

**DRAFT FIVE YEAR EDUCATION DEVELOPMENT PLAN  
ANGUILLA 2005-2010**

**Government of Anguilla**

**Five Year  
Education Development Plan  
2005-2010**

**FIRST DRAFT**

**For**

**Public Consultation  
before ratification by the Government**

**September 2004**

**DRAFT FIVE YEAR EDUCATION DEVELOPMENT PLAN  
ANGUILLA 2005-2010**

Prepared by:

**Senior Education Officials and Stakeholders**

Facilitators:

**Mr. John Hilsum & Mr. David Pettit, consultants to the Education Authority.**

Supported by

**Department for International Development, UK**

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**FORWARD**

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**ACKNOWLEDGEMENTS**

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## ACRONYMS & ABBREVIATIONS

A & C E	Adult and Continuing Education
ALHCS	Albena Lake Hodge Comprehensive School
DfID	Department for International Development
CEO	Chief Education Officer
CIDA	Canadian International Development Agency
CXC	Caribbean Examination Council
Cur.	Curriculum
DOE	Department of Education
ECE	Early Childhood Education
ECERP	Eastern Caribbean Education Reform Project
EO	Education Officer
EP	Education Planner
EMIS	Education Management Information System
ESIP	Education Sector Improvement Project
EU	European Union
GoA	Government of Anguilla
HRD	Human Resource Development
IoW	Isle of Wight
ICT	Information and Communication Technology
MSD	Ministry of Social Development
MOE	Ministry of Education
MPSS	Multi-Professional Support Services
OCOD	Organisation for Co-operation in Overseas Development
OECS	Organisation of Eastern Caribbean States
OERU	OECS Education Reform Unit
Pre-sch.	Pre-school
Prim.	Primary
PS	Permanent Secretary
PC	Project Co-ordinator,
Sec.	Secondary
UWI	University of the West Indies

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## BACKGROUND

The Education Development Plan (EDP) 2005-2010 of the Government of Anguilla, documents an ongoing process by which the education sector identifies both targets to achieve its goals and a plan of action to achieve them. It defines the vision and priorities for education.

The purpose of the EDP is to provide overall strategic direction for the development of Education on Anguilla over the next five years and to serve as a road map for implementation. It reflects a decision making process based on exploration, analysis, assessment, performance and the expressed interest of all stakeholders in Education. This is in keeping with our focus on improved teaching and learning and in particular for this period on "*raising student achievement*". This is with the understanding that we must equip our students with the necessary tools and skills to take advantage of opportunities, which will arise in the constantly evolving global village, which is now closer to home than ever before and even in our own backyard.

This EDP is the second of such a strategic plan for the education sector. It adopts aspects of and logically follows from the EDP 1999 – 2004. The process however of transforming education policies to this plan was target oriented while consultative. The experience and technical knowledge of our Isle of Wight consultants coupled with the technical knowledge and experience of education personnel and other education stakeholders resulted in the respective conclusions reflected here, being drawn.

## THE SETTING

The Government of Anguilla recognises that education plays a fundamental role in helping to determine the character of Anguillian society, its rate of change and direction of development into the 21<sup>st</sup> Century. As articulated in the Education Policy document, underpinning Government's mandate for education,

*" is the belief that all human beings have a right to education;  
one that will help them to be productive members of society,  
and also be able to enjoy the benefits of the society."*

This belief is encapsulated in the following goals for all.

To:-

- i. acquire knowledge, skills, attitudes and values for meaningful participation in national development and a satisfying adult life;
- ii. develop a sense of self respect, self worth, self esteem , and a spirit of self reliance;

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- iii. acquire the capacity for critical and creative thinking, problem solving and decision-making;
- iv. adhere to principles of democracy, justice, peace and accountability;
- v. enhance the development of national pride, national spirit and national identity while at the same time emphasising the interdependence of the nations of the world;
- vi. develop an awareness and appreciation for the preservation of Anguilla's national resources and a commitment to keeping a safe and healthy environment;
- vii. develop an understanding of the role of the individual within the family, and the role of the family within the *global village / wider society*;
- viii. appreciate, *value*, and be tolerant of the differences of individuals irrespective of religion, beliefs, opinions, ethnic or cultural practices;
- ix. develop pride in national heritage, and an awareness and appreciation of its arts and culture as essential to a meaningful and satisfying life;
- x. place a premium on striving towards excellence *realizing full potential through individual achievement and attainment for all students, teachers and stakeholders*;
- xi. develop a commitment to lifelong learning;
- xii. live productive lives in a rapidly changing technological and scientific era, and highly competitive world; and
- xiii. *promote and develop sports and healthy lifestyles.*

Education as a potential instrument for nation building and a determining factor in the success of a country's productivity and competitiveness, has become more critical in the wake of the impact of globalisation and the rapid advances in technological innovation. Consequently, the Government of Anguilla with technical assistance from DFID, examined critically its education system and its ability to respond to the new imperatives of education. The education sector review of 1998 and situation analysis of 2004 addressed the performance of education against the seven broad policy areas (Access to Education, Curriculum Development, Administration and Management, Human Resource Development, Community Alliances, Pastoral Care and Financing Education), articulated in the Education Policy document.

