

Government of Grenada

STRATEGIC PLAN

for

EDUCATIONAL ENHANCEMENT AND DEVELOPMENT

2006 - 2015

◀ SPEED II ▶

Volume 1: The Strategic Framework

**Ministry of Education
March 2006**

Volume 1: The Strategic Framework

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Abbreviations

CAPE	Caribbean Advanced Proficiency Examination
CBO	Community Based Organization
CDU	Curriculum Development Unit
CEE	Common Entrance Examination
CETT	Caribbean Center of Excellence for Teacher Training
CKLN	Caribbean Knowledge and Learning Network
CRC	Coalition on the Rights of the Child
CSME	Caricom Single Market and Economy
CXC	Caribbean Examinations Council
DHR	Department of Human Resources
DST	District Supervision Team
EAB	Education Advisory Board
ECED	Early Childhood Education and Development
EFA	Education for All
EFC	Education Financing Committee
EFF	Education Financing Fund
EMIS	Education Management Information System
EPU	Education Planning Unit
ESD	Education Sector Diagnosis
ESD	Education for Sustainable Development
ESDC	Education Sector Development Committee
ETX	Education Testing & Examination Unit
GCIC	Grenada Chamber of Industry and Commerce
GFNC	Grenada Food and Nutrition Council
GoG	Government of Grenada
GUT	Grenada Union of Teachers
HFLE	Health and Family Life Education
HRD	Human Resource Development
ICT	Information Communication Technology
LMIS	Labour Market Information System
MCT	Minimum Competency Tests
MoE	Ministry of Education
MoF	Ministry of Finance
MoH	Ministry of Health
MoW	Ministry of Communication, Works and Public Utilities
MPU	Materials Production Unit
MTESP	Medium Term Economic Strategy Paper
NAB	National Accreditation Board
NTA	National Training Agency
OECS	Organization of Eastern Caribbean States
P3E	Private Public Partnership in Education
PAHO	Ran American Health Organization
PAR	Poverty Assessment Report
PMU	Project Management Unit
PPP	Pillars for Partnership and Progress
PSC	Public Service Commission
ROC	Republic of China
SGU	St. George's University
SIP	School Improvement Plan

SMB	School Management Board
SMT	Senior Management Team
SPEED	Strategic Plan for Educational Enhancement and Development
TAMCC	T. A. Marryshow Community College
TUC	Trade Union Council
TVET	Technical Vocation Education and Training
UNESCO	United Nations Education Scientific and Cultural Organization
USE	Universal Secondary Education
UWI	University of the West Indies

FOREWARD

The publication of the Strategic Plan for Educational Enhancement and Development (SPEED II) 2006 to 2015 is another significant landmark in educational development in Grenada.

Conceived in 1996, SPEED was developed during 2001 following broad public stakeholder consultation, as well as in-depth analysis of the structure and operations of the education system. In 2005, in the aftermath of Hurricane Ivan which devastated most of the educational infrastructure, it was clear that the strategic framework for the development of education had to be reviewed. In that regard, a review of SPEED was done with the meaningful participation of all major stakeholders. I extend sincere appreciation to our various partners for their comprehensive consultation during the review process. Also, I wish to take this opportunity to thank my fellow ministers, senior officers and technical staff for the leadership and committed efforts made during this period and to extend my gratitude to everyone who in various ways contributed to SPEED II (2006-2015).

SPEED II adopts a forward-looking planned approach to sector improvement. Yet, while it is proactive in nature, it is built upon existing national policies of poverty alleviation, financial management, sector reform as well as upon public consent. Although SPEED II is an important milestone, it represents a critical stage in a continuing process. It is expected that there will be regular reviews and updates of SPEED II as targets are achieved and new goals emerge. SPEED II should therefore be regarded as a flexible guide to education sector development and a frame of reference for future enhancement, but not as an educational blueprint. Although SPEED II contains our national aspirations for education, of equal importance is the management structure and detailed action plan that will implement policy.

In conclusion, I recommend this strategic plan to all stakeholders in the education sector: to those in government offices, in schools, in homes and in communities and to our partners in religious organizations, in the private sector and in the external support agencies.

Hon. Claris Charles
Minister for Education and Labour
March 2006

1. Introduction

The Revised Strategic Plan for Educational Enhancement and Development 2006 - 2015 (SPEED II) identifies, describes and explains the key areas of focus for the education sector of the Government of Grenada over the medium term to 2015. Strategic objectives, targets and priorities are proposed for each area of focus. Likewise there are outline proposals for SPEED II implementation.

SPEED aims to group the various segments of Grenadian society and all partners in education, within the country and overseas, around a vision of what the education system will be like by the middle of the first decade of the new millennium. All will have to work together to realize what might seem an ambitious programme.

Volume 1 of SPEED II is structured around five chapters.

Chapter 1, which serves as an introduction, places SPEED II within the national vision for education.

Chapter 2 identifies the key areas of focus in relation to the Government's development priorities, the economic context and an outline situation analysis of the education sector. This is preceded by a discussion of Grenada's education philosophy and an outline of the goals of the sectors of the education system. In addition, eight strategic foci and imperatives underpinning strategic and operational frameworks and the standards for their adoption are presented.

Together these ensure a philosophical, economic, social and structural basis for SPEED II. Six key areas of focus are identified as follows:

- a) Access to and participation in Education
- b) The Quality of Education
- c) Education and the World of Work, Life and Citizenship
- d) Partnership and Co-operation
- e) Management and Administration
- f) Financing Education

Chapter 3 reviews the key areas of focus in terms of broad objectives and the principal expected outcomes of the strategic plan.

Chapter 4, the core of SPEED II, proposes, for each of these broad objectives, a set of core strategies, strategic objectives, targets and priorities that will be deployed to successfully fulfill the strategic plan.

Chapter 5 outlines an implementation framework, including a SPEED II management structure, and a set of broad indicators against which sector performance can be reviewed.

Volumes 2 and 3 provide a detailed action plan for the SPEED II and background papers respectively.

It is worth recording that this plan is the result of a wide consultation process. Meetings were held with parents and other community members in the various parishes to discuss, in an atmosphere characterized by openness and

Box 1

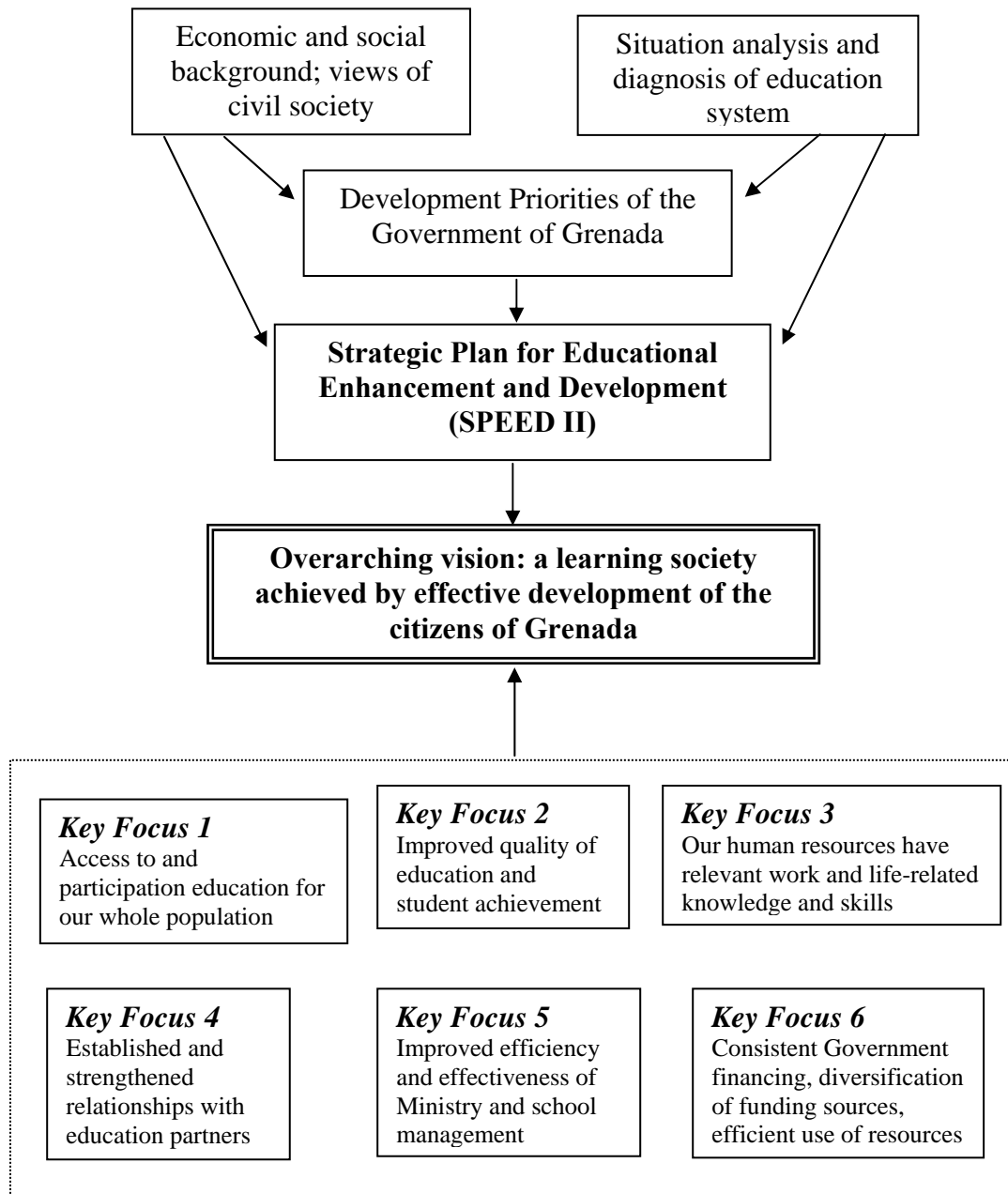
SPEED II is the result of a wide consultation process. It reflects, as far as possible, the vision of the Grenadian people.

