

DRAFT EDUCATION DEVELOPMENT PLAN 2012-2020

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Introduction

The Education Development Plan sets out the strategic vision for where the education service will be by 2020. Currently the education system provides services to approximately 1000 students from Early Years to Montserrat Secondary School and Montserrat Community College.

The Education Development Plan has been developed from a detailed analysis of available data. This was shared with stakeholders whose input was gathered during the planning process as part of a desire to generate national ownership and support for the plan. Over 200 stakeholders from parents and teachers to students and members of the general public were involved in the planning process.

The overarching aim of the Education Development Plan represents the clear consensus from internal and external stakeholders to raise standards in our schools and early years centres. It recognises the hard work of all those who have contributed to providing education in Montserrat and maintaining the education service during the volcanic crisis. The emphasis will now move to raising standards in all educational institutions and ensuring that there are measureable improvements in the progress that students make at each level of education. This will be represented by continuous annual improvements in students' attainment.

Educational success and progress is, however, not limited only to attainment, as important as this is. It is also represented by the values, attitudes, attributes and behaviours that are essential for young people, when they exit the education system, to become effective citizens and to make a contribution to society as well as to ensure their own economic wellbeing. The Education Development Plan also supports schools and early years centres to plan for, teach and develop these values, attitudes, attributes and behaviours and so to lead happy, healthy, productive and fulfilled lives.

The Education Development Plan forms the link between the long terms goals of the education service in conjunction with the long term national goals expressed in the Sustainable Development Plan and the requirement for each government department to have a 3 Year Strategic Plan which is fully budgeted. The Education Development Plan, together with the Sustainable Development Plan, will provide the long term vision that successive 3 Year Strategic Plans will deliver through more detailed, resource linked planning.

Methodology Used to Develop the Education Development Plan

The Education Development Plan was formulated within concept of the strategic management cycle and adopted a participatory approach.

The strategic management cycle adapted from the IIEP's *National Education Sector Plan: A Results Based Handbook* (UNESCO, 2006) and is similar to many other planning cycles. The cycle was followed through the stages of Evaluation, Feedback, Analysis Appraisal, Planning; with the stages of Operationalisation, Implementation and Monitoring & Review coming later.

Diagram 1: The strategic management cycle



An Education Sector Assessment was completed during the evaluation stage which was informed by a variety of existing reports as well as collecting and evaluating existing education data and evidence. Feedback and analysis was performed through the dissemination of evaluation data to internal and external stakeholders and through the formation of an Education Development Plan Steering Committee, which consisted of existing and former senior education specialists and which determined the findings that would be disseminated. Appraisal was conducted through a staged consultation process, initially with internal stakeholders and then with external stakeholders this determined the over-arching framework that would inform the planning stage. Planning was conducted by the EDP Steering Committee which agreed the high level planning architecture, informed through consultation at

the appraisal stage by stakeholders, and the draft document to be taken to a final stage of consultation with internal stakeholders and the general public.

The operationalisation, implementation and monitoring and evaluation stages are explained and contextualised in section 1 below.

1. Education in Montserrat in Context

1.1 Where does the Education Development Plan sit within the Context of National and Government Planning?

The EDP should fit within the national objectives and goals that have been established in the Sustainable Development Plan (SDP) which runs to 2020. The long term goals of the SDP are:

Table 1: SDP Long Term Goals

Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
<i>An environment that fosters prudent economic management, sustained growth, a diversified economy and the generation of employment opportunities</i>	<i>Enhanced human development and improved quality of life of all people on Montserrat</i>	<i>Montserrat's natural resources conserved within a system of environmentally sustainable development and appropriate strategies for disaster mitigation</i>	<i>An efficient, responsive and accountable system of governance and public service</i>	<i>A sustainable population</i>

The outcomes that have been identified, if these goals are successfully achieved are:

Table 2: SDP Long Term Outcomes

Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
<i>A sustainable and diversified economy with sustained economic growth An enabling business environment Appropriate high quality economic and info-communication structure Food and energy security Graduation from budget support from the British Government</i>	<i>Access to affordable housing solutions A healthy population with full access to required healthcare A well developed and effective education and training system, that produces well rounded , and qualified life-long learners Effective social protection Strong and caring family units and a God fearing society</i>	<i>Sustainable use and management of the environment and natural resources Long term improvement of the state of environmental resources Effective disaster mitigation, response and recovery at the national and community levels and adaptation to climate change</i>	<i>A transparent and effective accountability framework within the government and public sector A modernised, efficient, responsive and accountable public service Montserrat fully integrated into the regional and global environment Effective crime and delinquency management</i>	<i>A stable and viable population appropriate to the development needs of the island</i>

The success of the education system is fundamental to achieving these objective and outcomes for, if the education system itself is not directly concerned in the achievement of a goal or outcome, it is the students who are the product of that system who will determine whether or not it is achieved. It is the education system which ensures and increases the capacity and quality of the Montserrat's human resources.

Therefore, the Education Development Plan must support and feed into the Sustainable Development Plan, if it is to be successful.

1.2 The Education Development Plan and the Medium Term Expenditure Framework

Recently the Public Sector Reform Unit (PSRU), as part of its work to improve the performance of government, introduced the Medium Term Expenditure Framework approach to planning and delivering public and government services. This approach requires government ministries to operate on a 3 year planning and budgetary cycle. Each ministry and department, therefore, is required to have a 3 Year Strategic Plan, that is linked to expenditure and which is monitored annually against identified performance indicators.

The Ministry of Education's 3 Year Strategic Plan spells out how and what it will do to meet the Strategic Goals from the SDP and the medium term national outcomes from the SDP which have been broken down into Strategic Objectives within the Government of Montserrat's Policy Framework.

In the future, the Education Development Plan will provide the long term objectives, outcomes and strategies that will explain how the education system will deliver the national goals and outcomes in the SDP and these will feed directly into the 3 year Strategic Plan. The 3 Year Strategic Plan will include the actions and indicators by which progress can be measured.

The Objectives of the current Ministry of Education 3 Year Strategic Plan 2011-2014

Government of Montserrat Strategic Objectives for the Ministry of Education					
2.2.1 Robust governance and management framework instituted for education administration and delivery	2.2.2 Adequate educational and informational services infrastructure created to respond to growing student population, changes to curriculum and developmental needs	2.2.3 Appropriate measures employed to recruit and retain sufficient numbers of qualified teachers in the profession.	2.2.4 Improved quality of teaching, learning, assessment and recognition at all levels (early childhood, primary and secondary) and abilities	2.2.5 Expand opportunities for tertiary education in alignment with labour market needs, as well as, promoting self- directed and life-long learning	2.2.6 Adequate provisioning of education support services
Ministry of Education Sub-Objectives					
<i>Education service provision is guided by a</i>	<i>To provide well-maintained and safe learning</i>	<i>To provide high quality and appropriate</i>	<i>To increase school leadership and</i>	<i>Increase access to tertiary education</i>	<i>To transport children and other approved</i>

<i>medium term strategy</i> Compliance with complete set of education regulations and policies <i>To improve staff performance by aligning work objectives to strategic direction</i> Systems and procedures in schools to ensure the safeguarding of all children	<i>and working environments</i> Sufficient physical capacity of institutions to deliver agreed curriculum in a safe and appropriate environment <i>To upgrade ICT access and capability for teaching, learning and administration</i>	<i>teaching at all public schools</i>	<i>management capacity to deliver continuous school improvement</i> To improve pupil value added attainment at 16 <i>To improve pupils' performance demonstrably at all levels</i> Assessment is for learning not just of learning <i>To raise professional standards in all schools</i> The school curriculum actively promotes attitudes and behaviours associated with active and responsible citizens form part of the curriculum <i>The school curriculum actively promotes the preservation and promotion of Montserratian culture and heritage is part of the curriculum</i>	Improve quality of formal and informal education	<i>passengers safely and efficiently</i> To provide healthy school meals that are prepared and consumed in appropriate environment <i>To conduct efficient administration of external examinations for students and private candidates</i> To increase stakeholders' awareness of educational issues and participation in school-affiliated activities
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1.3 The Education Development Plan and Short Term Planning

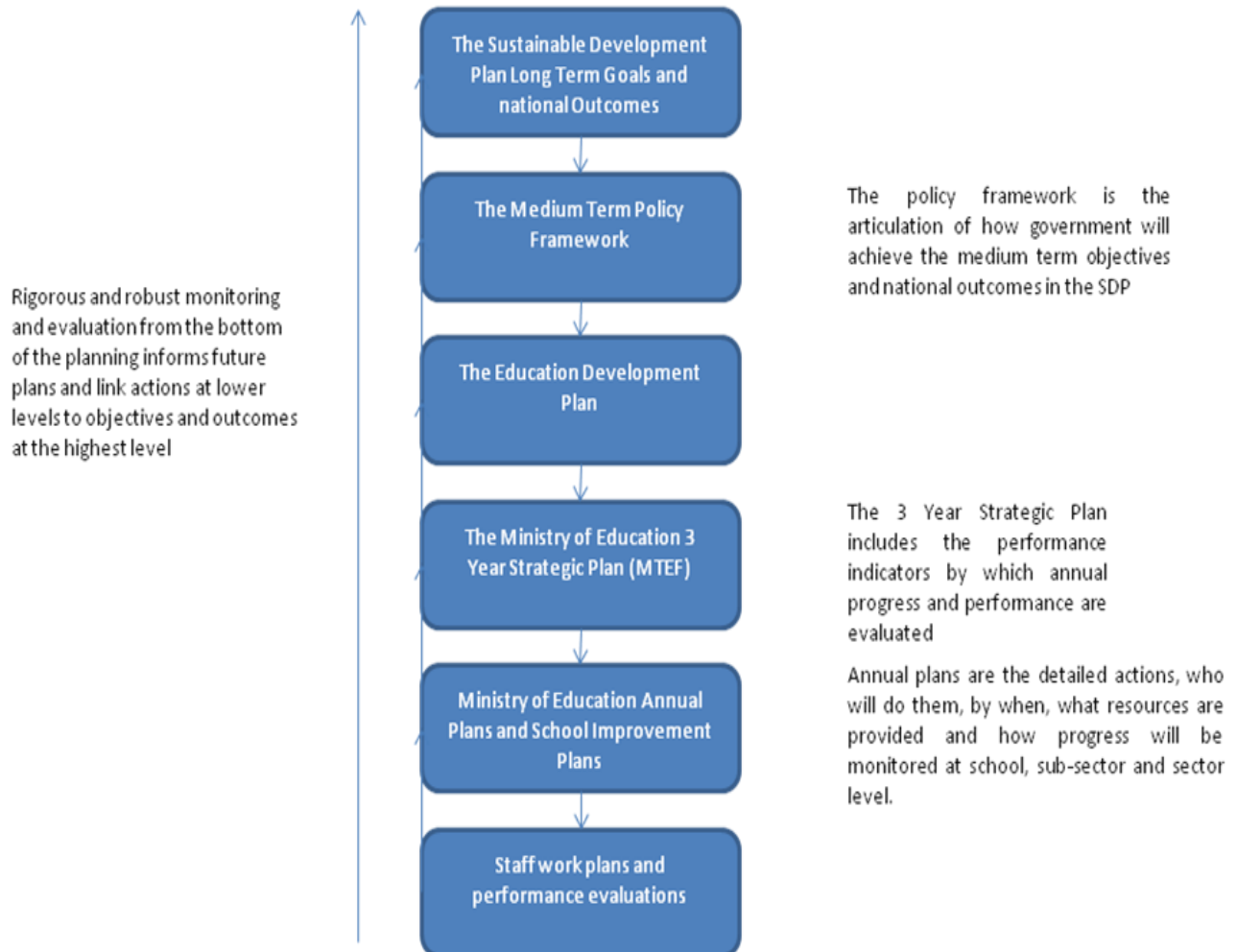
Annual ministry operational plans and school improvement plans should be developed which plan in detail how the objectives and outcomes of the 3 Year Strategic Plan will be achieved for each relevant year. These annual plans should be evaluated against the performance indicators for the relevant year in the 3 Year Strategic Plan