The draft Education Development Plan 2005-2010 presented herein, represents priority programmes emanating from a combination of initiatives such as the outcomes of the 1998 Education review, related education studies recently conducted, and regional and international (CARICOM, OECS, UNESCO) commitments to improvement in Education.

The collaborative approach adopted in the drafting of this plan is with the expectation that it would engender a sense of commitment to the ownership of the plan and its programmes by all stakeholders. The process promoted a common understanding of the goals to be pursued, and strategies to be utilized by both the policymakers and the implementers, and allowed from the outset, several opportunities for the latter group to seek clarifications of ambiguities perceived.

It is within this context that the Five-Year Education Development Plan 2005-2010 has been conceived and drafted. It is expected that its adoption and implementation will augment and sustain the capacity of the Ministry/Department of Education to deliver an enhanced quality of education.

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## **DESCRIPTION OF THE PLAN**

### **Situating the Plan within the Education Policy Framework**

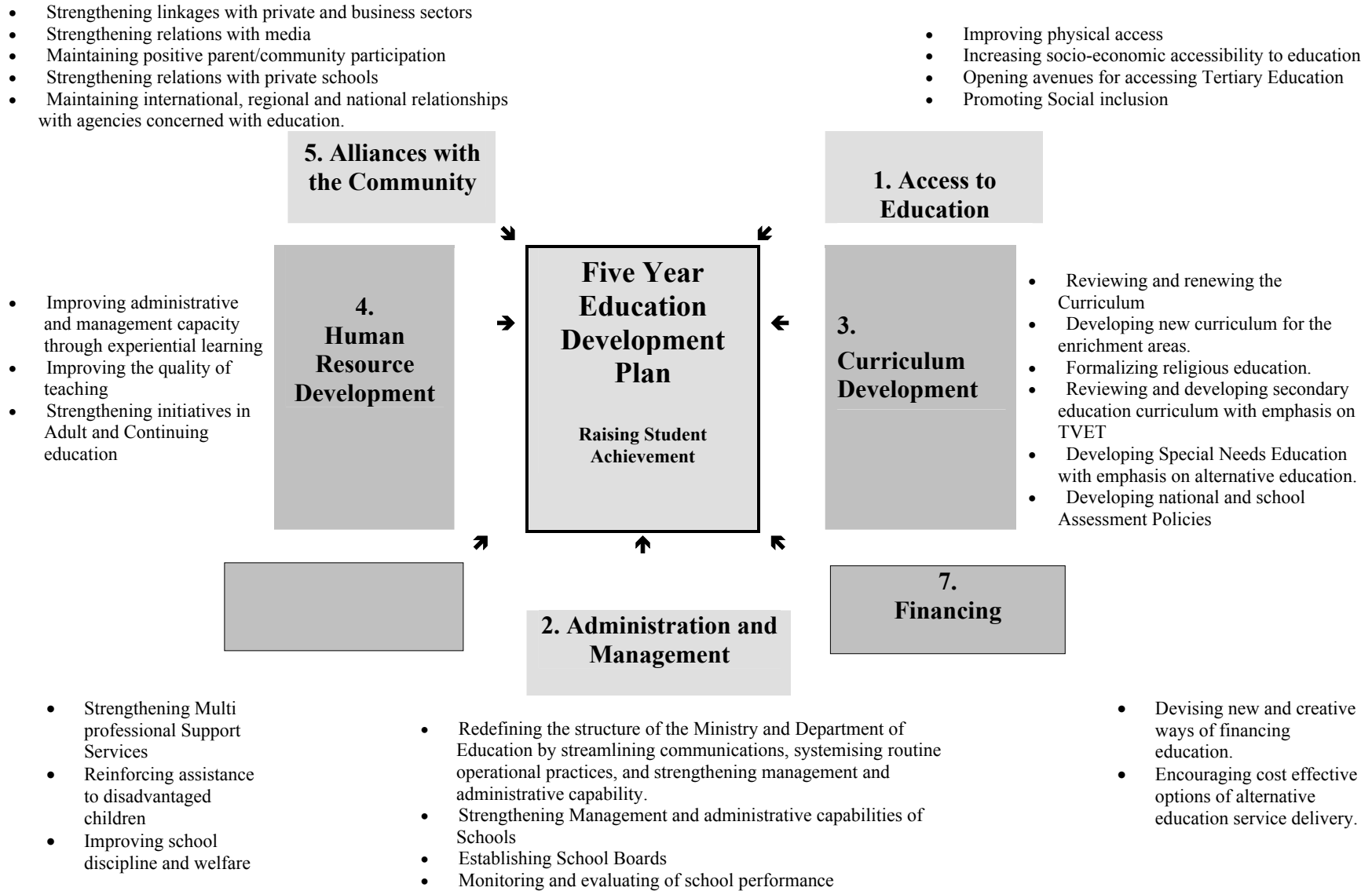
1. Underpinning the drafting of the education plan, is the conscious effort that has been taken to correct those specific concerns and deficiencies observed in the performance of the education system. The intent is to strengthen and sustain the Ministry's capacity to deliver quality education service and manage it effectively and efficiently.
2. Inclusive in the constituents of the plan are on going and planned contributions and technical assistance from DfID, OERU, IW Council, EU.
3. The broad programmes situated within the policy framework represent a plan of programme activities designed to make implementation and evaluation processes more manageable. Inherent in this method of presentation is the concept of a 'roll over plan' where annual work programmes and budgets are prepared based on yearly reviews.