transparency, the main issues confronting the education system. The participants made enlightening suggestions and to a large extent agreement was reached on the key focus areas of SPEED II. Separate discussion sessions were organized at different moments with other

partners, coming from the business community, the Grenada Union of Teachers, student representatives, representatives of line ministries, the National Parent/Teacher's Association, Ministry of Education employees and the churches. It can rightfully be said that this plan reflects, as far as possible, the vision of the Grenadian people. In addition, SPEED II builds upon SPEED (2002 – 2010) which was informed by a comprehensive *Education Sector Diagnosis* (ESD), a full-scale study conducted and published by the Ministry of Education in September 2000.

The Ministry of Education's vision is that there should be universal access to lifelong learning through well-managed and efficient systems that enable children and adults to maximize their personal development and equip them, as ideal Grenadian citizens, for productive engagement in social, national and international development. Fig 1(overleaf) encapsulates this vision within the SPEED II framework. Chapter 2, which follows, outlines the philosophy, thinking and national imperatives that underpin the vision.

Fig 1 Vision and Strategy



2. Education policy

2.1 The philosophy and goals of education

Education in Grenada is guided by considerations for the individual and for society and is set within personal, national, regional and international contexts.

The goal of education is the development of the whole person leading to the production of good citizens through harnessing the physical, mental, spiritual and social power of humankind within a nation that is ‘ever conscious of God’.

The basic premise on which education policy is based is that *every individual has the right to access to education for lifelong learning*. Although the knowledge, skills, attitudes and values to be gained through a well-rounded education are themselves reason enough for the pursuit of learning, this philosophy celebrates education as *a process necessary to affirm the ideal of human dignity*. However, education should also promote respect for human rights and, as such, should be a major contributor to developing the *Ideal Caribbean Person* (Box 2).

Box 2

The Ideal Caribbean Person:

- *Is imbued with a respect for human life since it is the foundation on which all other desires must rest.*
- *Is emotionally secure with a high level of self-confidence and self-esteem.*
- *Sees ethnic, religious and other diversity as a source of potential strength and richness and is aware of the importance of living in harmony with the environment*
- *Has a strong appreciation of family and kinship values, community cohesion, and moral issues including responsibility for and accountability to self and community*
- *Has an informed respect for our cultural heritage*
- *Demonstrates multiple literacies, independent and critical thinking, questions the beliefs and practices of past and present and brings this to bear on the innovative application of science and technology to problem solving*
- *Demonstrates a positive work ethic*
- *Values and displays the creative imagination in its various manifestations and nurtures its development in the economic and entrepreneurial spheres in other areas of life*
- *Has developed the capacity to create and take advantage of opportunities to control, improve, maintain and promote physical, mental, social and spiritual well being and to contribute to the health and welfare of the community and country*
- *Nourishes in self and in others, the fullest development of each person’s potential without gender stereotyping and embraces differences and similarities between females and males as a source of mutual strength*

[CARICOM Heads of Government, 1998]

By extending the above principles to the particular circumstances of Grenada, the education system should therefore play a central part in forming the ideal Grenadian citizen.

Education is the key to progress. It follows that education is a principal contributor to the development of human resources for national economic and social improvement. Education must be an avenue for the empowerment of those on the periphery of the social and economic theatres of operation. It should be structured to enable the full participation of and provide benefit to all citizens, especially those who find themselves in debilitating circumstances or with disabilities. All persons should be equipped with the requisite perspectives, knowledge, skills and attitudes for productive engagement in national economic development. In other words, equity, quality, relevance and efficiency are important principles that the education system must address.

A Vision for Grenada's Children. In addition to personal and economic well being, the process of education should foster a culture of peace and learning so that people can live together and demonstrate tolerance and respect for diversity and difference. Central to the philosophy of education is its role within Grenadian society in promoting awareness of God and in reinforcing spiritual values in the nation. Box 3 contains a *vision for the children of Grenada* that is already shared by teachers, principals, MoE officials and members of the business community.

Box 3

Vision for the Children of Grenada

- *ALL CHILDREN will start school each day ready to learn in an environment that is conducive to learning.*
- *THEY WILL graduate from school having achieved their personal best; prepared to take responsibility for lifelong learning.*
- *THEY WILL be critical thinking, self-reliant, God-fearing, responsible and caring citizens, proud of their country and its cultural heritage.*
- *THEY WILL have the knowledge, skills, attitudes and values they need for employability, self-employment and leadership.*

[Partnership for Collaboration in Educational Development, 1997]

Achieving this vision is a collective responsibility. By developing programmes and ensuring that they are effectively implemented, education business is indeed everybody's business. Thus, as a practical philosophy, there is an expectation that everyone in the education system, including children, will be actively engaged in pursuing and achieving the above personal and national aspirations.

A Renewed role for Parents. A central aspect of the focus of education is the critical role assumed by parents as a major partner in the definition of what is education and providing support for its expression. Traditionally, parents have always been singular in their understanding about the value of education for developing the children's fullest potential and ensuring that they become productive members of the society. In addition, the role of education to lift the circumstances of the disenfranchised from the ghettos of poverty and economic stagnation to a life of social and economic well-being, has been the driving force behind the significant investments made by parents over the decades. This means that the role of parents in the life and functioning of the schools continues to be a central feature of the ethos of the delivery of quality education. However, this plan articulates a rethinking of the role of parents from being mainly to support fund raising school activities to becoming meaningful contributors to the process of education. In that regard, as expressed by the Minister of Education, in the new education economy, parents must be perceived and integrated as:

- partners to be engaged instead of customers to be satisfied;
- collaborators with staff instead of servants to the school;
- facilitators of change instead of obstacles to transformation;
- decision-makers instead of and audience for staff decisions;
- resource developers instead of fund raisers;
- team makers instead of clerks and carpenters;
- co-teachers instead of parents of students;
- co-learners instead of critics to be persuaded.

This vision evinces a reenergized mobilization of parents as active, included and supportive partners of the school and education system. It moves them from the periphery of the process to the center of school development and success.

A Commitment to the Sub-regional Education Strategy. The philosophy of education in Grenada is also informed by the sub-regional OECS Education Reform Strategy (ERS), the Pillars for Partnership and Progress (PPP) which sees education as a variety of experiences that promote the development of the OECS national beyond personal, community and national parameters to sub-regional, regional and global improvement and well-being. Education, therefore, is:

1. The glue for regional identity, integration and cohesion;
2. The key to building capacity for sustainable development;
3. The foundation of a democratic and empowered citizenry;
4. The passport to multi-cultural assurance, global competitiveness and international citizenship.

Education promotes the inclusion of the individual as a valued and productive member of the regional and global society by providing the knowledge and developing the skills and attitudes needed for meaningful participation in a world that is increasingly and inexorably globalized. The relevance and scope of the education provided must facilitate the meaningful participation of Grenadians in the Caribbean Single Market and Economy (CSME) which comes on stream fully in January 2006. Critical to the various modalities of education programmes should be a deliberate endeavor to ensure that the realities of the CSME and the wider global arrangements being negotiated with the inevitability of their formalization, will inform the content and processes of providing education to all. The impact of education must not only facilitate the integration of the individual in the world beyond his or her island shores, but the process of education must also be informed by the best practices in other places.