Annual cycles of monitoring and evaluation against performance indicators informs future annual planning and ensures that 3 Year, medium term and long term outcomes are achieved. This process is illustrated in the diagram below.

Annual ministry operational and school improvement plans will provide the objectives, outcomes and indicators that will form the basis of individual work plans for education staff.

Diagram : Summary of the Planning Context for the Education Development Plan

The Education Development Plan within the Wider Planning Context



2. An Assessment of the Education Sector: Where are we at the moment?

This section assesses a range of education sector indicators to provide a picture of where the education sector is currently. This knowledge will enable us to determine where we want to be at the end of the planning period. Assessing where we are will also enable us to identify the issues and barriers to improvement and change that must be addressed and managed if the Education Development Plan is to be successful. The assessment that follows is based on the following reviews and reports:

Primary School Reviews and Overall Report (2010, 2011);

Education Sector Assessment (2010);

MSS Change Manager's Report (2010);

Review of Montserrat Quality of Learning Environments in Early Childhood Centres (2009);

Review of MCC (2009);

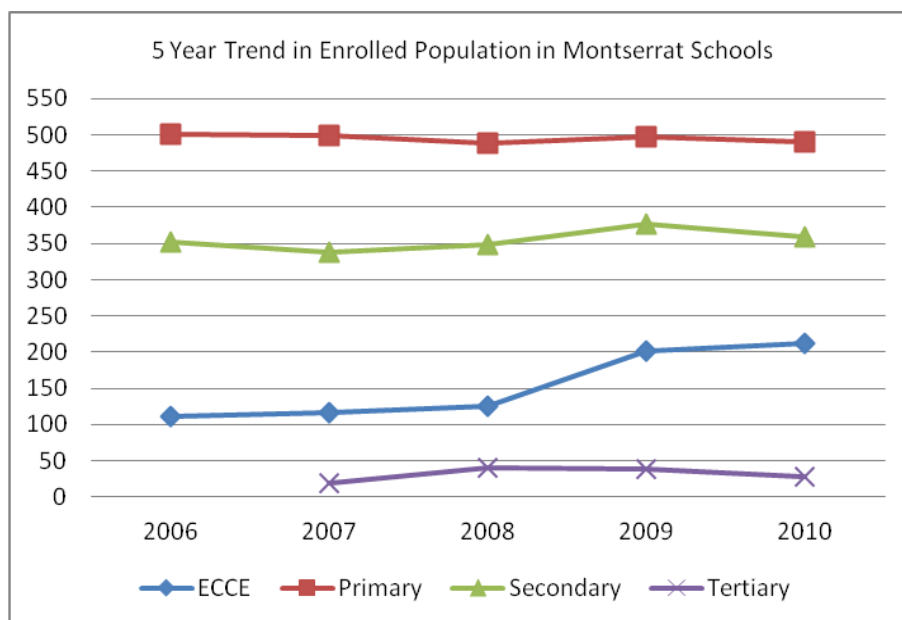
Review of MSS (2007).

2.1 How is the school age population changing?

Data on the school age population and the rate of growth of the national population shows that the numbers of students entering schools is broadly stable (Graph 1 below). There may be a small amount of growth linked to the growth of the national population but this growth is small enough to be accommodated within the capacity of current schools. The picture is different in Early Childhood Education (ECE), which is not compulsory. Here there has been sustained growth, as provision has been expanded and there is currently insufficient capacity to provide access for all eligible ECE children.

The average rate of national population growth over the 5 years to 2007 was 1.12%, if this figure is used to predict the possible increase in the school population over the next 10 years to 2020, then there will be approximately 125 additional students spread across Early Years to tertiary education. This total of 125 equates to approximately 8 additional students in each year group. However, as the graph above shows. The population increase of 1.12% identified in the SDP is not discernable in the school population which has remained stable for the last 5 years. It is possible therefore that the increase is due to adult migration and therefore any increase, if any, in the school population may well be far smaller.

Graph 1: Five year trends in the enrolled school population



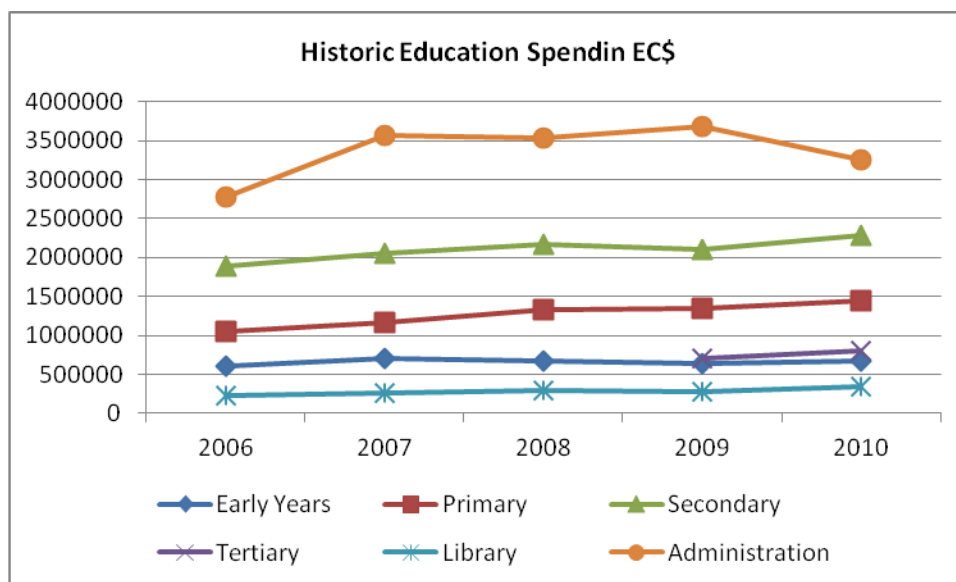
Source: MoE (Figures for tertiary are full-time only)

2.2 How has spending on education changed?

Spending on education shows a number of features. Assuming an average annual inflation rate of 3% over that last 5 years (this is based on the average rate of 5% from 2003-7 reported in the SDP and is then reduced to take into account the global economic crisis from 2007-10), total education spending in real terms has increased on average by 3% per annum. Different subsectors, however, have fared differently, both primary and secondary education have seen real term increases, whereas Early Childhood Education has seen a real term decline in spending (Graph 2 below).

It must be noted that a proportion of the budget allocated for administration, which appears very high, is actually spent directly on schools. This included EC\$ 215,000 to assisted private schools and the full transportation and utilities costs for public schools and the library.

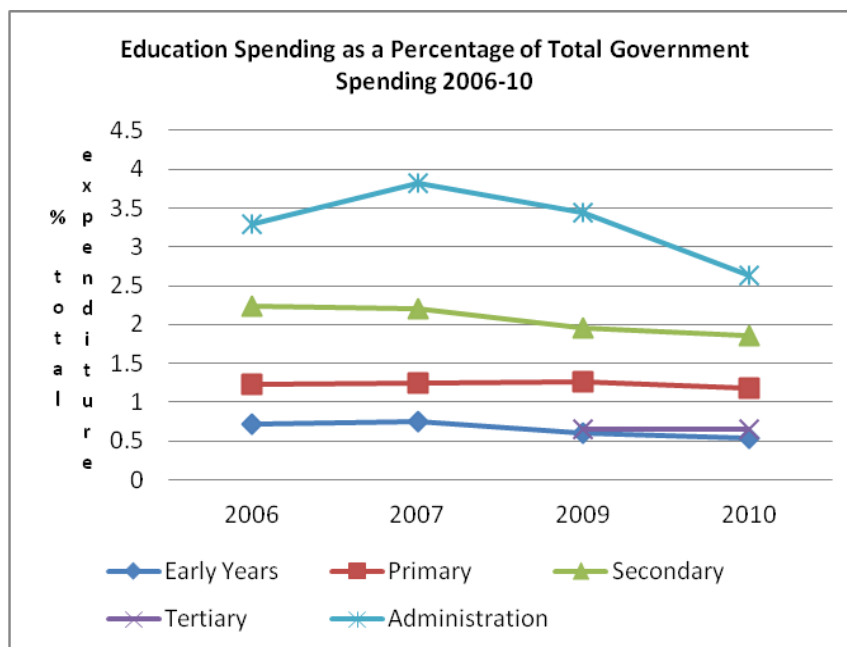
Graph 2: Historic and Projected Spending on Education



Source: GoM

Education spending as a proportion of the total government budget has declined over the past 5 years as, illustrated in graph 3 below, from around 7.5% in 2006 to 6.8% in 2010.