### **Focus of Policy Areas**

4. Figure 1 gives a diagrammatic representation of the focus of the policy areas, where the outcome should be in the long term a more effective and efficient delivery of education, and the output an empowered student ready to function effectively in today's society.

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**Figure 1. Schematic Diagram of Five-Year Education Development Plan 2005-2010**



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**COMPONENTS OF THE FIVE-YEAR  
EDUCATION DEVELOPMENT PLAN  
2005-2010**

**A. Access to Education**

The goal is to improve access to education.

The main programmes focus on:-

**Improving physical accessibility through**

- A1 The development and implementation of an Asset Management Plan
- A2 Enhancing school environments
- A3 Providing local access to post secondary/ tertiary education.
- A4 Improving the school transportation service.

**Improving Socio-Economic accessibility for students by**

- A5 Improving provision for socially and economically disadvantaged students

**Promoting Social Inclusion by**

- A6 Improving attendance in Primary and Secondary Schools
- A7 Reducing the number of exclusions
- A8 Introducing catch up and enrichment programmes
- A9 Improving provision for students with communication difficulties.

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## **B Administration and Management**

The goal is to improve the efficiency and effectiveness of the delivery of the education service.

The main programmes focus on

### **Refocusing Administration and Management of Education through**

- B1 The Customisation of the Education Act
- B2 Harmonizing and Ratifying Education Regulations
- B3 Policy Formulation

### **Strengthening Corporate Leadership in Education by**

- B4 Restructuring Central Administration
- B5 Drafting supporting documentation for MoE/DoE operations
- B6 Improving the Education Management Information System
- B7 Monitoring and Evaluating School Performance
- B8 Formalizing Roles and Responsibilities
- B9 Rationalizing efficiency in staffing
- B10 Strengthening Management and Administrative Capability at Primary and Secondary Level.

## **C Curriculum**

The goal is to make curriculum more flexible and relevant to the needs of the student, the wider society and the demands of the labour market.

The main programmes focus on

### **Curriculum Review and Renewal by**

- C1 Raising standards in core subject areas.
- C2 Increasing the use of ICT as a teaching, learning and communicating tool.
- C3 Reviewing the Curriculum for English as a second language

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- C4 Improving the quality and provision of sports education
- C5 Review and monitor Pre-School Curriculum.

## **The Development of New Curriculum**

- C6 Developing curriculum in the Enrichment subjects
- C7 Formalizing religious education into schools

## **Enhancing the Secondary Curriculum**

- C8 Upgrading the TVET programme

## **Initiatives in Special Education**

- C9 Improving provision for Special Educational and Individual Needs

## **Curriculum Evaluation**

- C10 Improving the transition from one level to another
- C11 Improving the quality of teaching and learning
- C12 Improving assessment policies, procedures and practices

## **D Human Resource Development**

The goal is to have a capable cadre of education personnel resourcing the system.

The main programmes focus on

### **Strengthening Administration and Management by**

- D1 Training personnel in leadership and management
- D2 Training personnel in the use and production of resources

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## **Improving the quality of Education Personnel by**

- D3 Improving Customer Relations
- D4 Enhancing the Teacher Training Programmes
- D5 Increasing the number of teaching assistants
- D6 Improving therapeutic capacity at schools
- D7 Increasing the number of Action Research Programmes focused on Teaching and Learning
- D8 Upgrading Teacher skills
- D9 Extending the Teacher Recognition programme

## **Supporting Initiatives in the Delivery of Adult and Continuing Education**

- D10 Improving the Continuing Education Programme

## **E Building Community Alliances**

The goal is to harness and strengthen relationships with partners in education to establish and maintain positive modalities of co-operation.

The main programmes focus on:

### **Building Alliances with the community by strengthening and maintaining :-**

- E1 School/parent/community participation
- E2 Relationships with the media
- E3 Linkages with private and business sectors
- E4 Relationships with private schools
- E5 Relationships with national, regional and international agencies.

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## **F Pastoral Care**

The goal is to engender a caring, teaching and learning environment, which supports the development of the individual as a whole.

The main programmes focus on

### **Strengthening Administration and Management**

- F1 Strengthening Multi-Professional Support Services

### **Strengthening Supporting Structures**

- F2 Reinforcing support care and guidance given to disadvantaged and vulnerable children
- F3 Strengthening alliances with parents and the community
- F4 Enhancing peer counseling
- F5 Fostering Health promoting schools
- F6 Assisting parents to effectively participate in the education of their children and to cope with their responsibilities as parents

### **Improving school discipline and welfare**

- F7 Improving the participation, performance and retention of students (especially boys) in schools
- F8 Implementing behaviour management programmes
- F9 Enhancing pastoral care

## **G Financing Education**

The goal is to increase and manage more efficiently the resources available to meet the needs of the education system.

The main programmes focus on

### **Capacity Building by**

- G1 Strengthening the Financial Management Capacity of all sub-sectors

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## **Securing and Managing funds and resources by**

- G2 Improving the securing, delegating and managing the allocations in the Education Budget
- G3 Identifying alternative funding post direct DfID contributions.
- G4 Reviewing and implementing the policy for use of education Facilities by other agencies and individuals.

