍ Consultation on Policy Document in Castries</li> </ul>	Special Education
	<ul style="list-style-type: none"> <li>✍ Opening of Ciceron Secondary School</li> <li>✍ Labour Market Survey (collaboration with NSDC)</li> <li>✍ TVET Teachers Conference</li> </ul>	TVET
September – October	<ul style="list-style-type: none"> <li>✍ Staffing of Schools – new appointments</li> <li>✍ Responding to requests for transfers</li> </ul>	School Supervision
	<ul style="list-style-type: none"> <li>✍ Canadian Commonwealth</li> <li>✍ OAS LASPAU Award</li> </ul>	Human Resource Development
	<ul style="list-style-type: none"> <li>✍ Registration for CXC January Examinations</li> <li>✍ Registration for London January Examinations</li> </ul>	Examinations
	<ul style="list-style-type: none"> <li>✍ Distribution of JOCV teaching guides to all grade 3 – 6 teachers</li> </ul>	CAMDU - MATHS
	<ul style="list-style-type: none"> <li>✍ Principals Meeting and Workshop</li> <li>✍ Workshop for Kindergarten Teachers</li> <li>✍ Workshop for Grade Six Teachers</li> <li>✍ Reading and Mathematics Activities</li> </ul>	District Four
	<ul style="list-style-type: none"> <li>✍ School-based activities relating to theme:</li> <li>✍ Principals Meeting</li> </ul>	District One
	<ul style="list-style-type: none"> <li>✍ Early Stimulation Intervention programme – conduct Survey Analyse data. Community focus group meetings</li> <li>✍ Prepare and release information on 5<sup>th</sup> Regional Early Childhood Education Conference</li> </ul>	Early Childhood Education
	<ul style="list-style-type: none"> <li>✍ Implementation of Lower Secondary Music Curriculum Guide</li> </ul>	CAMDU
	<ul style="list-style-type: none"> <li>✍ School - based activities relating to theme:</li> <li>✍ Principals’ Meeting</li> </ul>	District One



**Ministry of Education Annual Work Plan 2004-2005**

DATE	EVENT	UNIT RESPONSIBLE
	<ul style="list-style-type: none"> <li>⌘ Early Stimulation Intervention programme – conduct Survey Analyse data. Community focus group meetings</li> <li>⌘ Prepare and release information on 5<sup>th</sup> Regional Early Childhood Education Conference</li> <li>⌘ Establish secretariat for 5<sup>th</sup> Regional ECE Conference</li> </ul>	Early Childhood
<b>October 2003</b>		
	<ul style="list-style-type: none"> <li>⌘ Staff of SLBWA to conduct workshop for teachers of Blind student in Haiti. Sponsored by the Society for the Blind in Haiti.</li> <li>⌘ Integration of students at the Soufriere Infant School.</li> <li>⌘ Physiotherapy programme at the Soufriere Special Education Centre.</li> <li>⌘ National consultation on Policy for Persons with disabilities.</li> </ul>	Special Education
	⌘ NCTVET Consultancy (National Certification – Phase 2)	TVET
	⌘ HRD Open Day	Human Resource Development
October 20-24, 2003	⌘ Proposed dates for school-based staff professional development	CEO to approve one day per school
October-December 2003	<ul style="list-style-type: none"> <li>⌘ Building and Maintenance in Schools</li> <li>⌘ Economic Reconstruction Project (ERP) – Appointment of Consultants</li> </ul>	Plant and Equipment
October – December 2003	<ul style="list-style-type: none"> <li>⌘ Issue and process annual data questionnaires</li> <li>⌘ Conduct Secondary Schools’ Needs Assessment under OEDP</li> <li>⌘ Co-ordinate DFID Technical Assistance Assessment Workshop (Nov. 3-14)</li> <li>⌘ Teacher Training (Nov. 17 – Dec 28.)</li> <li>⌘ Compilation of consultation documents by DFID consultants</li> <li>⌘ Numeracy Workshop (video production) (Oct. 2-3)</li> <li>⌘ Training in Diagnostic Teaching (Nov. 24-Dec 8)</li> <li>⌘ Curriculum Development (Nov. 17- Dec 28)</li> <li>⌘ Publication of Ministry’s – Information Booklet</li> </ul>	Corporate Planning
	⌘ Opening of Secondary School Sports 2003-2004	Youth and Sports
	<ul style="list-style-type: none"> <li>⌘ Registration for May/June Examinations</li> <li>⌘ Registration for London January Examinations</li> </ul>	Examinations
	<ul style="list-style-type: none"> <li>⌘ Observation of Teachers’ Week</li> <li>⌘ Teachers’ Conference</li> <li>⌘ Workshop for Grade Four Teachers</li> <li>⌘ Workshop for Grade Two Teachers</li> <li>⌘ World Food Day Activities</li> <li>⌘ Participation in La Marguerite Festival</li> <li>⌘ Participation in Jounen Kweyol Activities</li> <li>⌘ Reading &amp; Mathematics Activities</li> </ul>	District Four
	<p><b>Observance of Teachers’ Week:</b></p> <ul style="list-style-type: none"> <li>⌘ Teacher Appreciation/Conference/Socialization</li> <li>⌘ World Food Day Activities</li> <li>⌘ Participation in La Marguerite Festival</li> <li>⌘ Participation in Jounen Kweyol Activities</li> </ul>	District One
	⌘ Conduct/facilitate training programme to increase the competence of E.C.E practitioners for more	Early Childhood