A Vibrant Focus on Learning. The United National Educational, Scientific and Cultural Organization (UNESCO) has also articulated in 'Learning: The Treasure Within', a vision of the purpose of education that privileges the centrality learning as the basic element and purpose of education. This focuses on the active process in the education system and the end result of the various education and training experiences – learning. Learning is not just something that is happening; it is something that is done. These four pillars point to the continuum of education, from mere accumulation and comprehension of facts and ideas to the application of the implications and principles of what we know, to participating as a valuable member of our society where we live together in productive harmony. These pillars are:

1. Learning to know
2. Learning to do
3. Learning to be
4. Learning to live together.

These learning goals are achieved through the processes by which education is constructed, negotiated and produced. They are measured and validated through more than test scores – the formative experiences of students, parents and teachers provide evidence for the attainment of those learning goals at the upper end of the continuum.

Education, therefore, is to be a lifelong experience and responsibility of all citizens towards the expression of the ideal Grenadian person; a valued and productive member of the national and global society who has learned to live together with others cognizant of his or her human dignity rooted in divine imbuelement.

2.2 An outline of the main goals of the formal education system¹

For the formal education, SPEED 11 is developed to promote the attainment of the goals of education for the various sub-sectors. These goals are outlined below:

Goals of Early Childhood Education and Development (ECED)

The students of the ECED programmes, delivered in both public and private institutions, are to develop:

- A sense of moral and social responsibility;
- A sense of fairness and respect for self and others;
- Self-confidence and security;
- Creativity and imagination;
- Physical and motor skills;
- Critical thinking, problem-solving skills;
- Awareness, appreciation and care of the environment;
- Ability to interact with peers and adults;
- Literacy and numeracy skills.

Goals of Primary Education

The goals of primary education are as follows:

- To develop proficiency in literacy, numeracy and communication skills;
- To develop the individuals self-confidence and ability to solve problems;
- To foster the development of a positive self-image and self-worth;
- To nurture moral and spiritual development and responsible action;
- To develop independent critical thinking and creativity;
- To develop good interpersonal skills and in interaction with family, community and others;
- To develop a culture and practice of conflict resolution;
- To develop the ability to source information through use of library and electronic devices;
- To nurture respect for the rights and dignity of others;
- To develop perspectives, knowledge, skills and attitude needed to function as citizens of Grenada, the Caribbean and wider world community;
- To develop a sense of appreciation, care and protection for the environment;

¹ See Draft Curriculum Policy of the Ministry of Education, 2004

- To develop health and physical fitness;
- To foster a sense of Caribbean cultural identity;
- To nurture sensitivity to cultural diversity;
- To develop a basic functional capacity in one foreign language;

Goals of Secondary Education

The goals of secondary are premised on the attainment of those of primary education and, in many respects, seek to build on the foundation of the student's experience at the primary level. It provides a foundation for access to and successful completion of tertiary education. Completion of secondary education is seen as the minimum standard for basic preparation for the world of work. At the end of secondary education, students should be able to:

- Demonstrate advanced literacy skills as they relate to both oral and written expression and comprehension;
- Demonstrate communicative competence in Standard English;
- Utilize advanced numeracy knowledge and skills;
- Think logically and make informed judgments;
- Demonstrate functional capacity and knowledge in at least one foreign language;
- Possess an appreciation for literatures in English in the various forms – poetry, drama, short story and novel;
- Demonstrate the basic competence in the elements of scientific discovery;
- Have respect for law and authority;
- Demonstrate respect for others and the environment, able to interact with others and promote cultural diversity;
- Demonstrate the capacity for critical self-evaluation;
- Exhibit a strengthened sense of spiritual development and moral responsibility;
- Exhibit citizenship responsibility;
- Demonstrate understanding and appreciation of national cultural and historical heritage;
- Demonstrate appreciation of cultural diversity and a sense of being a Caribbean and global citizen

These goals will be pursued through the context, content, processes, interactions and assessments of the education system.

2.3 A brief overview of the current education system²

Legality and provision: The 2004 Education Act provides the legal basis for the development of education in Grenada. In practice, the formal education system is organized into four cycles: pre-school, primary, secondary and tertiary. Public and private institutions exist at all levels and churches play a prominent part in the delivery of education.

Schooling: As the September 2000 *Education Sector Diagnosis* (ESD) noted on p 171, "Grenada's education system shows a somewhat ambivalent picture". There is high pre-school enrolment (over 80%) while primary schooling is universal, compulsory and normally lasts for 7 years. Secondary schooling lasts for 5 years but transfer to this level is not automatic. Based on the Common Entrance Examination results, about 80% of primary leavers go on to secondary school and about one-third of these leave before Form 5. Students sit the Caribbean Examinations Council (CXC) Secondary Education Examination (CSEC).

Box 4

... the main challenge to the system resides in the need to offer much greater access to secondary education
ESD, p 171

Tertiary education is available at three main institutions, providing advanced level courses mainly in the Caribbean Advanced Proficiency Examinations (CAPE) and Advanced GCE subjects, associate degree programmes in arts and sciences, teacher training, technical and vocational education and training (TVET), some first year courses for the UWI and enrichment courses in general education. A baccalaureate programme has been introduced and the T A Marryshow Community College (TAMCC) - the main tertiary education institution – also delivers some of the programmes of the St. George's University (SGU). There are three schools for children with special educational needs and three institutions that specialize in TVET. As part of the development of the schools, attempts are being made for greater devolution and decentralization resulting in increased institutional autonomy in terms of decision-making.

Policy formulation and overall management of the school system is a responsibility of the Ministry of Education. The management structure is typically centralized with little autonomy to schools in decision making with regard to resources and personnel. A large number of schools are denominational and as such are jointly managed by the Ministry of Education and the denomination to which it belongs. There is a vibrant Teachers' Union that addresses professional concerns in addition to its union duties. A National

² For a slightly more detailed account of the education system, refer to Volume 3 of SPEED. A more comprehensive analysis of the sector is contained in the 174-page Education Sector Diagnosis, MoE, September 2000.

Parent Teacher's Association has been formed but needs strengthening at the parish levels.

Issues and challenges: There have been many positive achievements within the education system. These include the following:

- Significant investment in the development and expansion of the physical infrastructure;
- Review and modernization of some aspects of the curriculum;
- The introduction of competency testing at critical levels at the primary and secondary cycles;
- 90% of the primary teachers have received initial training to be qualified to teach at that level;
- There has been significant increases in the number of scholarship opportunities at the tertiary institutions;
- Significant access to early childhood education led by the public sector;
- Extensive supervision and support system for schools in terms of the number of persons working as Education Officers, early Childhood supervisors, guidance counselors, truancy officers etc;
- School feeding programmes for primary schools;
- Relatively significant public funding for education with the investment in education at 7.3% of the countries Gross Domestic Product (GDP) above the 6% minimum recommended by UNESCO for developing countries;
- General support by parents for education.

There are also some significant shortcomings including:

- insufficient provision at the secondary level and the need for improvement to existing school facilities
- insufficient support in terms of textbooks, transportation and schools feeding for some students (especially at secondary);
- poor results in competency tests and other examinations especially in Language Arts the Mathematics, indicating that education delivery services, including school and teacher performance, are in need of improvement
- significant proportion of qualified staff in secondary schools;
- Non-attainment of Universal Secondary Education (USE)
- Inadequate access to tertiary education

- too many pupils who are failing in the system and/or being failed by the system, particularly boys, special needs students and young adults
- insufficient links to national training needs and the world of work and the critical focus on Technical and Vocational Education and Training
- weak management performance at both central Ministry and school levels, particularly in data management and decentralized school improvement planning
- ineffective and, in the context of needs, limited finance allocation

Partnership and co-operation: In 2000 the ESD noted that there was a serious gap between the education being provided by most of the sector and the kind needed for the 21st century. The report concluded that new partnerships should be forged if this and other needs were to be met (Box 5).

Box 5

The main conclusion of the ESD report

The Ministry of Education should:

"(i) Work in close partnership with ... the local private sector, non-governmental organizations and community based organizations, as well as ... regional and international agencies.

(ii) Devise new strategies for the development of co-operation in education, with emphasis on the broader objective of learning, in place of a narrow concentration on schooling."

[ESD, p

172]

The strategic framework of SPEED II is designed to take account of the issues and challenges already identified through internal review and analysis while building on the positive aspects of the current system. However, as the next section will demonstrate, national policies and aspirations also underpin the education strategy.