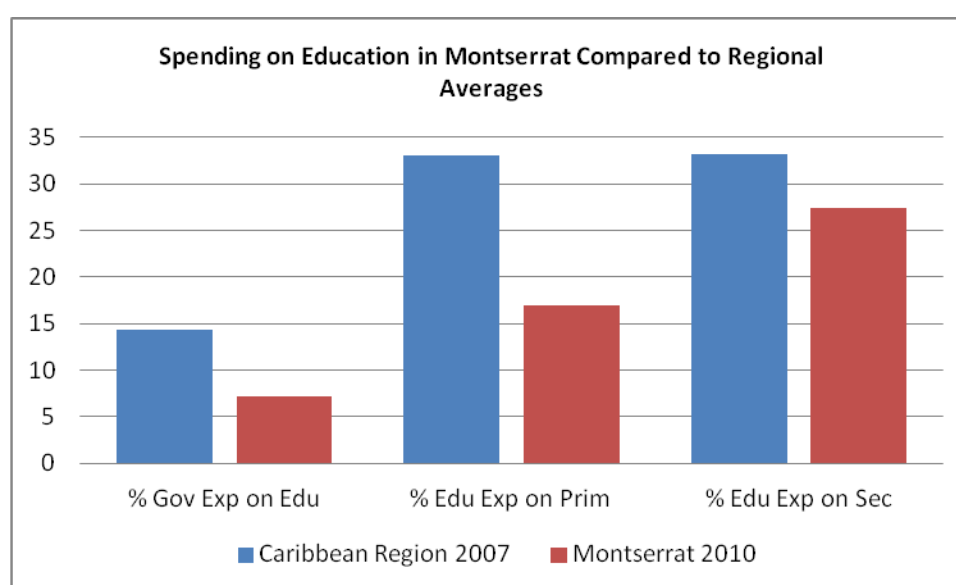
Graph 3: Spending on Education Sub-Sectors as a Proportion of Total Government Spending



Spending on education and on the different sectors of education in Montserrat compares differently to that of neighbouring countries. Neighbouring countries in the Caribbean spend a larger proportion of their total government budget on education and a larger proportion of their education budget on primary education and secondary education.

Graph 4 below compares spending on education in Montserrat with other Caribbean countries. Overall Montserrat spends approximately half the amount that its neighbours do on education as a proportion of the government budget and, of the amount that is spent on education, it spends much less on primary and secondary education as a share of the total education budget.

Graph 4: Caribbean and Latin American Comparative Education Spending Indicators



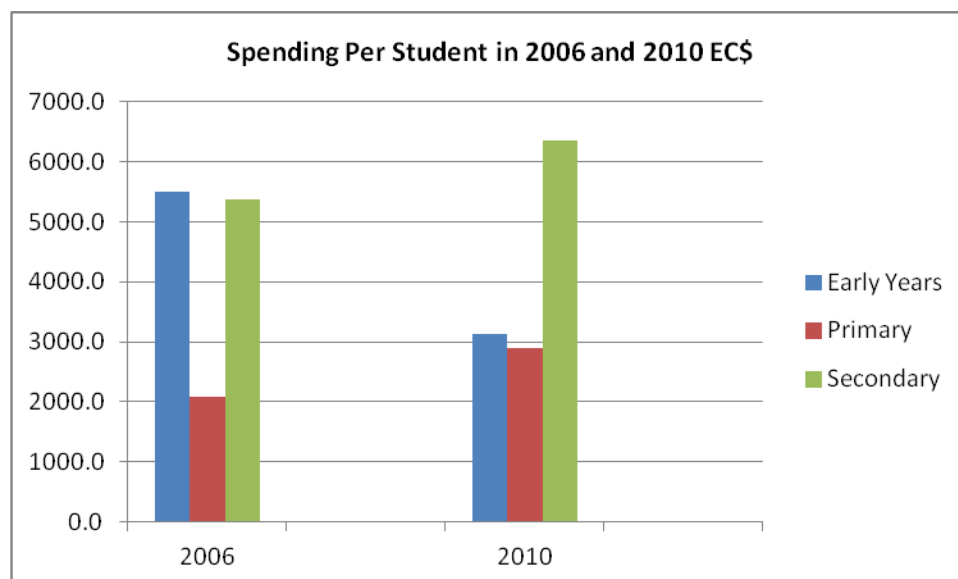
Source: GoM, UNESCO

The amount of the government budget spent on education is something which the ministry can advocate for but does not have the power to change on its own. However, how the education budget is shared between different sub-sectors is something that can be changed.

2.3 Resources in Education

The figures for the amount of money that is spent on education do not provide a picture of how well education is resourced. To assess the level of resourcing it is necessary to translate the financial figures into meaningful measures of resources. One of these measures is spending per pupil. This has increased in real terms in primary and secondary education but has declined in Early Years Education. These increases are represented in the table below. There are no figures for 2006 for tertiary education but the cost of educating a fulltime MCC (tertiary) student in 2010 was approximately EC\$28,571. Four times that of a Fifth Form MSS (secondary) student.

Graph 5: Changes in Financial Resources per Student 2006 & 2010



Source: GoM

The vast majority of these financial resources is consumed by teachers' salaries. The percentage of resources spent on teachers' salaries is increasing as shown in the table below.

Table 4: The Percentage of the Budget for Each Education Sub Sector Spent on Salaries in 2006 & 2009

	2006	2009
Early Years	97	96
Primary	95	96
Secondary	89	92

Source: GoM

The high proportion of spending on human resources is explained by pupil teacher ratios which are extremely high by both regional Caribbean and international standards. The pupil teacher ratios on Montserrat are nearly half those of other Caribbean countries and are also considerably lower than the average for wealthy developed countries (Table 5 below). This ratios is calculated by dividing the number of salaried teachers by the number of pupils at each level.

It is therefore the number of teachers that consumes financial resources not the size of teachers' salaries *per se*.

Table 5: Pupil Teacher Ratio in Montserrat, the Caribbean Region and Developed Countries

Sub-Sector	2009	2010	Caribbean Region 2007	Dev countries 2007
ECCE	14.36	15.14	32	15
Primary	11.86	11.69	21	14
Secondary	11.06	10.29	19	13
Tertiary	5.07	3	NA	NA

Includes Headteachers/principals
MCC is full time students only and Full Time Equivalent teachers

Source: GoM

The data so far shows that, in general, financial resources are increasing and that, in terms of teachers, schools are highly resourced. Further data is presented in table 6 below to compare the resourcing of education in Montserrat with other neighbouring countries.

Table 6: Education Spending in Montserrat Compared to Caribbean Averages

	Percentage of Education Spending Spent on Primary	Primary education unit cost (2007 US\$)	Spending on Primary Education as a Percentage of GDP	Percentage of Education Spending Spent on Secondary	Secondary education unit cost (2007 US\$)	Spending on Secondary Education as a Percentage of GDP	Primary Teachers' compensation as % of expenditure on primary	Secondary Teachers' compensation as % of expenditure on primary
Montserrat 2010	11.32	874.03	1.10*	17.89	1883.7	1.74*	96	92
Caribbean and LA 2007	33.1	1071	1.9	33.2	NA	1.7	85	NA

* These figures are based on GDP not GNP

Source: GoM, UNESCO

In the present economic climate spending is not likely to increase substantially and may even fall in real terms. This raises the question about what is the most effective and efficient way to spend resources: maintain spending on teacher numbers or increase the pupil teacher ratio in order to free up resources to be spent on other educational inputs such as technology and teacher training.

2.4 How well do pupils learn?

The learning outcomes that pupils achieve from attending school are a key indicator of the effectiveness of the education system. A comparison of the resources that are put into the education system with the learning outcomes that students achieve provides an indicator of the efficiency of the education system.

In this document the key measure of students' learning outcomes is the number of students achieving 5 pass grades, or better, including English and Mathematics in CSEC examinations at the end of compulsory schooling. This measure may be understood to represent a minimum standard for a general education with effective literacy and numeracy skills. Measures of pass rates in mathematics and language are used for international comparisons of educational attainment.

In the past the statistic that was used and reported to evaluate outcomes in CSEC examinations was individual subject pass rates. This was the number of students who were entered in a subject who passed that subject. This is a flawed measure in two respects. Firstly, it is an indicator of subject not student performance and secondly it is an indicator only of the performance of those students who were entered for examinations rather than all students in that year group. This problem is also associated with the CXC pass rate which, although a much larger sample and includes some schools where all students would have been entered for exams, it only a function of the number of students who were entered for the exam.

The measure of CSEC passes in English and Maths (below) shows that students' learning outcomes are low. It is difficult to identify any clear trends in performance, although it does seem that the gap between outcomes in Montserrat compared to CXC in general is widening.

Table 7: Performance in English and mathematics CSEC Percentage of the Cohort Achieving a Pass or Above

	2006		2007		2008		2009		2010	
	CXC	Montserrat	CXC	Montserrat	CXC	Montserrat	CXC	Montserrat	CXC	Montserrat
English	50.96	39.8	49.01	48	47.8	44.7	59.3	30.1	54.9	48.2
Maths Gen	36	36.6	34	29.5	37	28.8	41	20.2	45	37.5

Source CXC Examination Reports 2006-10, CXC Examination Returns for MSS 2006-10

The picture in English and Maths is repeated, as one might expect, in the measure of 5 CSEC passes or better including English and Maths (Table 8 below).