**Ministry of Education Annual Work Plan 2004-2005**

DATE	EVENT	UNIT RESPONSIBLE
	<p>effective service delivery and attainment of quality programming.</p> <ul style="list-style-type: none"> <li>✍ Facilitate training programme for Unit staff and other stakeholders to enhance their capacity to oversee the implementation of the Early Stimulation Intervention Programme.</li> <li>✍ Resuscitate and strengthen cluster collaboration between ECE Practitioners and Unit.</li> <li>✍ Amend ECE Policy.</li> </ul>	
<b>November 2003</b>		
	<ul style="list-style-type: none"> <li>✍ Children's Vision Rehabilitation Programme (CVRP)</li> <li>✍ CVRP team to work with teachers and Visually impaired students</li> <li>✍ Plan for Special Schools Sports meet</li> <li>✍ Staff exchange programme at Special Schools</li> </ul>	Special Education
	<ul style="list-style-type: none"> <li>✍ Appointment of TVET Council</li> <li>✍ Consultations on new TVET Programmes</li> </ul>	TVET
	<ul style="list-style-type: none"> <li>✍ Francophonie Commonwealth</li> </ul>	Human Resource Development
	<ul style="list-style-type: none"> <li>✍ Registration for Local Examinations</li> <li>✍ Registration for CXC May/June Examinations</li> </ul>	Examinations
	<ul style="list-style-type: none"> <li>✍ Mathematics Month</li> </ul>	CAMDU MATHS
	<ul style="list-style-type: none"> <li>✍ Grade Two Mathematics Quiz</li> <li>✍ Grade Three Mathematics Quiz</li> <li>✍ Grade Four Mathematics Quiz</li> <li>✍ Mathematics Open Day in all Schools</li> <li>✍ Mathematics Month &amp; Reading Activities</li> </ul>	District Four
	<p><b>District Football Cont'd</b></p> <p><b>Mathematics Month Activities</b></p> <ul style="list-style-type: none"> <li>✍ Individual school activities, plus</li> <li>✍ District Grade 2 Mathematics Quiz</li> <li>✍ District Grade 4 Mathematics Quiz</li> <li>✍ Secondary School Maths Quiz – Form 1</li> </ul>	District One
	<ul style="list-style-type: none"> <li>✍ Identify, select and recruit secondary school leavers as Caregivers for early stimulation programme.</li> <li>✍ Provide training for Caregivers to help increase their knowledge and capability for effective delivery of service to the young children of their families in the targeted communities.</li> <li>✍ Hold a series of meetings to inform/update practitioners on Conference 2004</li> </ul>	Early Childhood
November 26 – December 12, 2003	<ul style="list-style-type: none"> <li>✍ Proposed dates for school-based examinations – Secondary Schools.<sup>1</sup></li> </ul>	
<b>December 2003</b>		
	<ul style="list-style-type: none"> <li>✍ In- house Christmas programmes at all Special Schools</li> </ul>	Special Education
	<ul style="list-style-type: none"> <li>✍ Disseminate draft TET Policy</li> </ul>	TVET
	<ul style="list-style-type: none"> <li>✍ OAS Graduate and Undergraduate Scholarship</li> <li>✍ Morehouse College/Morgan State University Scholarship</li> <li>✍ Cuba Scholarship</li> <li>✍ Military Scholarship</li> </ul>	Human Resource Development

<sup>1</sup> Period identified for School-based Examinations incorporates administration, marking and reporting of results.  
*My Document/ Ministry of Education, Human Resource Development, Youth and Sports/ CPU*