2.4 Education policy in relation to Government's development priorities

Education has a key role to play in Grenada's economic and social development. Education is central to social mobility and its quality is extremely important to the country's ability to perform well in the future. It is therefore necessary that the education system ensures that:

- certain minimum levels of achievement are attained by all,
- students are well prepared for the world of work in areas where there are opportunities present in the country,
- there is provision for continuing education, and, above all,
- there is promotion and reinforcement of those values that lead to personal and societal advancement, especially learning to live together.

This section puts into perspective how the education strategy fits into the wider development policies of the Government of Grenada. It identifies, by making reference to the government's overall economic and social plan, the key areas for education policy.

The Government of Grenada recognizes the value of developing human resources as a key contribution to economic development. The *Medium Term Economic Strategy Paper 2000-2002* (MTESP, May 2000) notes that 'the development of our human resources constitutes *the single most important element* of Grenada's national development' (p 27, our emphasis) and this priority is repeated in several other government declarations.

The GoG, within its overall concern to enhance the quality of life of all its citizens, has three overarching policy-objectives:

- i) to address poverty reduction and poverty alleviation;
- ii) to re-position its economy as a more diversified, competitive and knowledge-based economy;
- iii) to accelerate public-sector reform.

That education is necessary to realizing the first of these objectives was demonstrated in the recent national *Poverty Assessment Report*, (PAR), National Assessment Team of Grenada (October 1999). See Box 6. The main way to lift the poor out of their poverty is by building up their educational assets. Their present poverty is in part a reflection of their lack of education.

Box 6

At the base of poverty reduction in Grenada at the present time, must be a radical human resource strategy that embraces the entire nation and excites it to acquire knowledge and skills.

[PAR, Vol 1, p xvi]

Educational development goes hand in hand with poverty alleviation, on condition, however, that educational policies are inclusive of the needs and the characteristics of the most deprived in Grenadian society (Box 7).

Box 7

The notion needs to be popularised of Spice Island success on the basis of "All Grenada in School".
[PAR, Vol 1, p xvi]

Education has a core role to play in any endeavor to turn the Grenadian economy and the society at large into one that is diversified and knowledge-based. The global environment is increasingly characterized by competition between countries on a basis that has less to do with their material and natural resources than on the strength and flexibility of their human resources. Thus, from an economic and social point of view, the education system's objective lies precisely in developing a human resource base that makes Grenada productive and competitive. The various levels of the system together contribute to that objective:

- *early childhood and primary education* provide pupils with literacy and core social skills,
- *secondary education* focuses on preparedness for productive employment and social responsibility,
- *technical and vocational and higher education* teaches specific skills, of immediate use in the job market.

The present education system has several assets, but it will need to build further upon these assets to play the constructive role in the overall development of the nation that is expected and demanded of it. The most important areas of focus that will need to be addressed are summarized in the next six sections.

2.4.1 Access to and participation in secondary education remains low, notwithstanding the recent increase in the transition rates from primary to secondary school. Although Grenada has a strongly developed and publicly

Box 8

The low level of education achievement [i.e. through access] is likely to prove a formidable barrier to transforming productive activity into more knowledge and skill intensive types of activity.
MTESP, p 27

supported early childhood education sub-sector and achieved Universal Primary Education many years ago, access to secondary education is limited to about 80% of the cohort. As a result, about half of all young adults do not possess any educational certificate. This poses a threat to the development of knowledge-based service industries. See Box 8. But this is not simply an economic problem. It is also a social issue of great concern: the country cannot afford to neglect such a large number of young people, mainly boys, whose chances to find a job and to look forward to a better future are

extremely limited. It is clear therefore that ***increasing the overall educational attainment of our population, through expanded access to education, is a first focus area for the education policy of our country. This implies expanding access to secondary education, with the short term aim of making it universal.***

2.4.2 The quality of teaching and learning leaves much to be desired at both primary and secondary level, as the results of Minimum Competency Tests, undertaken since 1999, have convincingly shown. Although there are achievements of which we can be proud (all children are in school until age 14 with many of them having had the chance to benefit from early childhood education), we cannot be complacent, as the poor competency levels have shown. This is of serious concern for several reasons, two of which are especially important:

- i) Many children are entering the job market not only without certificates, but without basic knowledge and skills. In other words, they are at risk of being functionally illiterate. This will be a tremendous constraint in their struggle to find employment or to become self-employed in the informal or formal sectors. Student learning needs to be radically improved; otherwise, the education system is at risk of creating unemployable youngsters. This is particularly worrying in the light of the actual employment situation. The unemployment rate in our country, although it has decreased significantly in the previous decade, stood in 1999 at an uncomfortably high 14%. In the wake of Hurricane Ivan in September 2004 and Hurricane Emily in 2005, the unemployment rate had risen to 18.8 %. Employment opportunities in the public sector will decrease in future because of the Government's intentions to put a freeze on hiring in the public sector and to privatize state-owned entities.
- ii) In forthcoming years a growing number of primary school children will

Box 9

There is a serious risk that the universalisation of secondary education will have little impact on the overall development of our human resources, if no serious effort is made to improve the quality of teaching and learning.

enter secondary school. If matters continue as at present, many will be below the minimum standard expected of a secondary student. In 2005, the percentage of students failing to meet the minimum acceptable performance standard in the Grade 4 Minimum Competence Test (MCT) was 30% in both Mathematics and English. In the CEE examinations the acceptable performance standard was at 40%. As a result, secondary teachers have to handle very diverse groups of students, demanding robust pedagogical skills. Many of the present secondary school teachers, about 65%, have never had an opportunity to participate in consistent pedagogical training. There is a serious risk that the universalisation of secondary education

will have little impact on the overall development of young people if no serious effort is made to improve the quality of teaching and learning a critical aspect of which has to be addressing general under-performance of teachers. However, strategies will have to be comprehensive including improvement in the quality of the physical infrastructure, school management, teacher training, support and supervision of pedagogical application and an effective diagnostic and performance measurement system.

The MTESP (p 27) confirms that “the issues of access and the quality of the education experience must be given the highest attention”. Thus the economic argument makes it abundantly clear that *the progress of the Grenadian economy and society is conditional upon a radical improvement of the quality of education and the achievement of pupils.*

2.4.3 Relevance of education to the world of work, life and citizenship must reflect changes that are taking place in the economy and the society. The structure of the economy is changing, with the rapid growth of the services sector (accounting for 61% of GDP in 1998 compared with 53% in 1990) and a relative decline of the agricultural sector.

The content of education should be flexible and be able to adapt to the needs of the society. Grenada’s recent economic development has highlighted where economic growth is occurring at present and what is expected to be the future pattern. These changes in the structure of the economy have two fundamental implications for educational policy:

- i) Formal education should become more diversified, especially at post-primary level. The MTESP proposes that there should be emphasis on national training needs (Box 10). In addition, science-related, technical and vocational subjects will continue to be promoted within secondary schools. Specific attention will be given to information technology and computer studies. The MTESP advises that these programmes should reach the out-of-school population through community centres.
- ii) The education system will need to focus more on the development of skills and attitudes. The MTESP argues, p 34, that:

Box 10

Increased opportunities for skills training will be provided, based on clearly defined national training needs. The aim is to create a cadre of skilled and semi-skilled professionals able to contribute to national development.

MTESP, p 28

"The new liberalized global economic order demands enhanced competitiveness in exports, investment promotion and marketing. ... It is imperative that the private sector seizes the emerging opportunities of the new global environment. Unfortunately, Grenada’s private sector

... is not ready to take advantage of these emerging opportunities in the global marketplace. It must adopt modern management practices, be more knowledgeable, more enterprising, more technology-driven, more flexible,”

The education system has a role to play in developing knowledge, enterprise, dynamism and entrepreneurship.

The third area of focus of education policy, therefore, is ***the development of relevant knowledge and skills to strengthen human resources and contribute to development as a nation.*** Further, there is to be a definitive focus on the wide range of skills and attitudes for each individual to demonstrate their engagement as members of the human family in society. In that regard, the focus must also be on the relevance of education for living as highlighted by the UNESCO goals of “Learning to be” and “Learning to live together”. ***Education must foster the development of character and a culture of harmonious relations among the diverse peoples of every society.***

Concentration on the three above-mentioned delivery systems, better access, higher quality and greater relevance, creates a knock-on demand for reforms in three areas that relate to strategic policy-making: partnership and co-operation with stakeholders, the management and administration of the system and its financing. These are developed in sections 2.3.4, 2.3.5 and 2.3.6 below.