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5. The effectiveness of the Education Development Plan will be judged on the impact of the provision of education, the teaching and learning at all levels and ultimately the quality of life of the wider society. The intention is to look at factors which affect student achievement and their ability to adapt to society and the ability of the system to address these factors.

A number of targets have been established to assist in measuring the effectiveness of the programme components of the areas identified.

## **NATIONAL EDUCATION TARGETS**

### **Access to Education**

- At least 90% of Primary school leavers are functionally literate (reading age of 9) or better.
- 70% of all children reading at or above their chronological age.
- At least 50% of all students at Secondary reading at or above the National Performance Level.
- At least 97% literacy rate in the adult population.
- 95% attendance rate at primary.
- 90% attendance rate at secondary.
- 50% reduction in exclusions (expulsions and suspensions)
- 100% of all registered Special Educational Needs (SEN) children have Individual Education Plans (IEPs)
- At least 80% of all SEN children achieve the targets set out in their IEPs.
- At least 15% of the populations over 17 accessing some form of tertiary or continuing education programme.
- 100% increase in the number of post secondary programmes offered.

### **Administration and Management**

- Improved teaching profile with 85% of teachers rating good or better in teaching assessment at primary.
- Improved teaching profile of 75% of teachers rating good or better in teaching assessment.
- 90% retention of good teaching staff.

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## Curriculum Development

- At least 70% of pupils attain 50% and above in TOS Language Arts, Science and Social Studies exams with 14% passing at 80% or above.
- At least 60% of pupils attain 50% and above in TOS Mathematics exams with 12% passing at 80% or above.
- At least 70% of all pupils write CXC English General Proficiency, with at least 65% obtaining grades 1 to 3.
- At least 60% of all pupils write CXC Maths General Proficiency with at least 50% obtaining grades 1 to 3.
- At least 80% of students undertaking TVET Life Skills Programmes are successful in the WJEC examinations.
- At least 75% of all students covering the full curriculum within specific subject areas.
- 100% of TVET classes certified.
- Accreditation Policy in place.

## Human Resource Development (Education and Training)

- 100% of TVET teachers trained.
- 100% of all new teaching entrants attend an induction/orientation programme before teaching.
- At least 90% of all teachers show sustained improvement through an ongoing appraisal system.
- At least 85% of all teachers trained.

## Building Alliances with the Community

- Parental surveys show 50% improvement in satisfaction levels.
- Employer satisfaction level increased by 30%.
- Student satisfaction increased by 50%.

NB: Targets under the policy areas of **Pastoral Care and Financing Education** are subsumed under the other five policy areas.

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## **OPERATIONAL PLAN BY POLICY AREA**

1. The programmes situated within the policy framework represent those policy areas in which the focus is perceived by the stakeholders to be the most dominant. These are categorised to represent an operational plan of programme activities that is designed to make the implementation and evaluation processes more manageable, and should synchronise with programme budgeting and the performance appraisal scheme being utilized.
2. For each policy area, a table is presented showing programme components for each broad programmes, output/target expected to be achieved, main performance indicators, the initiator responsible for each component, estimated cost per year, and possible source of funding.
3. Given in *Appendix 2* is a further breakdown of each table, where programme components are task analysed into activities, time framed, with main inputs identified and cost estimated.

**TABLE 1**

**A. Access to Education**  
**Goal: To improve access to education.**

Programme	Programme Component	Output/Target	Performance Indicators	Initiator	Estimated Costs per Year EC \$ '000						Funding Source
					1	2	3	4	5	Total	
<b>Physical Accessibility</b>	A1 Developing and implementing an asset management plan.	. Plan developed by June 2005  . Maintenance, upgrading and development of facilities commencing in July 2005	. Logical System of Capital Development in Place	PS, EP	1500	1600	1700	1800	1900	8500	GoA
	A2 Enhancing School Environments	. Landscaping and safe ground facilities completed by the end of year 3	. All schools safe, educationally stimulating and pleasant surroundings.	PS	200	200	200	200	200	1000	GoA DfID
	A3 Providing local access to post secondary /tertiary education	. A National Community College Established by 2007.	. Associate Degrees, Certificates and Diplomas in academic and skilled areas, and Professional Qualifications offered locally through the Ministry of Education	PS, EP	300	1750	1750	1750	1750	7300	GOA

## 5-year Education Development Plan

Programme	Programme Component	Output/Target	Performance Indicators	Initiator	Estimated Costs per Year EC \$ '000						Funding Source
	A4 Improving the School Transportation service	. Two new buses and one van purchased between years 2 and 4.  . A proper maintenance programme in place by the end of Year 1.  . Improved transportation service.	. A reliable fleet of buses in place.  . Effective and efficient management of transportation service.  . Bus drivers perform duties consistently and willingly.	PS  CEO	-	135	135	80	-	350	GOA
<b>Socio-economic accessibility</b>	A5 Improving provision for socially and economically disadvantaged students	Students in need cared for.	System of provision for those in need in place	EO MPSS	See Table 6						GoA
<b>Social Inclusion</b>	A6 Improving attendance in Primary and Secondary Schools	All Students present or accounted for at all times	95% attendance rate	Principals, EWOs Truancy Offices	0.5	0.5	0.5	0.5	0.5	2.5	GoA
	A7 Reducing the number of exclusions	A minimal number of students out of school.	50% reduction in the number of exclusions	Principals	See Table 3						GoA