**Ministry of Education Annual Work Plan 2004-2005**

<b>DATE</b>	<b>EVENT</b>	<b>UNIT RESPONSIBLE</b>
	<ul style="list-style-type: none"> <li>✍ Registration for London and Cambridge Exams</li> <li>GCE May/June Exams</li> <li>✍ Registration for Local Exams</li> </ul>	Examinations
	<ul style="list-style-type: none"> <li>✍ District Four Christmas Concert &amp; Lantern Competition</li> <li>✍ District Four Common Exams – Grades 2 &amp; 5 (Maths &amp; English)</li> <li>✍ Principals’ Get together</li> <li>✍ Reading &amp; Mathematics Activities</li> </ul>	District Four
	<ul style="list-style-type: none"> <li>✍ Song Festival</li> <li>✍ Common End of Term Tests organized by groups of schools</li> <li>✍ Principals’ Christmas Dinner</li> </ul>	District One
	<ul style="list-style-type: none"> <li>✍ Submit Draft of ECE Policy to Cabinet for Ratification.</li> <li>✍ Facilitate training for Unit staff and other ECE personnel to serve as assessors for the NCTVET competency based Caregivers Programme</li> </ul>	Early Childhood
December 1 – 12, 2003	<ul style="list-style-type: none"> <li>✍ Proposed dates for school-based examinations - Primary Schools.</li> </ul>	
<b>January 2004</b>		
	<ul style="list-style-type: none"> <li>✍ SEN Teachers to conduct WRATest on Special Needs Students</li> <li>✍ Staff Workshops at Soufriere Special Education Centre</li> </ul>	Special Education
	<ul style="list-style-type: none"> <li>✍ Continue development of TVET Programmes</li> </ul>	TVET
	<ul style="list-style-type: none"> <li>✍ Request for submission on List of Approved Areas for National Training</li> <li>✍ Economic Cost &amp; Student Loans</li> <li>✍ Physicals – Military Applicants</li> </ul>	Human Resource Development
January – march 2004	<ul style="list-style-type: none"> <li>✍ Operating and Maintenance</li> <li>✍ ERP – Rehabilitate 11 schools</li> </ul>	Plant and Equipment
January – March 2004	<ul style="list-style-type: none"> <li>✍ Coordinate DFID Technical Assistance</li> <li>✍ Annual School Staffing Exercise</li> <li>✍ Finalization of secondary schools’ student intake</li> <li>✍ Prepare and distribute Attendance Report for Term One</li> <li>✍ Engage consultants for Design and Supervision of New Schools and Supervision of Rehabilitation of Secondary Schools</li> <li>✍ Identify and compile records of all research project activities, reports originating from the Ministry</li> <li>✍ Prepare and Disseminate Calendar Year Procurement Work Plans for 2004 for OEDP</li> </ul>	Corporate Planning
	<ul style="list-style-type: none"> <li>✍ Inter-District Primary Schools Football Tournament</li> <li>✍ National Club Survey begins</li> <li>✍ Under 19 Secondary Schools Cricket Tournament</li> <li>✍ Under 15 Secondary Schools Cricket Tournament</li> </ul>	Youth and Sports
	<ul style="list-style-type: none"> <li>✍ CXC and London January Exams</li> <li>✍ Registration for Local Exams</li> <li>✍ Registration for London and Cambridge GCE May/June Examinations</li> <li>✍ Registration for City and Guilds Exams</li> </ul>	Examinations
	<ul style="list-style-type: none"> <li>✍ Monitoring of Music Instruction</li> <li>✍ Curriculum and Materials Development – Music</li> </ul>	CAMDU



**Ministry of Education Annual Work Plan 2004-2005**

DATE	EVENT	UNIT RESPONSIBLE
	<ul style="list-style-type: none"> <li>Secondary Level</li> <li>✍ Workshops/Instructions on song performance for participants in calypso competition</li> </ul>	
	<ul style="list-style-type: none"> <li>✍ Principals' Meeting</li> <li>✍ Nobel Laureate Activities</li> <li>✍ District Art Exhibition</li> <li>✍ Debates among Grade Five Students</li> <li>✍ Poetry Recital</li> <li>✍ Reading &amp; Mathematics Activities</li> </ul>	District Four
	<p><b>Individual schools focus on Theme</b></p> <ul style="list-style-type: none"> <li>✍ Nobel Laureate Activities – School- based</li> <li>✍ District Poetry Recital</li> <li>✍ Principals' Meeting</li> </ul>	District One
	<ul style="list-style-type: none"> <li>✍ Launch of Early Stimulation Intervention Programme</li> <li>✍ Revise, produce and pilot test National Curriculum guides in specific Centres</li> <li>✍ Consolidate plans re Conference 2004.</li> </ul>	Early Childhood
February 16 - 20, 2003	<ul style="list-style-type: none"> <li>✍ Proposed dates for school-based staff professional development</li> </ul>	CEO to approve one day per school
<b>February 2004</b>		
	<ul style="list-style-type: none"> <li>✍ Special School Sports</li> <li>✍ 25<sup>th</sup> Anniversary Independence Activities</li> </ul>	Special Education
February/March	<ul style="list-style-type: none"> <li>✍ TVET Awareness Day</li> <li>✍ Finalize TVET Policy</li> </ul>	TVET
	<ul style="list-style-type: none"> <li>✍ Registration of clubs organizations begin</li> <li>✍ Under 20 Secondary Schools Male and Female Volleyball Tournament</li> <li>✍ Under 16 Secondary Schools Male and Female Volleyball Tournament</li> <li>✍ National Sports Awards Ceremony</li> <li>✍ Registration deadline for inter Secondary Schools Track and Field Meet.</li> <li>✍ Secondary School Road Race</li> </ul>	Youth and Sports
	<ul style="list-style-type: none"> <li>✍ Food Preparation Competition among Secondary Schools</li> </ul>	CAMDU
	<ul style="list-style-type: none"> <li>✍ Independence Anniversary Activities</li> <li>✍ District Rally</li> <li>✍ Ecumenical Services</li> <li>✍ Valentine Day Activity</li> <li>✍ Reading &amp; Mathematics Activities</li> </ul>	District Four
	<ul style="list-style-type: none"> <li>✍ District Independence Rally</li> <li>✍ Ecumenical Services – Babonneau and Gros Islet</li> <li>✍ Principals' Valentine Party</li> </ul>	District One
	<ul style="list-style-type: none"> <li>✍ Expand the production of Instructional materials for use in Early Childhood Programme.</li> <li>✍ Early Childhood Independence Rally.</li> <li>✍ Implement Competency-Based training Initiatives for staff of ECE Centres.</li> <li>✍ Facilitate training Programmes for ECE practitioners re institutional strengthening and capacity building.</li> </ul>	Early Childhood
<b>March 2004</b>		
	<ul style="list-style-type: none"> <li>✍ Inter Secondary Schools Track and Field Meet</li> </ul>	Youth and Sports