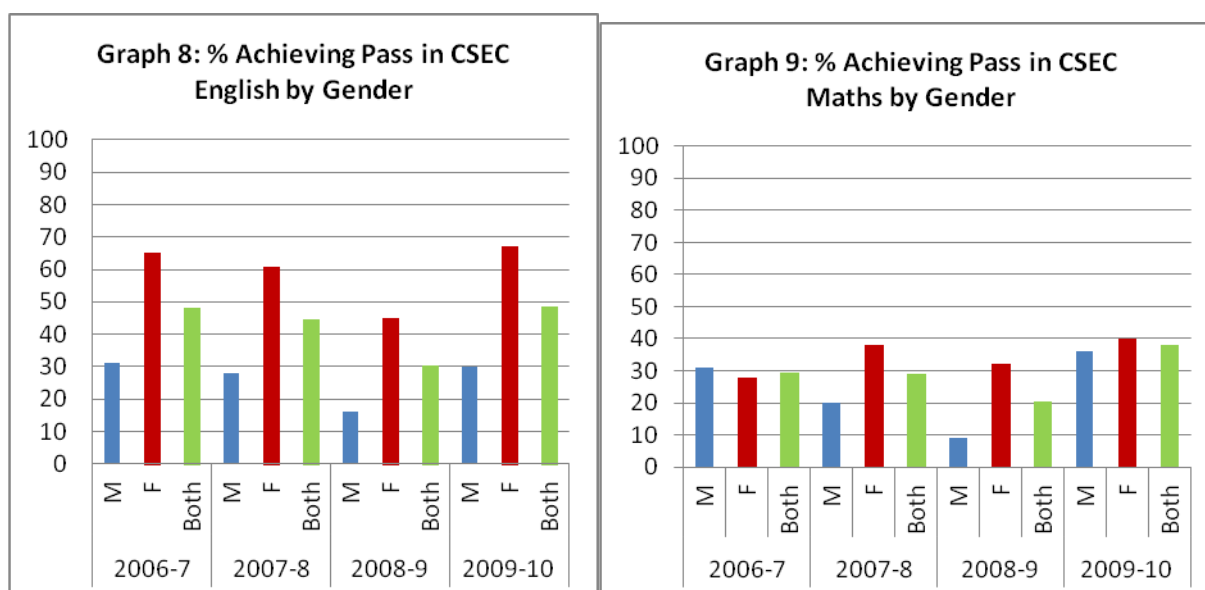
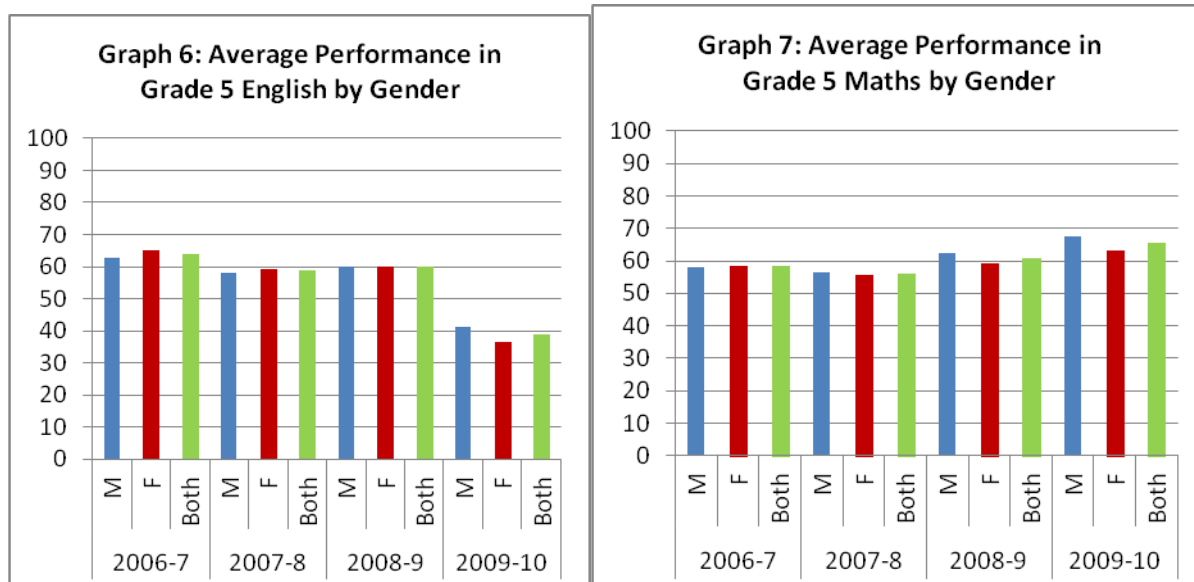
As with outcomes in English and Maths, there is no clear trend apparent in the 5 CSEC measure although until 2010 there does appear to have been a general upward trend in outcomes. As well as the picture that Table 8 paints of pupil outcomes in general, there is a significant difference between girls' and boys' access to sit CSEC examinations, revealed by the low numbers of boys entered compared to girls, and in boys' outcomes which for 2009 and 2010 show that approximately three times the percentage girls compared to boys achieved 5 CSECs including English and Maths.

Table 8: Pupil Attainment at the End of Compulsory Education

	Number Passing 5 CSEC inc Eng & Math	Number Entered for 5 CSEC Inc Eng & Math	Pass rate ie % of those entered passing	Achievement Rate i.e the % of the cohort passing
2006	16	30	53	31
M	6	8	75	24
F	10	22	45	38
2007	19	46	41	30
M	7	17	41	21
F	12	29	41	40
2008*	19	32	32	33
M	7	10	10	
F	12	22	22	
2009	19	30	63	42
M	4	10	40	21
F	15	20	75	58
2010	16	30	53	23
M	5	10	50	12
F	11	20	55	37

Source: CXC

A further important measure of learning outcomes is how much progress students make from one key point in the education system to the next. In Montserrat we have three key testing points with standardised tests at Grade 3, Grade 5 and CSEC. To assess progress from one stage of education to the next it is necessary to track the learning outcomes of each student through the education system in order to see how their learning has changed from each stage to the next. The data necessary for such tracking currently only exists for the group of students who sat Grade 5 tests in 2004 and CSEC exams in 2010. This shows that the group's average score in Grade 5 English and maths was 71% and 53% respectively. 50 students (61%) from the group were still in the education system in Fifth Form in 2010, of these 50 students, 19 (38%) were entered for CSEC English and maths. The average CSEC points score for this 50 student group was 1.9 in English and 1.4 in maths. That made the average achievement in Fifth Form somewhere between a CSEC Grade 6 and a Grade 5 in both English and maths. This appears to indicate that, rather than progression at secondary school, a significant number of students may actually regress in terms of their learning. This is particularly the case for boys, as the boys' average learning outcomes have been approximately equal to girls in Grade 5 for the last five years (see graphs 6 and 7 below) , however, as mentioned above, boys' performance in CSEC is significantly below that of girls (graphs 8 and 9).



2.5 How good is teaching?

In section 2.5 above we have said that students outcomes are low and recent qualitative reviews of ECE, primary schools and MSS indicate that, across the system overall, the current quality of the teaching is low .

The 2009 UNICEF Review of ECE found that 40% of ECE centres provided inadequate teaching of language and reasoning/listening and talking, a further 40% provided a minimal standard and one centre or 20% provided a good standard. Exactly the same figures were repeated with 'interaction'. In terms of

programme structure 60% of centres were inadequate, 20% minimal and 20% good. These findings suggest that overall teaching in ECE is below desired standards i.e. it is not developmentally appropriate.

Table 9: Quality of Teaching Indicators in ECE Centres

Centre	Language and Reasoning/Listening & Talking	Interaction	Programme Structure
1	Minimal	Inadequate	Inadequate
2	Minimal	Minimal	Inadequate
3	Inadequate	Inadequate	Inadequate
4	Inadequate	Minimal	Minimal
5	Good	Good	Good

Source: Unicef

In primary education the average score for teaching from the review of the four primary schools, conducted by an independent team of reviewers, was 2.5. Where 2 is good and 3 is satisfactory. The average score for the public primary schools only, however, was 3.5. Where 4 is inadequate. The overall average score for the quality of teaching taking into consideration the use of assessment to support learning was 3.4 for all four schools which is below satisfactory.

Table 10: The Quality of Teaching in Primary Schools

School	Quality of Teaching	Quality of teaching taking into account the use of assessment
1	3.5	4
2	2	3
3	1	3
4	3.5	3.5
Average	2.5	3.4

Source: 2010 Primary School Review Reports

The 2007 Report on MSS found that although there was good practice, overall teaching was less than satisfactory. They noted that many good teachers : ‘have lost heart; they are aware of what represents good practice, but since morale is low, practice has slipped.’ There is evidence in the 2010 Change Manager’s Report that teaching has improved: out of 22 observed lessons 50% were judged as good (9) or very good (2) and 50% were judged as satisfactory (9) or unsatisfactory(2). However, although this evidence points to improvement, the data on students’ outcomes shows learning is poor and this suggests there are still significant teaching quality issues at MSS.

The 2009 Review Report on MCC did not assess the quality of teaching. Student outcomes (table 11 below) at MCC would suggest that teaching is certainly satisfactory if not good. However, one must bear in mind the very high level of resources associated with CAPE and consequently very low pupil teacher ratio as well as the fact that CAPE students are selected on ability and represent the highest performing students at CSEC.

Table 11: Student Outcomes in CAPE 2009 & 2010

CAPE Unit	2009 Overall Pass Rate	2010 Overall Pass Rate
1	78%	86%
2	79%	84%

2.6 How have leadership and management developed?

Improving leadership and management is a key objective in the Ministry 3 Year Strategic Plan. The evidence points to leadership and management being an area of concern. In public schools and ECE centres there is only one headteacher with training in educational leadership and management. There has also been turnover of educational leaders in the Ministry and MSS.

The 2009 Unicef report on ECE identifies that to address issues with ‘interaction’ effectively ‘it is necessary to address programme structure and pedagogy’ and that if these ‘areas are not addressed over the medium to long term, the opportunity for children to learn and develop their potential in their early childhood will be lost.’ This needs leadership and management and, therefore, implies that leadership and management needs developing. The report directly mentions that development is needed to provide skills in ‘organising and managing learning environments’.

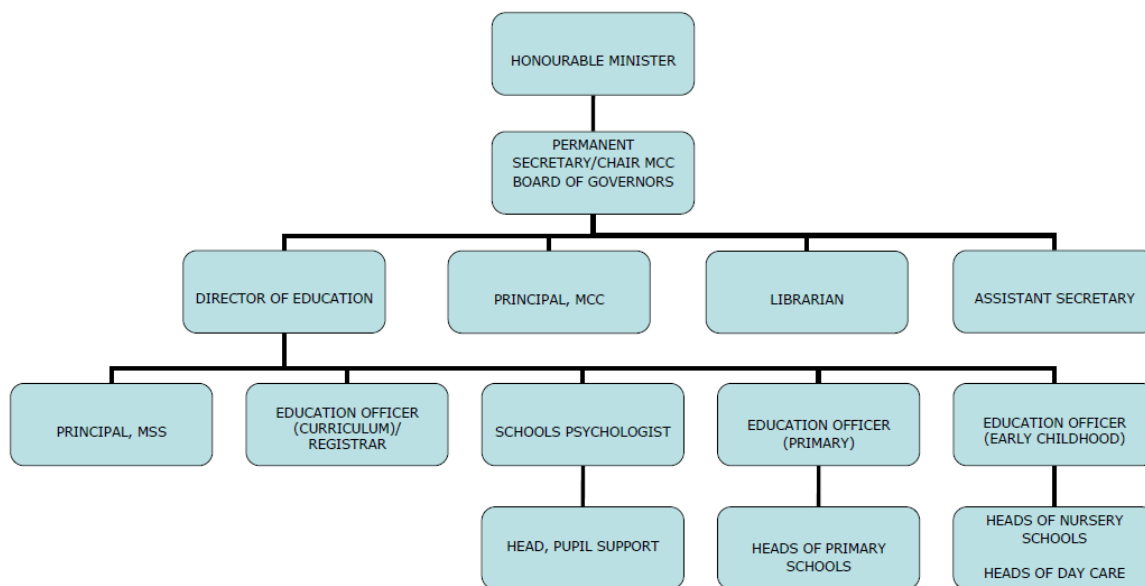
In primary schools the Primary Review Team judged that leadership and management in schools scored 2.65 which is somewhere between satisfactory and good. However, leadership and management in public schools scored 3.5 which is below satisfactory.