## 5-year Education Development Plan

Programme	Programme Component	Output/Target	Performance Indicators	Initiator	Estimated Costs per Year EC \$ '000					Funding Source	
	A8 Introducing catch up and enrichment programmes	Students given the opportunity to catch up in weak areas.	25% improvement in average student performance	EO Curr. Principals	-	97	17	17	17	148	GoA Community
	A9 Improving provision for students with communication difficulties.	Students in need (sight, hearing, speech) cared for.	System of identification and intervention in place.	EO MPSS	51	52	53	54	55	265	GoA

## 5-year Education Development Plan

**TABLE 2**

### B. Administration and Management

**Goal: To improve efficiency and effectiveness in the delivery of education.**

Programme	Programme Component	Output/Target	Performance Indicators	Initiator	Estimated Costs per Year EC \$ '000						Funding Source
					1	2	3	4	5	Total	
<b>Refocusing Administration and Management of Education</b>	B1 The customisation, amendment and approval of the Education ACT	Up to date Education act by the end of year 1	Relevant Education Act known and adhered to	PS	1	-	-	-	-	1	GoA
	B2 Harmonizing and ratifying Education Regulations	Revised Education Regulations by the end of year 2	Education Regulations known and adhered to	PS	-	5	-	-	-	5	GoA OERU
	B3 Policy Formulation	Revised Policy document available by the end of Year 3	Education Policy known and adhered to	PS	-	-	5	-	-	5	GoA
<b>Corporate Leadership in Education</b>	B4 Restructuring Central Administration	MoE/DoE Review undertaken and recommendations implemented.	MoE/DoE functioning more efficiently.	PS, CEO	18.5	-	-	-	-	18.5	GoA DfID
	B5 Drafting supporting documentation for MoE/DoE operations	Documentation available by year 3	Universally known and Standardised practices	CEO	-	10.5	10.5	-	-	21	GoA

## 5-year Education Development Plan

Programme	Programme Component	Output/Target	Performance Indicators	Initiator	Estimated Costs per Year EC \$ '000					Funding Source	
	B6 Improving the EMIS	Current and relevant data readily available online by year 4	Valid reliable information retrieved on demand	EP	-	150	160	165	34	509	GoA OERU EU
	B7 Monitoring and Evaluating School Performance	Regular scheduled monitoring and evaluation of schools	Improvement in performance.  Continued good performance.	EOs Principals	-	4	4	4	4	16	GoA
	B8 Formalizing Roles and Responsibilities	Clear, relevant and accepted job descriptions available.	Clearly defined roles and expectations documented.	PS CEO	-	3.5	-	-	-	3.5	GoA
	B9 Rationalizing efficiency in staffing	Efficient use of personal emoluments budget.	Pupil-adult ratio at desired level	CEO	-	3	-	-	1	4	GoA
	B10 Strengthening Management and Administrative Capacity at Primary and Secondary Level	Primary School Boards in place  Succession Plan in place at Secondary	Schools boards operating within the parameters of the Education ACT.  Smooth Transition of new management.	PS  CEO Principal	-	-	45	-	60	105	GoA

## 5-year Education Development Plan

**TABLE 3**

### C. Curriculum Development – Review and Renewal

**Goal: To provide a more flexible and relevant curriculum targeted to the needs of society and the demands of the labour market.**

Programme	Programme Component	Output/Target	Performance Indicators	Initiator	Estimated Costs per Year EC \$ '000						Funding Source
					1	2	3	4	5	Total	
<b>Curriculum review and renewal</b>	C1 Raising Standards in core subject areas	Subject Coordinators in place at Primary  Improved average performance of students.	20% improved performance in core areas	EO Curr	38	38	56	74	92	298	GoA
	C2 Increasing the use of ICT as a teaching, learning and communication tool.	A more computer literate school environment  Two Trained Computer technicians	The use of computers evident in school work and reports.  Computers at schools properly maintained.	EO Curr	-	100	180	180	115	575	GoA EU
	C3 Reviewing the Curriculum for English as a second language	A more relevant ESL Curriculum	25% improvement in the performance of Non-English speaking students	EO Curr	0.5	11.5	0.6	0.6	0.7	13.8	GoA

## 5-year Education Development Plan

Programme	Programme Component	Output/Target	Performance Indicators	Initiator	Estimated Costs per Year EC \$ '000						Funding Source
					3	4	5	6	7	25	
	C4 Improving the quality and provision of sports education	Sports curriculum reviewed and implemented  Trained coaches at management level.	Students taking sports education at CXC and Entry (Welsh Board) levels.  Improved performance at national and regional competitions.	EO Curr	3	4	5	6	7	25	GoA
	C5 Review and monitor Pre-School Curriculum	Curriculum updated	Relevant Pre-school curriculum being implemented	CO ECE	-	2	2	-	-	4	GoA
<b>Develop New Curriculum</b>	C6 a) Developing curriculum in Drama  b) Continue the development of curriculum in Music , Dance and Visual Arts.	Curriculum developed in Music, Drama, Dance and Visual Arts	Enrichment areas being taught in schools	EO Curr	-	22	22	5	-	49	GoA
	C7 Formalizing religious education in schools	Curriculum documents available	Religious education taught according to curriculum documents	EO Curr	-	11.4	0.5	0.6	0.6	13.1	GoA
<b>Secondary Curriculum</b>	C8 Upgrading the TVET Programme	TVET programme reviewed and relevant to changing needs	50% increase in the number of locally owned skills based businesses.	EO Curr	45	3	9	3	2	62	GoA DfID