2.3.4 Education is a partnership between a large number of stakeholders: education officials, school principals, teachers, students, parents on one hand

Box 11

*It is GoG intention to be an inclusive government, ready and willing to work with all citizens ...
MTESP, p 33*

and civil society, the churches, the business community and overseas partners on the other. It is the conviction of the Ministry of Education that these partners should be involved in the formulation and implementation of educational policies. This complies within the government's global concern for good governance through participatory government (Box 11). The re-

establishment of parish and village councils will be one strategy to ensure broad participation in public policies. Both SPEED and SPEED II themselves have been produced following a wide consultation process, with Ministry officers going to all the parishes, meeting with teachers, students and parents as well as consulting overseas partners. It is the Ministry's belief that building up partnerships through consultation in the policy-making process will enhance participation, while allowing all members of society to make their voice better heard. The strategic plan therefore aims ***to enhance clear principles and structures of co-operation in order to establish and/or strengthen relationships with partners and stakeholders and to gain commitment from society at large.***

2.4.5 Effective management and administration of education is central to improved sector performance. The recent audit of the structure and

management of the MoE³ identified the need for a series of reforms, aimed at improving the effectiveness and efficiency of management in the Ministry and in schools. The recommendations include a number of structural changes, in particular to strengthen co-ordination and eliminate overlaps, for instance in the areas of procurement of goods and services which has been addressed. A more effective education management and information system (EMIS) is required in order to monitor and evaluate sector performance, particularly in pedagogical areas. More important, however, there is a need for a cultural transformation within the Ministry, to change from a traditional command and control maintenance administration to a pro-active institution, characterized by strategic management and guided by a corporate plan that reflects priorities and concerns. In addition to the latter being achieved, there has been the recent adoption of a revised system of supervision and support with the development of District Supervision Teams involving representatives of the major stakeholder groups embracing responsibility for support for educational districts and working together to develop the quality of education in each school of the respective districts. Corresponding changes should take place in schools. They are now being asked to take on responsibility for their own improvement and performance monitoring. Each school's actions will in future be guided by an internally-developed school improvement or development plan.

These concerns with developing effective educational administration systems comply with the Government's avowed aims of improving the quality of the public service and modernizing state machinery. In particular, in a small nation state such as Grenada, where direct contacts between the MoE and schools are plentiful, it is fundamental that the Ministry becomes an efficient organization, clearly focused on its core objectives and supportive to the schools. In terms of school management, the MoE has conducted training in the area of self-assessment and there have been increased communication between MoE and principals. The focus should now be on providing more comprehensive training in school management as well as to monitor the effective application of initiatives already completed. This will require ***a reform of the present administration and management, at the levels of the Ministry and the school.***

2.4.6 Effective financing of education is a necessity if the implementation of the SPEED II is to be successful. Although education is a principal responsibility for public authorities and is a government priority, several local non-governmental and international partners have made significant contributions and will continue to do so in the medium term. The final but underpinning area of focus for the strategic plan, therefore, is ***to ensure consistent government financing of education, supported by funding from development partners, to diversify the funding sources and to make certain that resources are used efficiently.***

³ *Audit of the Organisation and Management of the Grenada Ministry of Education* conducted by the International Institute for Educational Planning, August, 2000

2.5 Strategic education imperatives and foci informing the development of the sector

SPEED II has as a central focus, eight (8) major education development imperatives for ensuring relevance and quality; access and participation; ownership and investment. These imperatives articulate a new collective paradigm of areas of education development and responsibility which are critical for qualitative improvements in the achievements of the education system. Together they map out areas of concentration of effort for the overall enhancement of the system for stakeholders and clients. These foci are based on quality recommendations and best practices promoted in a number of policy papers, jurisdictions and programmes including Grenada.

These eight strategic foci are:

1. A system of mutual accountability;
2. A culture of learning;
3. The promotion of teacher professionalism and development;
4. The development of effective school and system management services;
5. The centrality of the application of Information and Communication (ICT);
6. The attainment of increased access to quality secondary and tertiary education opportunities;
7. The achievement of literacy and numeracy standards in primary education by all students;
8. Pursuing and promoting prevention rather than intervention and remediation.

The eight strategic focus areas for the education sector in Grenada are addressed in the strategies and the activities under each of the strategic framework objectives. These are macro-values to stimulate the planning and operationalizing of the various activities, ensuring that the system is driven by a core of issues that are critical for its development and success. These foci were adopted by the stakeholder representatives providing feedback on SPEED II and represent the collective engagement of the general society in terms of a subset of imperatives that are considered important at this time. These are shown diagrammatically below:



Each of these foci has its own challenges associated with pursuing its achievement and, invariably, there are connections and linkages between and among various ones. A detail of each area is presented below.

1. A system of mutual accountability.

This imperative seeks to articulate a set of standards of obligations which the principal stakeholders are expected to adopt and commit to. These standards reinforce all the elements of stakeholder and client responsibilities ensuring that they seek to meet the obligations necessary for the development of a quality education system. The system of mutual accountability defines the standards each stakeholder takes ownership and responsibility for and seeks to ensure that they are achieved. In this system:

- a. The **parents and community are responsible for the context standards of education.** Parents and the society should provide the most conducive context for education and learning to flourish and celebrated in home and society. This refers to the supportive and enabling conditions at home and in the society in general for students and learners to make full use of the various educational opportunities provided to them. In fact, the home and society also become enabling environments where learning is promoted, encouraged, done and celebrated by those involved in providing and accessing it. In that light, the parents are responsible for the following:
 - a. Ensuring that children and learners attend school and other institutions of learning;
 - b. Encouraging their children in actively participating in school;
 - c. Providing a stimulating, learner-rich environment at home such as allowing access to educational materials such as books, software etc;
 - d. Modeling the value of education through behaviors and activities that demonstrate its worth for all members and the society. These behaviors include the habit of reading and recognizing the learning achievement of all;
 - e. Ensuring that children and learners have the minimum materials and implements to be provided by the home and community for meaningful participation in educational programmes. Parents provide the minimum of books, uniforms, meals etc for students in school;
 - f. Providing support for the after-school obligations of students and learners such as completion of home assignments, projects, special activities like exhibitions, educational competitions and excursions.
- b. The **Government is responsible for the input standards of education.** All the necessary inputs to ensure a quality provision in terms of infrastructure, personnel, terms and conditions of service, curricula and overall operating procedures are to be guaranteed by the Ministry of Education. This is a reinforcement of the traditional role of

governments in Grenada. In this regard, Government undertake to ensure adequate provision and quality standards in areas such as:

- a. Physical infrastructure in schools , colleges and the Ministry of Education;
 - b. Number of teachers and basic professional qualification of the teaching and management corps at Ministry and school levels;
 - c. Provision of basic instructional materials to facilitate teaching and learning;
 - d. Appropriate and quality terms and conditions of service for teachers, principals and ancillary staff;
 - e. Infrastructure for the delivery of various services for educational development including planning and policy formulation, management, supervision and support, assessment and examinations, curriculum development and implementation, student welfare and maintenance;
- c. The **teachers and principals are responsible for the process standards**. Having been provided with the inputs and infrastructure for enhancing teaching and learning, teachers are to deliver quality instruction and promote the overall development of every child along the learning continuum. The learning experience of the students should be characterized by best practices in instruction and classroom management, activities that promote the dignity of the individual and a singular focus on improved student achievement. Some elements of these standards include:
- a. Engaging and effective delivery of lessons based on instructional best practice;
 - b. Diagnostic feedback and individualized instruction based on the divergent learning needs of every child;
 - c. Equal treatment of boys and girls with high teacher expectations for performance;
 - d. The provision of a learner-friendly environment conducive to the maximization of learning opportunities;
 - e. A classroom culture that promotes discipline, ensures time-on-task and promotes the personal dignity of every child
- d. The **students are responsible for the output standards**. This paradigm locates the expectation of optimal student performance on the students. If a learner has a home and community culture that is supportive, a school environment that is conducive, a teaching experience that is instructive he or she, in terms of achievement, must be productive. Students must be held accountable for their best performance based on their level of development, aptitude in the particular discipline and the quality of resources made available to them during the learning period. This necessarily means that there would be different expectations of

actual performance for each student although the system would have a basic performance level for students in general. For example, there would be a clear expectation that all students would develop a basic mastery in literacy and numeracy since these are necessary for success in mastering the other disciplines and for general use in society. Among other things, students are therefore expected to:

- a. Master the basic literacy and numeracy learning outcomes at each level;
 - b. Meet performance standards relative the core subjects in which to meet minimum performance standards at each level of education;
 - c. Optimize their performance potential at each level;
 - d. Demonstrate the attitudes and behaviors appropriate for functioning in school and society;
 - e. Epitomize the learning to know, do, be and live together pillars at each level of educational opportunity.
- e. The **government, businesses, organizations and civil society are responsible for the outcomes standards**. Every student or person involved in lifelong learning should be provided with the opportunities, conditions and support to apply their expertise to make a meaningful and ongoing contribution to their development and that of the society. The dearth of opportunities for employment and engagement in the wide range of civil society's organizations and cultures makes the prospect of learning and the importance of education less valuable in the eyes of those who are required to participate. Many graduates lament the lack of opportunities to put to effective use the multiplicity of competencies which they have developed through formal, non-formal and even informal learning. In some cases the employment opportunities are not based on the minimum acceptable labour standards reflecting the dignity of the work and the worker. Attitudes of treating with contempt those with increased learning competencies because of fear that they would be more amenable to change and development, leads to discrimination with the agency not benefiting from the optimization of its collective human resources. The improvement in outcomes standards relate to aspects such as:
- a. Ensuring that graduates have a relatively short time between completion of studies and recruitment as a worker;
 - b. Providing incentives for entrepreneurship and productive enterprise by learners;
 - c. Providing the best employment conditions that promote the dignity of the employee especially appropriate remuneration for job performance;
 - d. Developing in every sector, agency or institution a multi-layered career path for mobility and employment opportunity;

- e. Providing opportunity for useful integration and performance in the organizations of civil society – Community-based organizations, faith-based organizations (churches), non-governmental organizations, private and private sector businesses, agencies and institutions, professional organizations, service organizations etc;
- f. Facilitating and promoting opportunities for lifelong learning by graduates of every level of education.

The mutual accountability framework is one that all stakeholders and actors are expected to adopt and operationalize. It would find expression in their operational procedures, practices, relationships, policies, programmes, systems and corporate values. The indicators will be monitored through various evaluations and reports.

2. A culture of learning.

This culture is expressed in the four (4) pillars of learning elaborated above. Learning is being perceived both as a process and a product. In this culture the basic criterion by which the success of the education processes and experiences are to be judged will be on whether learning is taking place and has taken place. Evaluating educational improvement by the attainment of input targets will be substituted by focusing on the performance, competencies and achievement of every child to determine the effectiveness of the education system. While knowledge is seen as a commodity, learning is seen as the expression of that commodity in improving and experiencing life. The focus on the pillars means the following:

- Valuing and organizing teaching to meet the unique learning styles of every child;
- Considering as very important the social and life skills that are to be developed;
- Focusing on experiences that promote relational maturity in the social interaction between and among learners;
- Promoting the ‘non-academic’ disciplines as equally intellectually engaging, comparable in terms of intellectual status and essential for the full mobilization of the human resources of the country;
- Promoting the learning of a second, modern language
- Promoting adult and continuing education as a normal aspect of the learning experience of the national community;
- Providing learning opportunities for the pillars to be implanted; forging partnerships between sectors, stakeholders and organizations to ensure that there are quality learning opportunities for all. Thus programmes

which promote the integration practical work experience as part of some learning programmes;

- Ensuring that the curricula in schools and other educational institutions cater to the divergent learning needs and styles of students as well as reflect relevance to the pillars of learning;
- Utilizing a variety of learning modalities to ensure coverage, preference of various learning styles and greater efficiency in delivery of education.

A diagram of the interrelatedness of the pillars of learning and examples of their operationalization is provided below⁴.

⁴ From presentation 'Revisioning Education' by Dr. Didacus Jules at national consultation on education, Fox Inn, May 2005

PRINCIPLES OF LEARNING

Learning to Be - so as better to develop one's personality and be able to act with even greater autonomy, judgement and personal responsibility. In that connection education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capabilities and communications skills

Learning to Know - by combining a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects. This also means learning to learn so as to benefit from the opportunities education provides throughout life

LEARNING TO BE

- Self esteem
- Critical thinking/independent judgement
- Good manners/democratic values and behavior
- Cultural and national identity and pride in context of respect for diversity

LEARNING TO DO

- Logical thinking/manual dexterity
- Engagement in school co-curricula activity
- Work experience programs e.g. Junior Achievers Program
- Skills and vocational training
- Understanding the knowledge-related nature of work
- Capacity for team work, ability to work with others, manage and resolve conflicts

Learning to Do - in order to acquire not only an occupational skill but also, more broadly, the competence to deal with many situations and work in teams.

LEARNING TO LEARN

- The joy of learning, the pleasure of understanding and discovery
- Student centered learning/peer assistance
- Self directed learning
- Developing powers of observation, concentration
- Understanding methods of inquiry/developing scientific outlook
- A broad educational background coupled with an indepth study of a few subjects
- Multiple literacies: reading, IT, foreign language
- Deliberate cultivation of the art of memory
- Ability to think: at concrete and abstract levels

LEARNING TO LIVE TOGETHER

- Values of tolerance, respect, diversity and cooperation
- Understanding foreign cultures and communicating in a foreign language
- Participation in school clubs such as the Young Leaders Program

Learning to Live Together - by developing an understanding of other people and an appreciation of interdependence - carrying out joint projects and learning to manage conflicts - in a spirit of respect for the values of pluralism, mutual understanding and peace.

3. The promotion of teacher professionalism and development.

The qualitative improvements in the education system, the renewed focus on learning and the attainment of the accountability standards require a professional teaching corps to support and sustain the culture of learning. Professionalism of the teaching service has been hampered by a number of practices, policies and constraints. These include;

- Quality teacher recruitment characterized by applicants whose job preference is outside the teaching profession but who seek teaching jobs after they have failed to find employment elsewhere;
- The traditionally necessary, but undesirable, practice of recruiting untrained teachers;
- Teachers' lethargy in pursuing continuing professional development outside of the annual summer workshops made available by the Grenada Union of Teachers and the Ministry of Education;
- Lack of professional licensing to ensure professional standards of improved practice and increased capacity-building;
- Inadequate teacher education programmes not focused on providing teachers with both a conceptual and technical competence to facilitate learning especially in this Information and Communication Technology (ICT) driven and saturated society;
- Continuing application of traditional instructional and classroom management practices that reinforce teacher-centered approaches to teaching and learning.

These realities require a reconfiguration and reengineering of the teacher development policies and practices which are being reformed but without urgency and priority. There are a number of strategic objectives which need to be achieved in the short to medium term. These are:

- Revising teacher recruitment procedures to focus on quality of nominees and the consideration of non-academic criteria in determining applicant's suitability for the profession;
- Strengthening and reinforcing pre-service teacher education programmes and career orientation of students to teaching;
- Introducing a licensing system to promote standards of teacher professionalism;
- Reforming in-service teacher education programmes for greater efficiency, relevance and effectiveness;
- Focusing more on the external efficiency of teacher education – ensuring that trained teachers apply best practices in the classroom upon completion of teacher education programmes.

4. The development of effective school and system management services.

Traditional management culture in schools and in the education system at large leverages control and command type approaches and practices to school improvement, supervision and human resource management. SPEED 11 evinces a service and support approach to managing and providing supervision to schools. This requires a transformation of the supervision policies, procedures, structures and practices related to supervision and educational management. The new paradigm promotes the following:

- The effective functioning of the District supervision teams;
- Revising the role of principals and school management teams to emphasize instructional supervision;
- Ensuring that all principals and school management personnel are provided with comprehensive training in school administration and management and school improvement planning;
- Promoting client and service-centered approaches to managing schools and engaging all stakeholders;
- Providing and enforcing an appropriate legislative and regulatory framework for the proper functioning of the education system at all levels;

5. The centrality of the application of Information and Communication Technology (ICT).

ICT is to be fully utilized to facilitate learning and develop the technology competencies of a variety of learners in the formal and non-formal sectors. This is to be done through a variety of modalities:

- The provision and effective use of computer labs in schools;
- Introduction of students to ICT as a tool for learning and accessing knowledge;
- Use of computer programmes to facilitate and support learning;
- Developing the competence of teachers in the use of ICT tools for instruction and professional development;
- Using ICT solutions to promote sharing of best practices in teacher education, management and school/community partnerships. Thus teleconferencing would be used to provide more cost-effective teacher education and tertiary education across the tri-island state.