**Ministry of Education Annual Work Plan 2004-2005**

<b>DATE</b>	<b>EVENT</b>	<b>UNIT RESPONSIBLE</b>
	<ul style="list-style-type: none"> <li>✍ District I Track and Field Meet</li> <li>✍ Secondary Schools Open Swimming Championship</li> <li>✍ Primary Schools Open Swimming Championship</li> </ul>	
	<ul style="list-style-type: none"> <li>✍ Commonwealth Day Activities</li> <li>✍ District Sports Meet</li> <li>✍ Reading &amp; Mathematics Activities</li> </ul>	District Four
	<ul style="list-style-type: none"> <li>✍ Debating Competition – Grade 6</li> <li>✍ District Track &amp; Field Meet</li> </ul>	District One
	<ul style="list-style-type: none"> <li>✍ Institute procedures for monitoring implementation of National Curriculum.</li> <li>✍ Process Registration of Participants for Conference 2004.</li> <li>✍ Prepare exhibits and cultural presentations for Conference 2004.</li> </ul>	Early Childhood
March 22 – April 2, 2004	✍ Proposed dates for school-based examinations – Primary Schools.	
March 22 – April 2, 2004	✍ Proposed dates for school-based examinations – Secondary Schools.	
<b>April 2004</b>		
	<ul style="list-style-type: none"> <li>✍ One week workshop for Special Education Teachers on Autism</li> <li>✍ Participation in VSA Festival</li> </ul>	Special Education
April/May	<ul style="list-style-type: none"> <li>✍ Teacher training for new programmes</li> <li>✍ TVET Career Showcase</li> <li>✍ Observance of TVET Week – Schools</li> </ul>	TVET
	✍ Processing of all requests for study leave with pay	School Supervision
April – June 2004	<ul style="list-style-type: none"> <li>✍ Calenderization</li> <li>✍ Operating and Maintenance, work schedule of 2<sup>nd</sup> Quarter</li> </ul>	Plant and Equipment
April – July 2004	<ul style="list-style-type: none"> <li>✍ Review Staffing of Schools</li> <li>✍ Coordinate DFID Technical Assistance</li> <li>✍ Start procurement of goods under OEDP for new and existing secondary schools</li> </ul>	Corporate Planning
	✍ Youth Month	Youth and Sports
	<ul style="list-style-type: none"> <li>✍ Administration of Overseas Exams, CXC, GCE, City &amp; Guilds</li> <li>✍ Workshops for CXC oral examiners</li> <li>✍ CXC oral examinations begin</li> </ul>	Examinations
	<ul style="list-style-type: none"> <li>✍ Principals' Meeting</li> <li>✍ Reading &amp; Mathematics Activities</li> </ul>	District Four
<b>May 2004</b>		
	<ul style="list-style-type: none"> <li>✍ Special Education Conference</li> <li>✍ Publication of SENT magazine</li> <li>✍ Week of Activities for the Student Support Programme</li> </ul>	Special Education
	✍ Training of teachers and principals in the administration of Local Examinations	Examinations
	<ul style="list-style-type: none"> <li>✍ Reading Month &amp; Mathematics Activities</li> <li>✍ Assessment Exercises for Grade Six &amp; Seven</li> <li>✍ Mother's Day Activities (School base)</li> </ul>	District Four
	<ul style="list-style-type: none"> <li>✍ Reading month activities</li> <li>✍ Mock Common Entrance Examination</li> <li>✍ Mother's Day Activities – School - based</li> </ul>	District One
	✍ Child Month celebrations. Hold a series of activities to highlight the importance of families	Early Childhood