## 5-year Education Development Plan

Programme	Programme Component	Output/Target	Performance Indicators	Initiator	Estimated Costs per Year EC \$ '000					Funding Source	
		of society									
<b>Initiatives in Special Needs Education</b>	C9 Improving provision for Special Educational and Individual Needs	Programme of alternative education in place	SEN Polices established and implemented.  .All students accessing aspects of the curriculum and learning life skills	EO MPSS	55	3	3	3	3	67	GoA DfID
<b>Curriculum Evaluation</b>	C10 Improving the transition from one level to another	A smooth transition from one level to another	Pupils acquire coping strategies for new learning environment.	EO, Sec Prin	See Table 8a					GoA	
	C11 Improving the quality of teaching and learning	75%-85% of all teachers rating good or better in teaching assessment.	Teachers rating at or above target	EO Curr	-	10	2	2	2	16	GoA
	C12 Improving assessment policies, procedures and practices	Improved assessment policies, procedure & practices documented	Assessment policies, procedures and practices known and adhered to.	EO Exams	-	4	-	-	-	4	GoA

## 5-year Education Development Plan

**TABLE 4**

### D. Human Resource Development

**Goal: To have a well-qualified cadre of education personnel operating the education system.**

Programme	Programme Component	Output/Target	Performance Indicators	Initiator	Estimated Costs per Year EC \$ '000						Funding Source
					1	2	3	4	5	Total	
<b>Administration and Management</b>	D1 Relevant Personnel trained in leadership and management	Education Managers and potential managers at DOE & school level complete training by year 2	Better management of DOE and schools.  Succession planning in place	CEO	80	80	-	-	-	160	GoA DfID
	D2 Training in the use and production of resources	Senior staff of DoE and schools complete training in use of all equipment  A variety of locally made resources available.	Equipment efficiently used by DoE and school staff	CEO Principals	5	6	6	7	8	32	GoA
<b>Improving the quality of Education Personnel.</b>	D3 Improving Customer Relations	A system for the improvement of the quality of service provided established.	30% increase in customer satisfaction.	CEO	-	2	2	3	4	11	GoA
	D4 Enhancing the Teacher training programme	Training programme reviewed and updated by year 3	90% of teachers successfully complete training	Cord A & CE	40	30	43	47	37	197	GoA

## 5-year Education Development Plan

Programme	Programme Component	Output/Target	Performance Indicators	Initiator	Estimated Costs per Year EC \$ '000						Funding Source
	D5 Increasing the number of teaching assistants	Training programme developed and utilized.  Categories of teaching assistants identified	A cadre of qualified teaching assistants available	CEO Coord A & CE	-	4	2	2	2	10	GoA
	D6 Improving therapeutic capacity at schools	A system of therapeutic intervention established and implemented.	Guidance Counsellors applying therapeutic skills	MPSS Principals							GoA
	D7 Increasing the number of Action Research Programmes focussed on teaching and learning	System of conducting action research programmes agreed and in place	On going relevant action research taking place	EOs EP	10	10	10	10	10	50	GoA

## 5-year Education Development Plan

Programme	Programme Component	Output/Target	Performance Indicators	Initiator	Estimated Costs per Year EC \$ '000						Funding Source
	D8 Long and short term training	Teachers and other educators <ul style="list-style-type: none"> <li>• trained to appropriate degree and diploma levels annually</li> <li>• acquire requisite skills during participation in short courses, workshops conferences overseas</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers apply knowledge and techniques acquired in the teaching-learning environment</li> <li>• Improved student participation and performance</li> </ul>	PS CEO	112	204	281	291	276	1164	GOA Extern. Agencies
	D9 Extending the Teacher Recognition programme	Teachers recognised annually for outstanding performance	Criteria for recognition established and utilized	CEO	7.3	6.8	7.3	7.8	8.3	37.5	GoA Community
<b>Initiatives in the Delivery of Adult and Continuing Education</b>	D10 Improving the continuing education programme	A& CE Programme reviewed and updated programme in place	Increased customer satisfaction by 30%	CEO Coor A& CE	30	30	35	35	35	165	GoA DfID

## 5-year Education Development Plan

**TABLE 5**

### E. Building Community Alliances

**Goal: To harness and strengthening relationships with partners in education to establish and maintain positive modalities of cooperation**