The 2007 report on MSS found a number of long term systemic and structural issues with leadership and management which were exacerbated by high rates of staff turnover. On the five key issues in the report there has been little or no progress. This is demonstrated in the Change Manager’s Report which includes actions but provides no evidence for improvements in the areas identified in the 2007 report.

The 2009 Report on MCC recommended a revised and expanded management structure for the college which included additional leadership posts and a revised role for the Board of Directors. These changes have not as yet taken place. Thus it is logical to surmise that the issues identified with leadership and management still remain.

2.7 How has governance and administration developed?

Improving the governance and administration of the education system is a key objective in the 3 Year Strategic Plan. The current organisational structure of the education system is presented in the diagram below:



There are a number of crucial pedagogical areas which are currently either lacking or underdeveloped in the present organisational structure and for which systems and processes are not currently in place. These include:

- Standards for school and teacher effectiveness and quality
- Annual monitoring and evaluation cycles within schools and of education sub sectors
- Student welfare and safeguarding
- Systems for the regular collection and reporting of key data
- Annual school improvement planning that is linked to the 3 YSP and EDP
- Continuous Professional Development
- School monitoring and evaluation, support and supervision
- Student progress and Special Educational Needs

There are also a number of key areas, identified in the 3 YSP, where policies need to be developed or revised to guide the governance and administration of schools. In addition to these policies, procedures also need to be written down for a number of key areas.

Evidence on learning outcomes, the quality of teaching and leadership and management indicate the need to focus on school improvement and raising standards in schools. To do this, current aspects of the organisation of the ministry need to be revisited.

2.8 How well is the education system meeting the needs of the labour market?

Until the 2011 census is completed and the data made available the only data available on the labour market come from the 2001 census and so are nearly 10 years old. The key features of the labour market are:

- Population decline has been higher in the under 15 age group than the decline in the general population at 69% and 51% respectively;
- The age group 15-24 experiences the highest level of unemployment of any age group at 20%;
- The number of working adults in 2001 for dependents under 15 and over 64 (i.e. excluding any recipients of welfare payments outside this age categories) is 0.94;
- Unemployment is higher among men than women overall at 9.94% and 6.68%;
- Only about 25% of the workforce are employed in manufacturing, agriculture and fishing, construction or craft trades;
- This leaves approximately 75% of the labour force employed in public administration and services.

The above data suggest that young people leaving the education system are unsuited to the opportunities available in the labour market. Hence the unemployment rate is high. The higher rate of population decline may also be explained by families educating children overseas for a variety of reasons.

The difference in male and female unemployment may be a result of the significant gap in student outcomes between girls and boys. Therefore, girls are more suited than boys to the opportunities in the labour market.

The structure of the labour market shows that there are very few low skilled and unskilled jobs available and few jobs in areas which are linked to vocational education. This increases the significance of low student outcomes in the 5 CSEC passes including English and maths measure. The majority of jobs available in the labour market require a good basic academic education. Furthermore, a good basic academic education is the basis of a flexible workforce who can adapt to the changing opportunities in the labour market.

2.9 How equal are educational opportunities in the education system?

Without a detailed survey of individuals' backgrounds, their educational achievement and subsequent economic status it is difficult to evaluate whether or not background is an important factor in determining educational and economic success. If an education system has equal opportunities background should not affect success.

There are some data that point towards background characteristics being factors in educational success and, therefore, that the education system is not totally equal in terms of opportunities.

The evidence from students' learning outcomes shows that gender is an important factor in educational success and that girls are much more likely to be entered for CSEC exams and their achievement is much higher than boys. As students' outcomes by gender are roughly equal at primary school, it appears that this inequality occurs at secondary school. This inequality continues to MCC where there are many more girls than boys enrolled on CAPE courses as shown in the table below.

Table 12: Enrolment in MCC by gender 2009-10 to 2010-11

	2009-10		2010-11	
	No	%	No	%
Male	12	31.6	8	28.6
female	26	68.4	20	71.4

Source; GOM 2010

The evidence of pupil attainment based on location suggests that the primary school attended and, therefore, possibly home location matter in terms of educational success. The table below shows that students who attended Look Out primary school are far less likely to be entered for CSEC exams and to achieve successful educational outcomes compared to students who attended Brades or St Augustine primary schools. Again attainment at the end of primary school is roughly equal between these three schools and so again this inequality appears to have its origins in secondary school.

2009 MSS Fifth Form Cohort Attainment at G5 and CSEC English and Mathematics

School	Average performance in Grade 5 tests		Percentage of Cohort Sitting CSEC Eng and Ma	Average CSEC Point Score in Eng & Ma for cohort
	English	Maths		
St Augustine's	71.9	52.8	28.00	1.8
Brades	61.5	47.0	29.17	2.0
Look Out	68.0	46.1	18.18	1.0

Source: (GOM, 2004); (CXC, 2010)

A more detailed survey into the background and educational outcomes is necessary to be sure about the characteristics which are influencing outcomes and would enable an estimate of the degree of inequality in the education. However, the evidence above points towards inequality being an issue.

3. Looking Ahead: The Montserrat Learner for 2020

Young people leaving the school system in Montserrat should reflect values in our society that promote personal development, equality of opportunity, economic wellbeing, just democracy, and a sustainable future.

They will be:

- successful learners who enjoy learning, make progress and achieve
- can apply their learning skills to **the lifelong process of building their capability**
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who can make a positive contribution to society at local, national and global levels.

These outcomes will enable them to develop

- as individuals capable of spiritual, moral, social, intellectual, emotional and physical growth and development
- relationships, as fundamental to the development and fulfillment of happy and healthy lives, and to the good of the community
- as members of society who appreciate and preserve Montserratian heritage and culture, which is shaped by the contributions of a diverse range of people, cultures and heritages
- as guardians of the environment, as the basis of life and a source of wonder and inspiration that needs protecting
- As innovators who create wealth and opportunities for future growth and development

Our expectation is that all young people

- achieve high standards, particularly in literacy, numeracy and ICT capability
- develop a positive disposition and commitment to learning
- know, understand and can apply essential knowledge, skills, attitudes and understanding valued by society
- are prepared for the here and now, for the next phase of their education, and for their future
- have wide horizons and raised aspirations about the world of work and further and higher education
- are aware of, and have engaged with, their local, national and international communities
- recognise that personal development is essential to wellbeing and success.
- Acquire essential skills in performing arts, culture and sports as core areas of Montserrat's future economy

The building blocks of an effective learner at school and beyond are functional skills in English, mathematics, science and ICT

Functional English skills mean that young people can:

- communicate effectively, adapting to a range of audiences and contexts
- explain information clearly and succinctly in speech and writing
- express a point of view reasonably and persuasively
- use ICT to communicate effectively
- read and understand information and instructions, then use this understanding to act appropriately
- analyse how ideas and information are presented, evaluating their usefulness, for example in solving a problem
- make an oral presentation or write a report
- contribute to discussions and use speech to work collaboratively to agree actions and conclusions.

Functional mathematical skills mean that young people can:

- have the confidence and capability to use mathematics to solve increasingly complex problems
- are able to use a range of tools, including ICT as appropriate
- possess the analytical and reasoning skills needed to draw conclusions, justify how these conclusions are reached and identify errors or inconsistencies
- are able to validate and interpret results, judging the limits of the validity and using the results effectively and efficiently.

Functional scientific skills mean that young people can

- Build on their functional mathematical skills
- Use observation and data to develop hypotheses
- Design appropriate tests and experiments to investigate hypotheses
- Effectively communicate data to support or disprove an hypothesis

Functional ICT skills mean that young people can

- use ICT to find, select and bring together relevant information
- develop, interpret and exchange information for a purpose
- apply ICT safely to enhance their learning and the quality of their work.

Personal, Learning and Thinking Skills

In addition these building blocks of functional skills in English, mathematics and ICT; personal, learning and thinking skills (PLTS) provide a framework for describing the qualities and skills needed for success in learning and life. In relation to PLTS our expectation is that young people are:

- independent enquirers

- creative thinkers
- reflective learners
- team workers
- self-managers
- effective participants
- entrepreneurs

4. The Education Development Plan Academic Years 2011-12 to 2019-20

The mission statement of the education service has been developed with the opportunity for input from all those working in education:

Mission statement

The Education System will focus relentlessly on raising standards in learning and teaching so that students will be successful in the knowledge, functional skills and understandings essential to the pursuit of their career aspirations. Students will possess the values, attitudes and behaviours which will enable them to choose healthy and fulfilled lives; make a positive contribution to society and national development; and adapt to a constantly changing local and global environment.

Informed by the mission statement and from consultations with internal and external stakeholders, an overall objective has been developed for the education service to 2020. The Overall Objective of the Education Development Plan is:

Overall Objective of the Education Development Plan

We will raise educational standards and improve school and ministry effectiveness so that students' attainment, at all levels of the education system, is measurably increased year after year

The key to achieving this overall objective is to be focused on change and improvement in the 5 Key Components which consist of:

- Leadership and Management
- Teaching Standards
- Curriculum Reform
- The Learning and Teaching Environment
- Education Partnerships

There is a Key Objective for each of these components, explained in the section below, which describes what we want to achieve in each of these component areas. Measureable outputs have then been identified which, by monitoring and evaluating these outputs, we can judge whether we have reached our Overall and Key Objectives.

To achieve the Overall Objective, the Education system will mobilise its resources, human and financial as well as drawing on the resources of partners. It will maintain the focus on raising standards at all levels of the system and align planning, from the classroom level to sector plans, to its Overall Objective.

The detail of medium term objectives, key performance indicators and how actions will be developed is the job of the Ministry's 3 Year Strategic Plans and annual operating plans. These plans will focus on the delivery of the Overall Objective and the 5 Key Objectives. See sections 1.1 and 1.2 above and section 5 below for more detail on the articulation between the Education Development Plan, the 3 Year Strategic Plans and annual operational planning.

The 3 Year Strategic Plans will, through the Medium Term Expenditure Framework, cost, in the medium, the implementation of change and reform as captured in the long term strategy of the EDP.

The EDP must be used in concert, therefore, with the 3 year Strategic Plans and annual operational and school improvement plans.

4.1 Component 1: Leadership and Management

Education leadership and management is the key instrument in making the systemic and organisational changes and decisions which deliver improved standards. Evidence from around the world indicates that highly effective leadership and management changes school processes and practices and raises standards. This is achieved through systems, processes and procedures which evaluate the current effectiveness of a school, establish high expectations for future effectiveness and delivers these expectations; planning which, based on evidence, delivers continuous improvement; and monitoring and evaluation which assesses progress against expectations and provides the data to inform future planning ensuring continued improvement.