**Ministry of Education Annual Work Plan 2004-2005**

DATE	EVENT	UNIT RESPONSIBLE
	with respect to nation building through the promotion and strengthening of linkages between agencies, which support the healthy development of children.	
<b>June 2004</b>		
	✍ Training workshop for teachers of students with multi disabilities – facilitated by SLBWA	Special Education
	✍ TVET Teachers' Conference	TVET
June 11, 2003	✍ Proposed date for school-based staff professional development	CEO to approve
	✍ Administration of Local Examinations ✍ Administration of Overseas Examinations ✍ Marking Exercises for Local Examinations begin	Examinations
	✍ District Four Common Exams ✍ Common Entrance Exams ✍ Minimum Standard Test ✍ Reading & Mathematics Activities	District Four
	✍ Common Entrance, Minimum Standard Exams	District One
	✍ Finalize plans for hosting 5 <sup>th</sup> Regional Early Childhood Conference	Early Childhood
<b>July 2004</b>		
	✍ Training for implementation of new programmes ✍ Teacher attachments	
	✍ Consultation/Feedback ✍ Marking Exercises ✍ Consultation/Feedback ✍ Handling of queries and requests related to Local Examinations	Examinations
	✍ Preparation of District Magazine ✍ Principals' Meeting ✍ Submission of Annual School Reports ✍ Reading & Mathematics Activities	District Four
	✍ Common End of Year Exams ✍ Principals' Meeting	District One
	✍ Host 5 <sup>th</sup> Regional Early Childhood Conference	Early Childhood



## SCHOLARSHIPS

<b>SCHOLARSHIPS</b>	<b>Tentative Dates for Application</b>
United Kingdom Commonwealth	July
Canada Commonwealth	July
Organisation of American States – PRA	August
Netherlands Scholarships	March-May
Trinidad & Tobago Commonwealth	December
New Zealand Commonwealth	March
Malaysian Commonwealth	November
Government of Japan	April
Government of Cyprus	March
Government of Germany	February
Government of Mexico	April



<b>BUDGET PLANNING AND MONITORING DEADLINES</b>	
<b>ITEMS</b>	<b>DATE</b>
Submissions from Programme Managers Re: Estimates 2003/2004	September, 2002
Submission of Mid-Year Review Reports from Programme Managers to Financial Analyst	September, 2003
4 <sup>th</sup> Quarter Allocation Request from Programme Managers	November, 2003
3 <sup>rd</sup> Quarter Performance Reports from Programme Managers	December, 2003
1 <sup>st</sup> Quarter Performance Report from Programme Managers	July, 2004
Receipt of New Initiatives (2004/2005) from Programme Managers	July, 2004
3 <sup>rd</sup> Quarter Allocation Request from Programme Managers	August, 2004



**2004 EXAMINATIONS SCHEDULE**

Tuesday, June 08	? Grade 2 Minimum Standards ORAL Examination
Wednesday, June 09	? Grade 2 Minimum Standards WRITTEN Test ? Grade 4 Minimum Standards Test (MST) ? Form 3 Minimum Standards Test (MST)
Friday, June 11	? Standardisation Workshop for the Marking of Grade ? 2 & Grade 4 MST
Monday, June 14 to Friday, June 18	? Marking of Grade 2 & Grade 4 MST
Wednesday, June 16	? Common Entrance Examination (CEE)
Friday, June 18	? Standardisation Workshop for the Marking of CEE, ? SE & Form 3 MST
Monday, June 21 to Friday, June 25	? Marking of CEE, SE, & Form 3 MST
Monday, June 21 to Thursday, June 24	? Standard Six Examinations
Monday, June 28 to Wednesday, July 07	? Processing CEE and Grade 2, Grade 4 & Form 3 MST (Barbados)
Monday, June 28 to Friday, July 02	? Marking of Standard Six Examinations
Thursday, July 08	? Release of CEE and MST Results
Monday, July 12 to Friday, July 16	? Processing Standard Six & SE (Barbados)
Wednesday, July 21	? Release of Standard Six & Special Examinations ? Result



**Ministry of Education Annual Work Plan - Staff Directory**



**PBX NUMBERS**

452-4922	452-1215	452-2476	452-5152
452-6766	452-1747	453-7647	

***DIRECT LINES***

Deputy Chief Education Officer/Instruction	451-9369
Project Manager	459-0308
Secretary General/UNESCO	452-7286
CAMDU	452-3522/453-0313
Education Officer/Curriculum	453-7057
District Education Office One	450-5036
District Education Office Two	468-5280
District Education Office Three	468-5428
District Education Office Four	451-7911
District Education Office Five	454-0771
District Education Office Six	454-6566
District Education Office Seven	459-3324
District Education Office Eight	459-5393
Pre-School Services	451-7710/451-6964
NELP	451-7717
Central Library	452-2875