Programme	Programme Component	Output/Target	Performance Indicators	Initiator	Estimated Costs per Year EC \$ '000						Funding Source
					1	2	3	4	5	Total	
<b>Building Alliances with the community</b>	E1 Strengthening and maintaining school/parent/community participation.	Linkages strengthened on an on going basis	Greater involvement and contribution in the life of the school	Principals	-	-	-	-	-	-	GoA
	E2 Strengthening and maintaining relationships with the Media	Operational relationship established Public awareness programmes	A more informed populace about education programs and initiatives.	CEO	2	2	2	3	3	12	GoA
	E3 Strengthening and maintaining linkages with the private and business sectors	Structures set up and monitored on an ongoing basis for maintaining participation	More parents and guardians participate in PTAs and Open Days  More inquires made about children's education Positive and supportive learning environment observed	Principals	2	2	4	4	6	18	GoA

## 5-year Education Development Plan

Programme	Programme Component	Output/Target	Performance Indicators	Initiator	Estimated Costs per Year EC \$ '000						Funding Source
	E4 Heightening relationships with private schools	Operational structures established by Term 1 of Year 2	All new and existing private schools operate under nationally acceptable education norms.	CEO, Coord Pre Sch	-	-	-	-	-	-	GoA
	E5 Strengthening and maintaining relationships with national, regional and international agencies.	Improved networking system in place	Links maintained with all existing agencies and new ones formulated.		-	-	-	-	-	-	GoA

## 5-year Education Development Plan

**TABLE 6**

### F. Pastoral Care

**Goal: To engender a caring teaching and learning environment, which supports the development of the individual as a whole**

Programme	Programme Component	Output/Target	Performance Indicators	Initiator	Estimated Costs per Year EC \$ '000						Funding Source
					1	2	3	4	5	Total	
<b>Administration and management</b>	F1 Strengthening Multi-Professional Support Services	A revised system of student social and welfare support in place	Improved record keeping of pastoral system in place	EO MPSS	See Table 2						GoA
		Improved Guidance and Counselling at Primary									
<b>Supporting Structures</b>	F2 Reinforcing support care and guidance given to disadvantaged and vulnerable children	Mechanisms in place for advising and informing parents/guardian of available services by the end of year 2	Parents and guardians aware of all avenues of assistance available and accessing them.	EWOs Guidance Councilors.	-	3	3	4	4	14	GoA
	F3 Strengthening alliances with parents and the community	Regular PTA Meeting and Home visits.	Greater parent involvement.  Increased attendance at PTA meetings by 30%	Principals	-	-	-	-	-	-	GoA

## 5-year Education Development Plan

Programme	Programme Component	Output/Target	Performance Indicators	Initiator	Estimated Costs per Year EC \$ '000					Funding Source	
	F4 Enhancing Peer counselling	Peer Counselling programme in place	Students providing structured support to peers.	EO MPSS Guidance Counsellors	10	-	-	-	-	10	GoA DfID
	F5 Fostering and Promoting Health promoting schools	A comprehensive school health programme in place	A structured system of school health provision in place	EO MPSS, School Nurses	10	6	6	5	5	32	GoA DfID
	F6 Assisting parents to effectively participate in the education of their children and to cope with their responsibilities as parents.	A programme of support for parents in place.	Parents more aware of their responsibilities and held more accountable.	EO ECE Principals	5	1	1	-	-	7	GoA DFID
<b>Improving school discipline &amp; welfare</b>	F7 Improving the participation, performance and retention of students ( especially boys)	Strategies identified for forging alliances by end of Year 1	<ul style="list-style-type: none"> <li>• More dialogue observed between teachers and parents</li> <li>• More outreach progs observed</li> </ul>	CEO Principal	-	10	6	6	6	28	GOA DFID
	F8 Implementing behavior programme	Behaviour policy in place by year 2.	Policy being implemented	Principal	3	2	2	2	2	11	GOA

## 5-year Education Development Plan

Programme	Programme Component	Output/Target	Performance Indicators	Initiator	Estimated Costs per Year EC \$ '000						Funding Source
	F9 Enhancing pastoral care	By end of Year 1 Prog. strengthened Links formed with NGOs for the conduct of outreach progs for pupils & parents  System of adult mentoring in place.	Improved relationships between home and school observed  More desirable behaviours observed among pupils	CEO EO Prim	10	2	10	2	3	27	GOA DFID

## 5-year Education Development Plan

**TABLE 7**

### G. Financing Education

**Goal: To increase and manage more efficiently the resources available to meet the needs of the education system.**

Programme	Programme Component	Output/Target	Performance Indicators	Initiator	Estimated Costs per Year EC \$ '000						Funding Source
					1	2	3	4	5	Total	
<b>Capacity Building</b>	G1 Strengthening the financial management capacity of all sub-sectors	All relevant staff trained in budget management	Efficient use and management of delegated funds	CEO	0.5	0.5	0.5	0.5	0.5	2.5	GoA
<b>Securing and Management of funding and resources</b>	G2 Improving the securing, delegating and managing of allocations in the Education budget	Funds available and properly managed.	Increased funds available and properly allocated	PS	-	-	-	-	-	-	GoA
	G3 Identifying alternative funding post DFID	Available alternate funds identified	Increased funding available for education	PS, EP	-	-	-	-	-	-	GoA
	G4 Reviewing and implementing the policy for use of education facilities by other agencies and individuals.	Updated policy in place	Policy known and adhered to.	PS	-	-	-	-	-	-	GoA