Key Objective 1:

Excellence for all students, achieved by effective education leadership and management at ministry and school levels

Outputs

We will know if leadership and management have been improved by measuring these four outputs:

Output 1:

Percentage of students achieving targets in CAPE Units, 5+ CSECs including English and maths, G3 & G5 tests and Pre-Primary assessments

Annual targets will be set for all levels of education, informed by prior attainment at the previous level of education, they will represent continuous improvement in the quality of learning.

Output 2:

Internal & external judgments on school effectiveness

Standards exemplified in the Montserrat Schools' Evaluation Schedule will facilitate annual internal self evaluation of schools through and a cycle of data gathering and analysis. This will inform internal judgments on effectiveness, supported with evidence in a Self Evaluation Form. These annual internal judgments will be validated by Ministry of Education input and support. External evaluation of school effectiveness will occur, against the same standards, every two or three years.

Output 3:

Effectiveness of self evaluation to inform school improvement plans

The accuracy of schools' ability to self evaluate their effectiveness against the Montserrat Schools' Evaluation Schedule will be determined annually by the relevant Ministry officer. External evaluation will assess the effectiveness of the schools' and the ministry's self evaluation. If self evaluation is effective, school improvement planned with both identify the most important priorities for improvement and deliver on their targets.

Output 4:

Extent to which value for money is achieved from pupil unit costs

Value for money will be determined by the extent to which attainment increases faster than unit costs. This will be used as an indicator that more learning is occurring with the resources available.

Key actions to improve Leadership and Management will be:

- Operational planning aligned to deliver outcomes of 3 YSP and EDP
- Pathways to tertiary and higher education increased
- Annual system and institutional targets set and evaluated
- Schedule of education standards operational
- Student performance reported and tracked against targets
- Standards established for leadership and management
- Capacity building and CPD programmes for leaders and managers
- A cycle for the regular external evaluation of schools
- Standard operating procedures in all institutions
- System level policies and procedures for education governance
- Cycle of annual self evaluation at system and institution level
- Annual evidence based institution improvement plans

- Development of leadership and management at the ministry level with the knowledge skills and understanding to support school improvement
- Ministry human resources deployed to support improvement plans
- Electronic collection, analysis and dissemination of education data, records and evidence
- Decentralisation of decision making to institution level
- Annual institutional budgets prepared and evaluated
- Per pupil funding formulae developed for resource allocation

4.2 Component 2: Teaching Standards

The quality of teaching is the single most important factor in raising students' attainment. Therefore, good teachers are essential to achieving our overall objective. To do this we will set high standards for the quality of teaching. It will be necessary to increase the professional knowledge, skills and understanding of the current teacher population to achieve these high standards. Good practice in teaching needs to be identified through internal and external monitoring and evaluation and transferred from teacher to teacher and school to school. These capacity improvements; in order to have impact in the classroom on teachers' practice and consequently students' outcomes; need to be supported by expert mentoring and coaching from education officers and from skilled practitioners within the teacher population. The other side of the coin is rigorous teacher evaluation against the standards to identify professional development priorities and ensure that the practice of all teachers is satisfactory or better.

Key Objective 2:

Teaching shows continuous improvement as determined by quality assurance mechanisms

Outputs

We will know if standards have improved in teaching by measuring these three outputs:

Output 1

Internal and external judgments on the quality of teaching in individual schools

The judgments will form part of the annual cycle of school self evaluation and will require the collection of data to support judgments of the quality of teaching. As will overall school effectiveness school judgments will be validated annually by the Ministry of the Education and a regular cycle of external evaluation will assess the accuracy of both schools and the Ministry. Annual improvement targets will be based on these judgments.

Output 2

Improvement in Boys' attainment at CSEC 5+ including English and maths

The attainment of all students is the ultimate measure of the effectiveness of teaching to increase learning outcomes, this output is measured for Key Objective 1 as it is also the most important measure of school effectiveness. Boy's attainment will be measured to evaluate standards in teaching as boys are an underperforming group compared to girls. Improvement in outcomes for a 'hard to reach group', like boys, will represent higher standard than raised attainment overall.

Output 3

The progress in the learning of Students with identified SEN & D

As with Output 3, the progress of students with identified Special Educational Needs or Disabilities, will be measured to assess standards in teaching as it represents a tougher measure that increases in attainment overall, which are included as a measure in Key Objective 1.

The key actions to improve standards in teaching will be:

- Annual system and institution targets for teaching quality
- Internal evaluation of teaching quality
- Capacity building and CPD programmes
- Compulsory MoE training course for new teachers and teachers new to Montserrat
- Rigorous performance management, target setting and review cycle
- Supervision and support mechanisms at institution and system level
- Teaching manual of effective pedagogy and practice
- Annual institutional targets set for boys' attainment
- Coaching and mentoring framework to transfer good practice
- Assessment and tracking system monitors 'at risk students'
- Mentoring for identified students
- IEPs implemented for students with identified SEN & D
- Referral, assessment and statement of need policy and procedure
- Strategy for the role of the PSU in raising standards
- Annual plan for PSU support for students with SEN & D

4.3 Component 3: Curriculum Reform

What students are expected to learn, how they are taught to learn and the feedback they are given on their learning are essential for progress. Improvements need to be made in planning at curriculum level, subject level in the long and medium term, and lesson level. Appropriate learning outcomes from the curriculum will represent clear progression in English, mathematics, science and other subject areas at all levels of education. Curriculum learning outcomes will be the basis for medium term schemes of learning and differentiated learning objectives in individual lesson planning. The curriculum will be developed to be appropriate to the principals identified in the expression of the Montserrat Learner 2020.

Key Objective 3:

Learning, teaching and assessment is planned effectively against a coherent and relevant curriculum that focuses on progression in learning outcomes for each level of education

Outputs

We will know if a relevant and coherent curriculum is being effectively implemented by measuring these four outputs:

Output 1

Completed, implemented curriculum from Early Years to 16

Output 2

Internal and external judgments on the extent to which the curriculum is successfully implemented

As part of the annual cycle of self evaluation a judgment will be required as to the extent of the successful implementation of the curriculum, whether it is the existing curriculum or the completed reformed curriculum, this will be validated by the Ministry of Education. The regular cycle of external evaluation will validate the accuracy of school and ministry judgments.

Output 3

Assessment systems that accurately evaluate learning against learning outcomes, records progress and reports this progress to students and parents

Judgments on the effectiveness of assessment systems in accurately assessing learning against the outcomes in the curriculum and the extent to which this is feedback to the students and parents and used to inform future planning and teaching will be required as part of annual self evaluation. Judgments will be validated by regular external evaluation.

Output 4

The extent to which young people adopt safe and healthy lifestyles and make a positive contribution

Schools and the Ministry of Education will be required to collect evidence, both directly and from other bodies, on the extent to which students and young people make safe and healthy life style choices and the extent to which they contribute to the community economically, in civil society, politically and in cultural and sporting fields. This evidence will form the basis of internal and external judgments.

The key actions to improve the curriculum will be:

- Evaluation of the existing curriculum
- A written curriculum & learning outcomes for Lower Secondary
- Progressive & coherent curriculum to 14 appropriate to the Montserrat Learner 2020
- Cultural, creative & sporting disciplines in the formal curriculum
- Medium term schemes of learning
- Expectations for lesson planning
- Professional development on designing lessons and planning learning
- Teaching practice enables access to the curriculum
- Curriculum Identifies points for assessment
- Institution assessment, target setting & tracking cycles
- CPD in the concepts and practice of assessment for learning
- A regular reporting system to parents
- Planned informal curriculum to achieve Montserrat Learner 2020
- Planned extra-curricular programmes
- Peer & role model mentoring systems
- Institutions teach & promote healthy lifestyles
- Active student contributions to community
- Appropriate, accredited programmes at 14 +

4.4 Component 4: The Learning and Teaching Environment

The climate that is created for learning in a school is the product of both tangible and intangible aspects. It is directly related to the quality and quantity of infrastructure and resources but is also dependent on the ethos and professionalism of staff, particularly how staff teach and foster this ethos in students. It represents the values of those who work in education and the value attached to the education system by those who command the resources that are devoted to it. A child centred learning and teaching environment puts children and their welfare at the heart of all decisions and aims to create an environment for learning and teaching that puts children and their learning first.

Key Objective 4:

A modern, enriching, child centered learning community, with a nurturing teaching and learning environment, created to respond to the changing and diverse school population

Outputs

We will know if the learning and teaching environment is child centered and nurturing and meets the needs of the diverse student population by measuring these outputs:

Output 1

The degree to which students feel valued and have a voice in school and their learning as judged in internal & external evaluations

Judgment will be made against the standards in the Montserrat Schools Evaluation Schedule as part of annual school self evaluation and validated by regular external evaluation. Schools will need to develop the systems and processes to collect the necessary evidence on which to base judgments.

Output 2

The degree to which teachers feel valued and have a voice in school as judged in internal & external evaluations

Judgment will be made against the standards in the Montserrat Schools Evaluation Schedule as part of annual school self evaluation and validated by regular external evaluation. Schools will need to develop the systems and processes to collect the necessary evidence on which to base judgments.

Output 3

Rate of internal and external unauthorised absence

Unauthorised absence is absence without a valid and documented reason. Internal unauthorised absence occurs when a student is in school but does not attend a lesson. External unauthorised absence

occurs when a student does not attend school. To evaluate rates of internal and external unauthorised absence school will be required to keep up to date and accurate attendance records for school and lesson attendance. Unexplained absence from school or a lesson will need to be followed up this parents and guardians.

Output 4

The total annual number days students are excluded from schools

This is total of all days of formal or informal exclusion from school for whatever reason.

Key actions that will improve the learning and teaching environment are:

- A child welfare & safeguarding policy operational
- Institutions define & actively promote a child centered ethos
- Views & opinions of students are sought as part of self evaluation
- Students have a voice and role in institutional decision making
- Rigorous & robust teacher recruitment process
- Expand resources to improve the physical environment
- Teachers have a voice & role in Leadership & management decisions
- Planned teacher CPD & career progression
- cafeteria facilities for students
- Attendance tracked and reported to parents
- Expectations for relationships between all
- Unauthorised absence investigated and reported to parents
- Teaching time maximised
- Ministry and school policies and rules on behaviour & Classroom management
- Rewards and sanctions systems in all institutions
- Expectations and behaviour actively modeled and taught

4.5 Component 5: Education Partnerships

Strategic Objective 5:

Partnerships and involvement with parents and other stakeholders strengthened; to determine goals and provide resources for the delivery of educational services and programmes

The most effective schools have a network of partnerships with parents, other schools, educational institutions, private sector organisations and other stakeholders. The involvement of these partners enables schools to tap into additional resources, both financial and human, and so deepen, widen and enrich informal and formal education provision. The involvement of partners in identifying and agreeing improvement priorities, as well as in achieving improvement objectives, strengthens school governance and increases accountability to stakeholders.