**Ministry of Education Annual Work Plan - Staff Directory**

**General Office Extensions**

Receptionist (Gertrude Jn. Charles) 01/5288

**POLICY AND ADMINISTRATION**

Honourable Minister – (Mario Michel) 5200  
Secretary to Honourable Minister (Janice Abbot) 5206  
Permanent Secretary (Didacus Jules) 5202  
Secretary to Permanent Secretary ( Juliette Coureur) 5207  
Deputy Permanent Secretary (Esther Braitwaite) 5203  
Secretary to Deputy Permanent Secretary (Nadine Sookwa) 5208  
Financial Analyst 5259

**HUMAN RESOURCE MANAGEMENT**

Assistant Secretary (Elizabeth Sifflet) 5204  
Human Resource Assistant III (Merium Henville) 5290  
Human Resource Assistant III (Rose Philip) 5236  
Human Resource Assistant II (Clothilda Alexander) 5235  
Human Resource Assistant II (Viola James) 5234  
Human Resource Assistant I. (Margaret Vitalis) 5221  
Human Resource Assistant I. (Sarah Dupre) 5281  
Clerk Typist (Sabina Brasville) 5237  
Clerk Typist (Casilda Pamphile) 5237

**ACCOUNTS**

Accountant III 5209  
Accountant (Youth & Sports) 5211  
Accountant (Secondary Schools) 5289  
Accountant (Main Office) 5422  
Accounts Clerk (Revenue Officer) 5423  
Accountant (Budget) 5289

**Ministry of Education Annual Work Plan - Staff Directory**

Accounts Clerk 5213



Accounts Clerk	5424
Accounts Clerk	5424
Accounts Clerk	5423
Accounts Clerk	5424
Accounts Clerk	5423
Assistant Accountant	5424

### **STORES AND SUPPLIES**

Ag. Senior Executive Officer (Cynthia Simon)	5226
Executive Officer (Bernice Marcellin)	5227
Drivers	5227

### **CORRESPONDENCE**

Administrative Assistant (Deborah T. Martial)	5205
Ag. Executive Officer (Lydia Charles)	
Ag. Clerk III (Judy Desir)	
Office Assistant (Drucilla Leah Anthony)	
Office Assistant/Driver (Phillip St. Clair)	
Correspondence Clerk (Viana Victor)	
Handyman (Randy Poleon)	
General Office	5228

### **EDUCATION ADMINISTRATION**

Chief Education Officer (Fortuna Anthony-Husbands)	5260
Secretary to Chief Education Officer (Ketura Roberts)	5261
Deputy Chief Education Officer/Instruction (Leonise Francois)	5262
Secretary to DCEO/Instruction (Chantal Lawrence)	5268
Education Officer, Special Education (Cynthia Weekes)	5269
Education Officer, Tech. & Voc. Education (Estellita René)	5263
Secretary to E.O., Tech. & Voc. Education (Queena Joseph)	2567
Secretary to E.O. Special Education (Soraya Jemmott/temp)	5267
School Attendance Officer (Marcia Polius)	5264



## **SCHOOL FEEDING**

Manager (Chryselda Singh)	5293
Store Keeper (Leonard Dolcy)	5293

## **CURRICULUM SPECIALISTS**

Curriculum Specialist, Home Economics (Julie King)	5286
Curriculum Specialist, Home Economics	5270

## **PLANT AND EQUIPMENT**

Superintendent of Works (Thomas James)	5254
Building Technician (Lotty Prospere)	5256
Building Officer, North (Julian Calderon)	5256
Electrical Technician (Barthelmy Baptiste)	5256
Clerk Typist (Misty Floyd)	5255

## **CORPORATE PLANNING**

Deputy Chief Education Officer, Planning (Marcus Edward)	5257
Secretary to DCEO/Planning (Nadine Anderson)	5259
Planning Officer (Catherine Albert)	5258
Planning Officer (Marylene Charles)	5285
Ag. Research Officer (Ann Jn. Baptiste)	5285
Bonaventure Jn Baptiste	5271
Statistician III (Esther Chitolie-Joseph)	3219
Statistician I (vacant)	3220
Statistical Clerk (Philma Charlery)	3221
Project Manager (Marie-Grace Auguste)	5250
Project Accountant (Gisela Theodore)	5252
Procurement Officer (Anna-Marie Myers)	5253
Procurement Assistant (Camillus Haynes)	5253
Clerk Typist (Albertha Stanley)	5251
Accountant Assistant (Celestine Alexander)	5270



## **INFORMATION TECHNOLOGY**

Manager (Marlon Narcisse)	5246
Secretary (Althea Emmanuel)	5248
Systems Engineer, Software (vacant)	5249
Systems Engineer, Network (Claudia Louis)	5249
Technician (vacant)	5247
Network Administrator (Nathalie Bordley)	5247
Assistant Technician (Dennison St. Louis)	5247