5-year Education Development Plan  
**RESOURCING THE PLAN**

**Tables 8** gives the estimated cost of the plan as outlined in the respective programme outlines.

Policy	Programme	Estimated Cost Per Year EC \$ '000					Total	Funding Source
		1	2	3	4	5		
A. Access to Education	1 Physical Accessibility	2000	3685	3785	3830	3850	17150	GoA , DfID
	2 Socio-Economic Access	See Table 6						GoA
	3 Social Inclusion	51.5	149.5	70.5	71.5	72.5	415.5	GoA NGOs
	<b>Sub Total</b>	<b>2051.5</b>	<b>3834.5</b>	<b>3855.5</b>	<b>3901.5</b>	<b>3922.5</b>	<b>17565.5</b>	
B. Administrat. & Management	1 Refocusing Administration & Management	1	5	5	-	-	11	GoA OERU
	2. Strengthening Corporate Leadership	18.5	171	219.5	169	99	677	GoA DfID EU, OERU
	<b>Sub Total</b>	<b>19.5</b>	<b>176</b>	<b>224.5</b>	<b>169</b>	<b>99</b>	<b>688</b>	
C. Curriculum Development	1 Review & renewal	41.5	155.5	243.6	260.6	214.7	915.9	GoA, EU
	2 Developing New Curriculum	-	33.4	22.5	5.6	.6	62.1	GoA
	3 Enhancing Secondary Curriculum	45	10	10	10	10	85	GoA DfID
	4 Special Needs Educ. Curriculum Initiatives	55	3	3	3	3	67	GoA DfID
	5 Curriculum Evaluation	-	14	2	2	2	20	GoA
	<b>Sub Total</b>	<b>141.5</b>	<b>215.9</b>	<b>281.1</b>	<b>281.2</b>	<b>230.3</b>	<b>1150</b>	
D. Human Resource Dev Education & Training	1 Strengthening Administration and Management	85	86	6	7	8	192	GoA DfID
	2 Quality of Education Personnel	209.3	296.8	345.3	360.8	337.3	1549.5	GOA & Agencies
	3 A & C E Initiatives	30	30	35	35	35	165	GOA DfID
	<b>Subtotal</b>	<b>324.3</b>	<b>412.8</b>	<b>386.3</b>	<b>402.8</b>	<b>380.3</b>	<b>1906.5</b>	
E. Community Alliances	1 Building Community Alliances	4	4	6	7	9	30	GoA
	<b>Sub Total</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>7</b>	<b>9</b>	<b>30</b>	
F. Pastoral Care	1 Strengthening Administration & Management	See Table 2						GoA
	2.Supporting Structures	25	10	10	9	9	63	GoA DfID
	3. School Discipline & Welfare	13	14	18	10	11	66	GoA DfID
	<b>Sub Total</b>	<b>38</b>	<b>24</b>	<b>28</b>	<b>19</b>	<b>20</b>	<b>129</b>	
G. Financing Education	1. Capacity Building	0.5	0.5	0.5	0.5	0.5	2.5	GoA
	2.Securing and Managing Funds	-	-	-	-	-	-	GoA
	<b>Sub Total</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>	<b>2.5</b>	
<b>Grand Total</b>		<b>2745.8</b>	<b>4667.7</b>	<b>4781.9</b>	<b>4781</b>	<b>4661.6</b>	<b>21471.5</b>	

## 5-year Education Development Plan

6. An examination of the figures given in Table 8 will show that the data represent a summation of the estimated cost (EC \$21, 471,500.00) for tables A to G. Emoluments and other recurrent costs and ongoing operational activities normally found in the annual budget are not included.
7. The overall estimated cost was computed using historical data and inputs from technical staff. When an activity breakdown of the programme is done at the implementation level process during budget preparation a truer cost will emerge.
8. The Government of Anguilla recognizes that the successful implementation of the plan hinges on strategic resourcing of its programmes.
9. It also recognizes that external agencies will have to be approached for some of the new programmes.
10. The in-kind and monetary contribution to education development is acknowledged. Government continues to encourage these efforts and is looking forward to joint enterprises in the areas of work experience, environmental enhancement, literacy/skills training, teacher recognition, continuing education and drug and violence prevention programmes.

### **MONITORING THE OPERATION OF THE PLAN**

11. The successful implementation of the Five-Year Plan depends on the continuing development of the Anguillian economy, and Government's and technical officers' will to ensure that all avenues are open to facilitate the implementation of targeted programmes.
12. The operation of the plan depends to a great extent on a target-oriented approach to implementation and the level of accountability of the respective officers who have the responsibility to initiate them. This is vital at this point when the turn over rate at Managerial level is high for this period. It is for this reason that such emphasis has been placed on the strengthening of Corporate Leadership.
13. A monitoring mechanism has been in place since the previous EDP, which includes an Activity Breakdown Mechanism which is a checklist of every task to be performed to achieve stated outcomes. It also serves as an annual work programme for budget preparation in keeping with the use of Programme Budgeting. This hence will be the foundation for scheduled resource allocation, resource loading and utilization.
14. With the establishment of a communication and feedback mechanism for reviewing achievement of programme targets set, and the identification of necessary follow-up action to be taken, the path is again set for a rolling wave approach to the Five-year Education Development Plan that will be dynamic and responsive to changes.