6. The attainment of increased access to quality secondary and tertiary educational opportunities.

Universal Secondary Education (USE) will be the short-term priority for the sector. However, this will require a number of measures including:

- Implementation of the recently adopted policy of phased access to secondary education based on the attainment of a minimum performance standard in the Common Entrance Examinations, privileging access to the 13 year olds who have met the criteria;
- Providing specialized continuing education programmes (such as the CARESS programme) for at risk students at the end of Grade 7;
- Developing a cadre of re-trained teachers in lower secondary to refocus on students attainment of minimum literacy and numeracy standards;
- Continuing to diversify the curricula at the secondary level especially in the Technical and Vocational Education and Training (TVET) subjects;
- The development of a secondary education national certification to provide additional performance benchmarking to the CXC examinations;
- Improved student performance in terms of the literacy and numeracy learning outcomes at primary.

For the tertiary sector, there will be focus on radically increasing access to tertiary education as well as deepening the level of programming available locally for nationals. These will be done through the following measures:

- Increasing the number of places at the T A Marryshow Community College;
- Making more effective the out-parish programmes of the College;
- Utilizing more distance and open education opportunities;
- Introducing various degree programmes at the College;
- Using the ICT infrastructure in the Wireless Wide Area Network being established by the Caribbean Center of Excellence for Teacher Training (Caribbean CETT) as well as the Caribbean Knowledge and Learning Network (CKLN) to provide cost-effective access to a range of programmes at the College;
- Franchising UWI and other regional tertiary education programmes for greater relevance and access to internationally recognized qualification;
- In the long term developing the College to University College status;

7. The achievement of literacy and numeracy standards in primary education by all students.

Critical to the attainment of the pillars of learning is the concomitant attainment of reading standards by all students in primary education. SPEED 11 would seek to ensure that all students will be able to read at or above Grade level by the end of Grade 3. Those who may not realize the goal will be provide with targeted, quality remedial instruction in their classrooms so that by the end of primary, they would meet the minimum reading standards for primary (Grade 5). For Mathematics, all students will attain the minimum learning outcomes also at the end of Grade 3 with quality remedial instruction for those who need additional support beyond that grade level. The following measures will be implemented:

- The implementation of a comprehensive Reading and Mathematics programmes for all primary schools using the Caribbean (CETT) model. This model focuses on teacher training, diagnostic and performance measurement, the provision of materials, use of action research and application of ICT to support all the other elements, classroom transformation and the development of school-based professional development structures such as the Literacy Faculties;
- The infusion of appropriate remedial instructional best practices in for those students who need it as part of the normal culture of the classroom;

8. Pursuing and promoting prevention rather intervention and remediation.

The emphasis in the education system will be on early intervention. Efforts would be made to ensure that developmental processes and best practices that seek to institutionalize original standards inform the programmes and practices at all levels of the education system. This approach will express itself through activities such as the following:

- Emphasizing and pursuing Early Childhood Education to ensure that all children are provided with the initial stimulation to maximize educational opportunities;
- Ensuring that literacy and numeracy standards are achieved in early primary;
- Mobilizing resources to address children's social deficiencies to obviate and minimize at-risk realities such as truancy and special needs conditions which can be prevented by early detection and treatment;
- Constructing educational buildings that mitigate against preventable damage;
- Promoting pre-service education of teachers and principals;

- Adopting an extensive teacher recruitment process that will facilitate the employment of those whose career orientation is towards teaching as a profession;
- More strategic and consistent focus on educational wastage;
- Ensuring that there are deliberate efforts to make the experience of students more interesting, relevant and stimulating so that school is a stronger pull-factor for student attendance and participation;
- Improve the provision of school meals which promote healthy eating habits thus minimizing student malaise due to nutrition-related causes;
- Promoting strategies that vigorously pursue the observance of relevant aspects of student and staff health including preventing the spread of HIV/AIDS;
- Developing and improving relations with the Grenada Union of Teachers to promote teacher commitment and effectiveness especially in initiatives that provide mutual support for teacher development, teacher management and improved working conditions at the school.

All of these foci are infused into the strategic framework outlined below as well as the Plan of Action detailing the strategic objectives.

2.6 A framework for adopting the strategic objectives and actions of SPEED II

The strategic framework below with the strategies and actions defined has, at the cursory level, met a standard of adoption to ensure effective implementation of the strategies in SPEED II. All strategies and related action plans must meet the following criteria:

1. **They must do more with less.** The intent is to strive for efficiencies where those are readily applicable. For example, the strategy for classroom libraries in each primary school can be reasonably done in partnership with parents who have already demonstrated the willingness to purchase books for their children and donate them to the class at the end of the term/school year ;
2. **They must be doable, affordable and sustainable.** Some investments are necessarily costly such as the expansion of infrastructure, but the provision of TVET facilities need not be burdensome by providing centers in each parish. The existing facilities in secondary schools can be utilized for ongoing community-based TVET training as well as for tertiary level delivered programmes. Indeed, many of the qualitative improvements are not capital intensive but call for creative solutions to challenges;
3. **They must allow for conversion and integration.** Many of the strategies overlap with others so that focusing on one aspect will automatically address the issues and imperatives of another. Typically, for instance, once the PTA organize and deliver a parent education programme, many of the parent support identified by stakeholders as important for improvement will be fully focused on in a well-defined parent education programme;
4. **They must be world class.** Many of the strategies and action plans are based on known best practices in the field of education. these include the need for diagnostic instruction, inclusive a system of mutual accountability, comprehensive literacy and numeracy development strategies and programmes, supervision and the development of continuous assessment as a basic part of the assessment culture of the class, school and system.

To conclude this chapter, it is worth reiterating that the education strategy of the Government of Grenada is defined not only in terms of economic and social imperatives, but is inspired by a vision of education that goes beyond the utilitarian to embrace the essential 'humanizing' potential of education.

The next chapter briefly formalizes the six areas of focus, identified above, and expresses them in terms of broad objectives.

3. Objectives of the Strategic Plan

The overarching purpose of SPEED II is to develop a learning society through effective enhancement of Grenada's human resource. This will be achieved by ensuring that all children participate meaningfully and successfully in the education process and that those young people and adults who have hitherto been excluded receive other opportunities to develop themselves consistent with the ideals of human dignity, human endeavor and achievement. Therefore, the strategic plan is designed to ensure that all learners gain the necessary knowledge, master the necessary skills and acquire the necessary attitudes for them to become responsible members of civil society. This is in line with the Government's commitment to turn the first decade of the 21st century into the knowledge enhancement decade.

In order to accomplish this overall objective, SPEED II has identified six key areas, expressed as broad objectives below. SPEED II aims to:

1. Provide universal access to and participation in education for our population

This will provide a foundation for increased educational attainment through maintaining the universal access which exists at the primary level, increasing access at the pre-primary level, achieving universal secondary education and increasing out-of-school opportunities and coverage at the tertiary level.

2. Improve radically the quality of education and the achievement of pupils

This will be achieved by making the various resources available to the system more effective (including teaching practices and learning conditions) and by targeting educational outputs for improvement.

3. Provide learners with relevant perspectives, knowledge, skills and attitudes for work, citizenship and life

All students leaving the school system at the end of at least twelve years of schooling will be functionally and computer literate and will be able to apply information and communication technology to the activities of daily life, whether at a personal level or in the workplace. In addition the beneficiaries of the education process must not have just learned to know and do, but must have developed a repertoire of behaviors that would allow them to be and live together with other as members of the national, regional and global community.

4. Establish and strengthen relationships with partners in education

This will meet the need to address societal and international imperatives and to enhance co-operation between those engaged in the delivery of education and the wider stakeholder society.

5. Improve the effectiveness of management and administration of education at Ministry and school levels

The Ministry and schools will make the most efficient use of scarce resources within clearly defined roles that will develop a new culture of service, support and mutual trust.

6. Ensure consistent government financing of education, to diversify the funding sources and to make certain that resources are used efficiently

A recognition that there may need to be a new inclusive framework for financing education, one that embraces medium term financial development planning within a set of agreed costed minimum national standards.

SPEED 11 is a comprehensive framework which has been designed, in terms of education, to meet the various commitments and obligations to which the Government of Grenada is a signatory and has adopted as a member of the regional and international community. These various compacts are directly or indirectly related to education and include:

- The Conventions on the Rights of the Child (CRC);
- The UNESCO Education for All framework including the regional EFA goals set by the Caribbean Ministers of Education in Santo Domingo in 2002;
- The Millennium Development Goals (MDG);
- The OECS Pillars for Partnership and Progress (PPP);
- The Early Childhood Education regional strategy;
- The UNESCO Decade of Education for Sustainable Development (2005-2014) (ESD);
- The Caribbean Single Market and Economy (CSME);

It should be noted that **the development of the tertiary sector will be fully addressed in the soon to be developed strategic plan for the T A Marryshow Community College.**

The next chapter, the core of the SPEED II, takes each of the above broad objectives and disaggregates them into related core strategic objectives and sub-objectives with indicative targets and priority ratings. Following that, the objectives are set within a logical framework outlining outputs from the plan and the necessary inputs (including indicative costing).