## **TESTING AND EXAMINATION**

Registrar of Examinations (Augusta I fill)	5238
Ag. Deputy Registrar (Betty Combie)	5239
Testing and Evaluations Officer	5240
Testing and Evaluations Officer, Ag. (Carmelita Matthews)	5240
Senior Executive Officer (Helena Augustin)	5241
Executive Officer (Genifa Jolie)	5243
Ag. Executive Officer (Ursuline Hallpike)	5245
Examinations Unit - (General Office)	5244
Secretary	5287

## **NATIONAL COMMISSION FOR UNESCO**

Secretary General (Paule John)	5272
Secretary (Carol-Ann White)	5273
Administrative Cadet	5273
Documentalist (Yolanda Bertin)	5274

## **NELP**

Education Officer, Adult Education (Patrick Felix)	5218
General Office	5219



## COMMUNICATIONS UNIT

Communications Officer (John Sealy)	5216
Graphics Artist (Signa Greaves)	5217
Technician (Hayden Edovic)	5217
Customer Service Agent (vacant)	5420

## HUMAN RESOURCE DEVELOPMENT

Director, Human Resource Development	5229
Secretary, Human Resource Development	5230
Human Resource Development (General Office)	5231

## YOUTH AND SPORTS

Permanent Secretary (Henry Mangal)	5401
Secretary (Heather Hennecart)	5402
Administrative Assistant (Silca Phillip)	5413
Temporary Clerk (Marcia Dolor-Clarke)	5410
Youth and Sports Officer (Anselma Calderon)	5403
Youth and Sports Officer (Patrick Mathurin)	5403
Youth and Sports Officer (Ligorius Marquis)	5403
Youth and Sports Officer (Valeriana St. Helen)	5403
Youth and Sports Officer (Margaret Deterville)	5407
Curriculum Officer, Physical (Michael Pierre)	5409
Curriculum Officer, Physical (Theophila Charles)	5410
Youth Policy Officer (Mary Wilfred)	5404
Cricket Coach (Keith Charlery)	5408
Driver/Office Assistant (Lyndell Hyacinthe)	5410
Office Assistant (Kendall Lawrence)	5410

## CURRICULUM AND MATERIALS DEVELOPMENT UNIT

Education Officer, Curriculum (Cheryl Campbell)	452 352/423 7057
Secretary (Hermina Lewis)	452 3522/ext.21



Curriculum Specialist, Music (Petronilla Deterville)	452 3522/ext.21
Curriculum Specialist, Language Arts (Marietta Cyril)	4523522/ext.22
Curriculum Specialist, Maths. ( )	452 3522/ext.23
Curriculum Specialist, Maths. (Joseph Serieux)	452 3522/ext.23
Curriculum Specialist, Social Studies ( )	452 3522/ext.24
Curriculum Specialist, Science ( )	452 3522/ext.24
Publishing Specialist, Editing (Deborah Lambert)	452 3522/ext.25
Publishing Specialist, Production (Aldrek Mondesir)	452 3522/ext.26
Curriculum Specialist, HFLE (Arthusa Semei)	452 3522/ext.27
Printing Technician (Anthony Felix)	452 3522
Printing Technician (Hildreth King)	452 3522
Printing Technician (Johnson Serville)	452 3522

**PRE-SCHOOL SERVICES**

Education Officer, Pre-schools (Margaret Gustave)	451 6964
Secretary (Sharon Montoute)	451 7710
Curriculum Officer, Pre-schools (Antonius Thomas)	451 7710
Training Officer (Ruth Phillips Fevrier)	451 7710

**SIR ARTHUR LEWIS COMMUNITY COLLEGE**

Private Branch Exchange (PBX)	452-5507
Division of Arts, Science and General Studies	452-2706
Division of Teacher Education and Educational Administration	452-2741
Division of Technical Education and Management Studies	452-2488
Department of Agriculture	453-7315
Hotel Trades School	452-2407
University Centre	452-3866
Department of Continuing Education	453-7315
Computer-Based Learning Centre	453-6398
Hunter François Library	452-2710
Vieux-Fort Campus	454-9590, 454-9617
Cafeteria	459-0213

**Ministry of Education Annual Work Plan - Staff Directory**

**SECONDARY SCHOOLS**



Anse Ger Secondary	455-4044
Babonneau Secondary	450-6160
Bocage Secondary	451-8321
Castries Comprehensive	452-4728/451-7485
Cicéron Secondary	452-5367
Corinth Secondary	450-1257
Choiseul Secondary	459-3250
Clendon Mason Memorial	453-3329
Entrepot Secondary	452-3260
Girls' Vocational	452-1223
George Charles Secondary	452-7231/453-0252
Leon Hess Comprehensive	452-5975/452-1861
Micoud Secondary	454-4214
Playe Secondary	455-1307
Sir Ira Simmons	451-7424
St. Joseph's Convent	452-3835/452-2778
St. Mary's College	452-4526/452-4513
S.D.A. Academy	452-4195
Soufriere Comprehensive	459-5471
Vide Bouteille Secondary	452-4300
Vieux-Fort Comprehensive (Campus B)	454-6350
Vieux-Fort Comprehensive (Campus A)	454-6648