Outputs

We will know if we have strengthen partnerships and increased involvement in education by measuring these outputs:

Output 1

Extent to which there is engagement with parents, stakeholders and the wider community

Output 2

Effectiveness of partnerships in promoting learning as judged by internal and external evaluations

Both these outputs will be assessed, and a judgment made, through annual school self evaluation which will be validated by regular external evaluation.

The actions that will strengthen partnership and involvement and increase resources are:

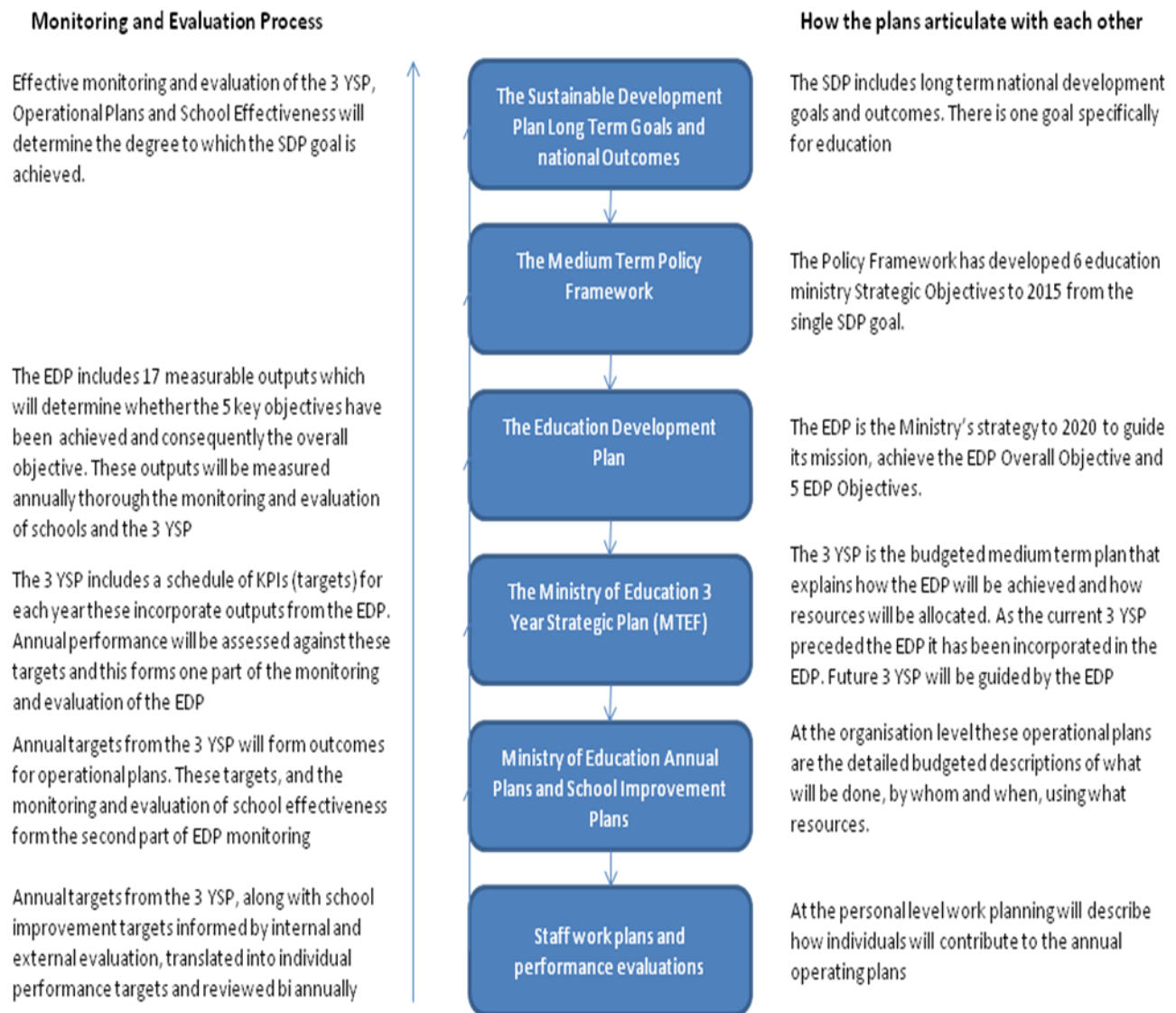
- Evaluation of current partnerships
- An effective public relations and communication strategy at ministry and institutional level
- Involvement of parents and stakeholders in school governance as decision making becomes more decentralised
- A strategy for strengthening partnerships and involvement of stakeholders
- Inclusion of parents and stakeholders in annual internal and regular external monitoring and evaluation
- An Education Foundation to expand resources available for educational programmes

5. The Monitoring and Evaluation of the Education Development Plan

There will be three aspects to the monitoring of the EDP:

- The annual monitoring and evaluation of the 3 Year Strategic Plan (YSP) against annual performance targets
- The annual monitoring and evaluation of operational plans at ministry and institutional level against performance targets
- The annual internal monitoring and evaluation of School Effectiveness, augmented biannually by external evaluations

The Articulation of the EDP with other Planning and how it will Monitored



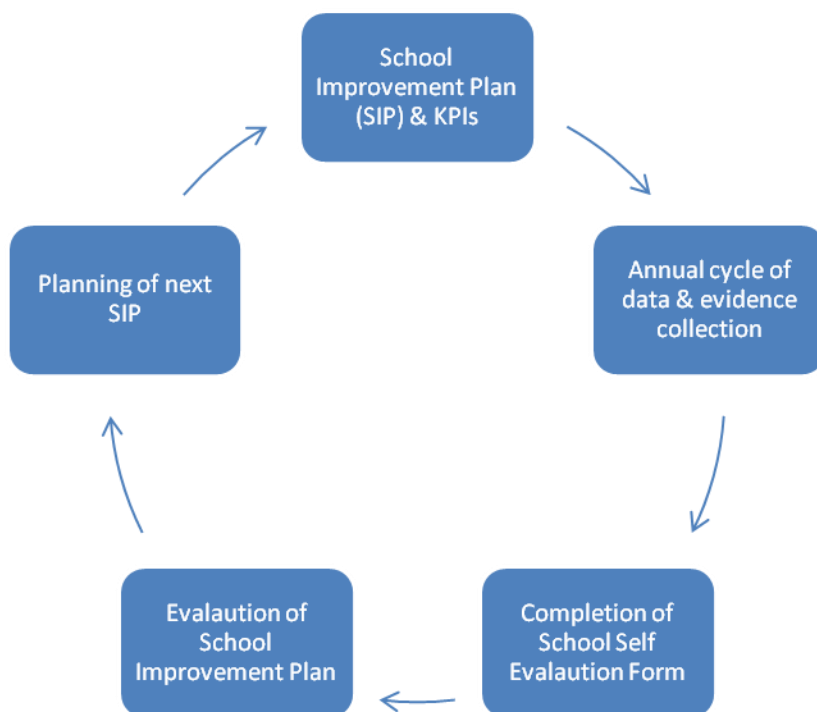
The objectives of the 3 YSP will be informed by the EDP as the Overall Objective and 5 Key Objectives of the EDP will inform the next Medium Term Policy Framework. Appropriate Outputs from the EDP will become performance indicators in the 3 YSP. The 3 YSP will therefore become the budgeted medium term operationalisation of the EDP.

Annual performance targets from the 3 YSP will be written into annual operation plans and school improvement plans. These outcomes will be augmented with specific institutional and/or organisational priorities identified from internal and external monitoring and evaluation. Therefore, these operational plans are the implementation of the 3 YSP.

Annual evaluation of operational, and school improvement, plans against performance targets will provide the monitoring and evaluation of all planning on an annual basis from operational plans to the 3YSP and therefore the EDP.

The annual internal and regular external monitoring and evaluation of school effectiveness against the Montserrat Schools Evaluation Schedule will also measure outputs from the EDP, performance targets from the 3 YSP and inform the annual evaluation of operational plans.

The annual monitoring and evaluation of school effectiveness will form part of an annual cycle of evidence collection, analysis, evaluation and improvement planning described in the exemplified in the diagram below:



This cycle is also relevant at the Ministry level but it should be noted that school effectiveness will be the key determinant of Ministry effectiveness.

A detailed calendarised cycle for data collection, evidence analysis, evaluation and completion of self evaluation tools is part of the current 3 YSP in the objective : *To increase school leadership and management capacity to deliver continuous school improvement*. It is also addressed in the EDP in the Key Objective: *Excellence for all achieved by education leadership and management at ministry and school level* and the activities: *Cycle of annual self evaluation at system and institution level; Annual evidence based institution improvement plans*.

6. Conclusion

Education is a principle tool of national development and, in societies where access is guaranteed, the value of that tool is dependent on quality of education provision. Quality education, by definition should result in students achieving high outcomes when they leave the education system. The outcomes we want out young people to take with them after school are expressed in The Montserrat Learner.

Whilst education has many facets to its value, not least the intrinsic value of enjoying learning and acquiring knowledge, its principle role in national development, raising living standards and increased national income comes from increasing human capital through increased skills capacity, knowledge and understandings which, in turn, lead to increased productivity. Internationally the increase in human capital created by education is most effectively measured through levels of attainment. For this reason we will measure whether we have raised standards in education by measuring attainment while recognising that education provides numerous other benefits which are equally important.

The 5 Components in the Education Development Plan and their associated 5 Strategic Objectives represent the areas that are crucial for improving quality and raising standards across all levels of education. The achievement of these objectives depends not only on the professionalism, dedication and practice of education professionals and staff, but also on the partnerships and involvement of parents and the wider community.

Appendix One: The Outcomes from Consultations

Below are the verbatim outcomes that came out of consultations with students, teachers, parents and other stakeholders. The outcomes are organized loosely into themes and it was from these themes that the five components of the Education Development Plan were developed by the EDP Steering Committee. Similarly, outcomes themselves were used to inform what outputs should be measured and the actions that would achieve the objectives.