**PRIMARY SCHOOLS**

Anglican Infant	452-1188	Anglican Primary	452-4980
Anse-la-Raye Primary	451-4342	Augier Combined	454-6286
Ave Maria Infant	452-2077	Ave Maria Primary	452-3297
Aux Lyons Combined	453-8445	Babonneau Infant	450-5173
Babonneau Primary	450-5144	Balata Combined	452-4516
Banse La Grace	454-5409	Belle Vue Combined	454-6351
Bexon Infant	451-2212	Bexon Primary	451-2123
Blanchard Combined	455-0651	Bocage Combined	452-6906
Boguis Combined	450-5297	Bouton Combined	
Camille Henry Memorial	453-0171	Canaries Infant	459-7962
Canaries Primary	459-7400	Carmen Rene Memorial	452-4517
Choiseul Primary	459-3206	Choiseul Infant	459-3372

**Ministry of Education Annual Work Plan - Staff Directory**

Cicéron Combined	452-3676	Dame Pearllette Louisy Primary	450-3028
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**Ministry of Education Annual Work Plan 2004-2005**

Delcer Combined	459-3868	Derniere Riviere Comb.	
Dennerly Infant	453-4297	Dennerly Primary	453-4263
Des Barras Combined	450-6156	Desruisseaux Combined	455-0642
Dugard Combined	459-3208	Entrepot Infant	453-7332
Etangs Combined	459-7490	Fond Assau Combined	450-5840
Fond St. Jacques Infant		Fond St. Jacques Primary	
Forestierre Combined	452-2233	Grace Combined	454-6524
Grande Riviere Infant	450-1489	Grande Riviere Primary	450-1931
Grande Riviere Sn. Prim.	453-3380	Gros-I slet Infant	450-0618
Gros-I slet Primary	450-0811	Laborie Infant	455-9219
Laborie Boys' Primary	454-5423	Laborie Girls' Primary	455-9421
La Croix Maingot Comb.	451-4148	Les Etangs Combined	459-7490
La Guerre Combined	450-5582	Marchand Combined	452-6899
La Ressource Combined	453-3056	Methodist Infant	452-1846
Methodist Primary	452-3930	Micoud Infant	454-0180
Micoud Primary	454-4983	Millet Infant	451-1504
Millet Primary	451-1006	Morne Du Don Combined	452-4339
Monchy Combined	450-1053	Mongouge Combined	459-3207
Mon Repos Combined	455-3013	Odsan Combined	453-0721
Patience Combined	454-4919	Pierrot Combined	454-5755
Plain View Combined	454-6201	Richfond Combined	453-3263
Riviere Doree Combined	459-3204	Roblot Combined	459-3205
Rock Hall Sn. Primary	452-3696	Roseau Combined	451-4310
Saltibus Combined	455-1023	S.D.A. Primary	452-1508
Soufriere Infant	459-7348	Soufriere Primary	459-5629
St. Aloysius R.C. Boys' Primary	452-6354	St. Aloysius R.C. Boys' Infant	452-3439
Tapion	452-2902	Ti Rocher Combined (Cas)	452-1587
Ti Rocher Combined (Mic)	455-4496	Vide Bouteille Combined	452-4719
Vieux-Fort Infant	454-6389	Vieux-Fort Primary	454-5593

**SPECIAL NEEDS SCHOOLS**

Dunnottar	452-4421
School for the Deaf	452-4667
School for the Blind	452-4691
Vieux-Fort Technical Institute	454-7213

**Ministry of Education Annual Work Plan - Staff Directory****FAX NUMBERS**



Main Building	453-2299
Corporate Planning Unit	459-0308
Testing and Examinations	453-6284
CAMDU	453-1989
Pre-School Services	451-7710
Education Office One	450-6674
Education Office Two	451-9271
Education Office Three	468-5428
Education Office Four	452-7699
Education Office Five	454-4054
Education Office Six	454-9698
Education Office Seven	459-3324
Education Office Eight	459-5393

## SCHOOLS

Sir Arthur Lewis Community College	452-7901
Sir Arthur Lewis Community College (V-Fort)	454-9958/454-9793
Castries Comprehensive Secondary	452-4794
Choiseul Secondary	459-3250
Clendon Mason Memorial	453-3329
Corinth Secondary	450-1366
Entrepot Secondary	451-7098
George Charles Secondary	452-7231
Leon Hess Comprehensive	452-5975
Micoud Secondary	454-4214
St. Joseph's Convent	451-7457
St. Mary's College	452-4513
Sir Ira Simmons	451-7457
Soufriere Comprehensive	459-7423
Vieux Fort Campus A	454-3739
Vieux Fort Campus B	454-3739
Vide Bouteille Secondary	453-3947
Dunnottar	452-2753
St. Lucia School for the Deaf	452-7066
St. Lucia School for the Blind	452-7066
Vieux Fort Technical Institute	454-7213