Improved Leadership and Management and Developed Capacity

System Leadership and management
Strengthen primary education
Implement systematic monitoring of schools
Improve efficiency, operations and effectiveness and relations with internal and external stakeholders
System which encourage the retention of trained teachers
Recruit, retain and support effective teachers and leaders
Raise the standard of professionalism at HR and ministry level
Allow for teachers to work in cohesive teams and share and transfer good practice
Improve communication between MoE and schools/teachers
Formulate and implement a Code of Conduct for teachers and school workers that is monitored for compliance
Revamp the administrative and school system
Equal opportunities for all learners regardless of abilities
Is the system really comprehensive or just catering to an elite?
Improve transition between key stages of education
School entrance policy
Clear and consistent policies and tools to support the plan
Manage the integration of mobile students
Change catchment/zoning system to mix up school populations
Can ECE times be extended/made more flexible to better support employers?
Introduce and implement standards in Education
Introduce external monitoring and evaluation
Qualifications in leadership and management as role of leading a school different to being a teacher
A system that caters for many different learners not just the academic
Policy makers at the highest level need to be lobbied and the political will to generate change in education created

Improved Leadership and Management and Developed Capacity

School Leadership and Management

To facilitate smoother transition between stages of education

Students who value education

Reduce high staff turnover at MSS

Develop and strengthen behaviour policy in schools

Implement systematic monitoring of schools

Ensure that education managers are well trained and supported to fulfill their leadership roles within the system

Establish middle management at MSS

Should teachers control CSEC choices?

Support systems for learning

Greater flexibility for students to choose at 14 with less blocking

Different pathways for students to gain qualifications e.g. 3 year CSEC course

Improve leadership and management especially at MSS/MCC

Raised standards in teaching

Increased teaching quality

Change teaching and learning styles

Develop stimulating teaching and learning activities geared towards enhancing the performance of boys by 50%

Expose children to new technologies

Ensure that teaching and learning are more interactive and technology based. With fully integrated ICT systems to support learning and an emphasis on problem solving

Provide opportunities to improve teaching skills

More use of the internet for learning purposes

More interesting teaching methods – practicals and field trips

Field trips to government departments

Educational field trips to excite students about subject areas

More practical work

A variety of teaching methods should be used

A variety of teaching methods - field trips/teaching outside

More practical work so that students can have hands on experience

Are discipline issues related to teaching as well as other factors?

Learning should be active and through discovery

ICT and technology as a vision for 2020 – online curriculum and learning resources

Teaching that fosters critical thinking

How can we make learning more interesting

Share and transfer good practice

Improved behaviour and classroom management with clear systems

Teachers experts in pedagogy not just subject knowledge

Improve the quality of teaching and learning particularly in lower secondary

Increase the amount of technology used in teaching and learning

How can teaching be improved

Raised standards in teaching

Focused teacher training linked to learning needs and priorities
 Improve staff development
 Embark on vigorous training programmes for teachers and teacher assistants
 Provide teachers with more training opportunities
 Increase the numbers of teachers attending teaching training
Meaningful training for teachers
 Equip teachers with a variety teaching methods to address different preferred learning styles
 Implement a structured programmes of support and guidance for inexperienced teachers to assist their overall development
 Provide secondary school teachers with basic teacher training and continuous professional development
 Expose all teachers to classroom management and psychological skills
 A clear picture of what teachers will experience when they enter the classroom (training/orientation)
 Better teacher training to improve the quality of teaching
 Better teacher training and the development of pedagogical skills
 Staff development at ECE
 Specialist maths and English teachers
 Identify the good practitioners and find the time to use them to develop teaching based on a clear and systematic strategy
 Training to raise the quality of teaching

Increase Students' Attainment

Students who can problem solve
 Improve students' ICT skills
 Students who are well rounded
 Rank in top 10 in regional measures of attainment
 Improve performance in G3 & G5 tests
 Performance in G3 & G5 tests average 70% in all schools
 Percentage of students passing CSEC Eng & maths to improve by 10% for each year to 2015
 Improve percentage pass rate at all levels
 Investigation into what are the causes of low learning outcomes at MSS to identify clear strategy to improve the quality of teaching and learning
 More student guidance
 More support to help children improve
 Better pastoral system and support for students e.g. mentoring

Students with Special Educational Needs

Support for students with SEN
 Improve/implement an effective SEN programme
 Intervention programme for boys
 Provide more opportunities for gifted and talented students
 More/better resources for students with identified SEN

Improve the attainment of Boys

Equalise performance between girls and boys
 Raise the number of boys entering the CSEC programme
 Strengthen guidance and counseling services particularly for boys
 Provide materials that will stimulate both genders
 How do we motivate and engage boys – different teaching techniques and more active learning
 Peer counselling and mentoring with role models especially for boys
 Role models to mentor boys who are under achieving or at risk of under achieving
 Better address the learning needs of boys through more variety in teaching
 Identify the causes of boys' under achievement and use this as the basis for achieving improvement in performance
 What can be done to improve the performance of boys

An improved curriculum

Curriculum Reform

Introduce changes to the curriculum based on research

Offer more vocational subjects

Develop a national curriculum (secondary?)

A more varied curriculum that has opportunities to study practical subjects e.g. art, music, drama etc to CSEC level

MFL at primary

Planning of learning at subject level and development of plans for subjects areas

Planning of cross curricular learning and links in learning

Is the curriculum appropriate for all learners?

A border formal and informal curriculum

ICT as a core subject

MSS and national history taught

Increased opportunities for sport and qualifications in sports

A Broader Informal Curriculum

More non school related educational sessions e.g. debates, public speaking competitions

Outdoor activities not related directly to the curriculum that would engage students and teachers

More extra curricular activities

Have more interesting curriculum activities e.g. football/swimming

An improved curriculum

A More Varied and Relevant Post 14 Curriculum

Provide alternative programmes for non academic students

The range of vocational subjects at MCC to address labour market needs and entrepreneurial demand

Strengthen the technical vocational programme

Introduce music and arts (secondary?)

Wider variety of subjects at the tertiary level

Offer more interesting subjects

More students choices

More CXC subjects to choose from e.g. sports, music, dancing photography etc

Options for subject choices should be available to all and not just a particular class (e.g. A class gets more options)

A wider variety of subject areas

Curriculum too narrow

A broader formal and informal curriculum

Current curriculum too rigid – more vocational and work related learning

Students who exit the system should be: multi literate, critical thinkers, ICT literate, problem solvers, have technical and vocational skills, be entrepreneurial and socially and emotionally literate

Student learnt to speak standard English as appropriate

Improved school and community partnerships

Seek ways to get parents more involved in the teaching and learning process
Develop good relations with all stakeholders particularly the private sector
A more cohesive partnership among stakeholders in education
Foster parent teacher relations
Work in collaboration with all stakeholders
Improve the partnership between school and parents with regard to education
Improve school community links
Improved communication between teachers, students and parents
Tri-partite approach between students-teachers-parents
Get parents involved to develop school/home partnerships
How can parental support for students and school be increased?
How to get the community to value education more
Rich community links
Stronger links with outside people and tapping into community resources
Link between church and school as well as other areas e.g. social groups. Branches of social groups in schools
Website to support parents to work with the children – online learning resources and online communication between schools and home. School websites

Improved systems for assessment and monitoring performance

Set standardised examinations and test children under the same conditions
Provide constructive feedback and direction
MoE needs trained specialists in specific areas: curriculum, testing, measurement, evaluation
Accurate data collection
Better collection and use of data so students' progress can be tracked throughout the system
Identify and support students at risk of failing
Accurate data collection
Implement systematic monitoring of schools
Student assessment used to track learning
Don't dilute standards bring more students up to the standard as need to be globally competitive
External monitoring of school effectiveness – inspectorate
Re establish the school inspectorate for external monitoring and evaluation of school effectiveness
How will the plan be monitored and evaluated?

Improved recruitment and retention of teachers

Make better and increased use of local resources both human and physical
Retain highly qualified and trained teachers who are also effective
Train more local teachers to specialise in key subjects so that more technical and vocational subjects can be offered
Provide adequate teachers to cater for the secondary level
Make provision for teachers to have sabbatical leave after a set period of continuous service
Have long term contracts for teachers
Better recruitment process that checks teachers' experience and skills
Provide sabbaticals for teachers
Recruitment of dedicated and committed teachers
Succession planning and career structure for teachers
Develop a career structure for teachers
Longer term contracts with appropriate structure and linked to performance management
Develop incentives to keep good teachers in the classroom
An incentive system to reward excellent teaching performance
Recruit more local teachers – high teacher turnover is linked to the conditions in MSS

An improved learning environment

School Ethos and Pupil Voice

Improved communication between teachers and students
Better student teacher interaction
School environment should welcome both staff and students
Friendly teachers
A nicer learning environment that is cleaner, brighter and more stimulating
Students should be able to voice their opinions without fear
More emphasis on student voice and involvement of students in decision making
Teachers need to model the behaviour they expect of students and improve their skills at being role models
Rename MSS block after national figures
The learning environment should promote positive behaviour and challenge gender stereotypes

Improved Physical Environment

Building should be improved
A functioning cafeteria – better variety of food and proper eating area
Improved buildings with studios and gym
Better places to eat lunch
Lockers to store books and equipment
Cafeteria established at MSS and breakfast available before school starts
Ceiling fans in classrooms

An improved learning environment

Better resources for learning

- A proper library system
- A proper library with full time librarian and interesting books
- More technology e.g. computers and printers
- Certain facilities must be available to students: library; IT lab; FN lab
- Proper equipment e.g. science practical equipment
- More financial support for schools
- More and better equipment and resources
- Better facilities e.g. desks, fans chairs

Resourcing

- Provide nutritious meals
- Provide modern classroom resources
- Spend more resources to support the teaching and learning process
- Improve school plant
- Resource technical education with consumable resources
- Reduce subsidies to private schools and redirect these to public schools
- Make appropriate resources available
- Allocate resources adequately to meet the needs of different subsectors
- Increase investment in education to embrace the high cost of living
- Review subsidies to private institutions
- Establish a teachers' resource centre
- Better school buses and transportation
- Financial parity between private and public education
- More money to train graduate teachers – rebalance resources to put more money into quality improvement
- Teacher assistants and volunteers
- Investigate what is the best allocation of resources to maximise students' learning opportunities and improve the quality of teaching

Appendix 2: Planning Framework Agreed by the EDP Steering Committee with Minsitry of Education 2011-2014 3 Year Strategic Plan Objectives included

This document developed out of the outcomes of public consultations with the current objectives from the Ministry's 3 Year Strategic Plan included. Formed the basis of developing the components, outputs and activities of the final EDP.