4. The Strategic Framework

The strategic framework of the Strategic Plan for Educational Enhancement and Development is structured using an ‘issue-based’ approach rather than a ‘sub-sectoral’ format. This approach links with the six key areas of focus as identified in Chapter 3 and is consistent with the comprehensive September 2000 *Education Sector Diagnosis* (ESD) that assessed the education sector in terms of its scope, relevance, efficiency and effectiveness. Furthermore, these areas of focus reflect the organizational structure of MoE as confirmed in the *Audit of the Organization of the Management of the Grenada Ministry of Education*, IIEP, August 2000. As previously identified, the macro-issues underpinning the SPEED II are related to:

- i) Access to and participation in education,
- ii) Quality of education,
- iii) Education and the world of work, citizenship and life,
- iv) Co-operation for development,
- v) Management and administration,
- vi) Financial management.

In the following framework, each of the above focus areas starts with a brief paragraph recalling the rationale leading to the broad key objective. Thereafter, the key objective is broken down into core strategic objectives that identify the main strategies to be focused on in order to realize the key objective. The core strategic objectives are in turn expressed as sets of sub-strategic objectives, tabulated to show indicative targets and priority ratings. These targets have been reviewed in light of the devastation of the national infrastructure by activity in the 2004-2005 hurricane season as well as the achievements to date. It should be noted that the strategies reflect cross-cutting reform measures for various sub-sectors (and sometimes all sub-sectors) depending on their applicability to educational development at particular levels of the system.

It is important that SPEED II should be seen as a whole, with the different strategies linked to and strengthening each other. To underline this unitary process and to show linkages between the components of SPEED II, this chapter closes, in Section 4.7, with a logical framework for the strategic plan. The logical framework presents the strategic outputs and proposes inputs, including indicative costs that may be necessary to achieve those outputs.

4.1 Access to and participation in education

PROVIDING OPPORTUNITY TO OPTIMIZE ABILITY

The low educational attainment of a significant proportion of Grenada's people is a matter of national concern. Over a quarter of primary school leavers do not enter secondary school and many more young people leave school without formal certificates. To overturn this situation and to increase educational attainment will require action at every level. The gains already made at basic education level (early childhood and primary education) will need to be preserved, and attention will need to be given to ensuring consistent attendance of all pupils, especially the most deprived. Access to secondary education will need to be expanded, leading to universal secondary education (USE) as a longer term objective. USE will be academic, technical and vocational in character. The growth of secondary education will put more pressure on the tertiary sector. There would therefore be a need to allow for greater access to tertiary institutions but this should be done in a cost-efficient way. The focus on not just access but participation in learning activities is deliberate. Providing access to education by the expansion of physical facilities and programme development is a necessary but not sufficient condition to ensure that the various publics actually participate in the process of education. There must be enabling conditions and other motivating factors to engender interest in maximizing the educational opportunities provided by the government and its partners.

Further, it will not be sufficient to cater for the children who are now in school or will be in school in the years to come. Education opportunities will need to be seriously broadened to serve the many Grenadians who have left school without any certificates or who feel the need to update their skills in a rapidly changing society. Adult and continuing education has to be characteristic of the education system as the goal of lifelong learning is pursued.

SPEED Objective 1: Provide universal access to and participation in education for our population.

Provide a foundation for increased educational attainment through maintaining the universal access which exists at the primary level, increasing access at the pre-primary level, achieving universal secondary education and increasing out-of-school opportunities and coverage at the tertiary level.

Core strategic objectives:**4.1.1 Ensure access to formal education for all eligible children at all levels of education and in appropriate delivery centres, including private schools.**

Sub Strategic Objectives (4.1.1)	Indicative Target	Priority Rating
a) Increase access to day nurseries and day-care centres	a minimum of 80% of children aged 6 months to 3 years cared for by trained providers by 2009	High
b) Provide universal access for all pre-school children aged 3 to 5	100% provision by 2008	High
c) Maintain universal access to primary education for all children aged 5 to 12	Achieved and 100% NER maintained	Ongoing
d) Provide universal access to secondary education for all children based on phased transition premised on readiness and attainment of minimum achievement standards to complement the existing pre-school and primary education provision	A minimum of 5 years secondary education for all those eligible by 2009	High Ongoing
e) Ensure that there is adequate provision for all children with special needs education in mainstream day-care centres, nurseries, primary schools and secondary schools as well as specialized centres for severe learning difficulties (deafness and visual impairment)	Support systems in place for children with SENs by 2010	Ongoing High
f) Expand access to tertiary education including the decentralization of T A Marryshow Community College in the other parishes, the utilization of distance and on-line education to those outside the physical reach of tertiary institutions and the establishment of other post-secondary institutions offering international curricula and diploma.	Tertiary education available for a minimum of 15% of the post-secondary age cohort by 2008 and 40% by 2014	High

4.1.2 Develop enabling conditions for full participation of at-risk and excluded children within the context of gender parity.

Sub Strategic Objectives (4.1.2)	Indicative Target	Priority Rating
a) Re/integrate previously excluded children, truants, intra-cycle dropouts and provide support for participation.	Inclusive system in place by 2010	High
b) Provide support for the continued education and	System in place by	High

Sub Strategic Objectives (4.1.2)	Indicative Target	Priority Rating
training of adolescent mothers within the formal system where possible or provide separate accommodation with special support systems where necessary	2008	
c) Provide alternative and rehabilitative accommodation with restorative programmes for students with severe behavioral challenges and those displaying unusual violent tendencies.	Programme and accommodation in place by 2010	High
d) Ensure specialized support and intervention for students affected by substance abuse	Programme fully operational by 2010	Medium
e) Establish an effective coordinated Student Support System for student welfare with components related to truancy, health-promoting and agricultural-linked school feeding for all needy students from pre-school to secondary levels and textbook provision.	Multi-sectoral Student Services and Support Unit in place by 2009 Improved student support services by 2009	High
f) Provide access to educational opportunities and support services for children infected and affected by HIV/AIDS	Students accessing education and needs met	High
g) Institute Early Identification and Diagnostic Screening programmes in mainstream schools to allow for the assessment of learning needs of children and routing into appropriate learning-support environments within mainstream schools or elsewhere.	Special Education Unit established at MoE by 2008 with fully trained staff by 2010	Medium
h) Ensure the provision of transportation services for students in severely affected areas	Bussing system in place for difficult areas by 2009	High
i) Establish/upgrade, in co-operation with other stakeholders, TVET centres as appropriate to provide specialized training for out-of-school youth, employed and unemployed persons desiring specialized training for entrepreneurial or employment purposes	TVET opportunities available in parishes by 2012	High
j) Develop a public awareness strategy to provide information on the range of programmes available, their value and utility for Human Resource Development.	Information, Education & Communication (IEC) programme in place by 2008	Medium

4.1.3 Improve Adult Literacy and expand opportunities for Lifelong Learning as a basic element of educational provision beyond, though supported by, the formal sector.

Sub Strategic Objectives (4.1.3)	Indicative Target	Priority Rating
a) Develop a comprehensive, decentralized, community-based, NGO-supported relevant Adult and Continuing Education programme with a clear definition of literacy, numeracy and social skills for knowledge enhancement, capacity to be involved in economic activities and the pursuit of lifelong learning.	Programmes agreed by 2006, implemented on pilot basis by 2008 and expanded nationally by 2012	High
b) Develop an appropriate national evaluation and certification framework with a credit accumulation component for articulation to other programmes within the formal and/or non-formal sectors.	Evaluation framework designed by 2008; Certification in progress by 2010; all secondary school leavers receive National School Leaving Certificate by 2009	Medium

4.2 Quality of Education

PROMOTING THE QUALITY OF THE PROCESS BECAUSE OF THE DIGNITY OF THE PEOPLE

The recently introduced Minimum Competency Tests have convincingly confirmed what much anecdotal information had already indicated: few students in primary and secondary schools acquire the necessary knowledge and skills as outlined in the prescribed curriculum especially in the area of Mathematics and Language Arts. The causes of this poor achievement are diverse. They relate in part to a poor learning environment, with some schools being overcrowded and others lacking in necessary teaching equipment needed to allow the teaching of Information Technology and similar subjects. Improvements in the learning environment will need to go hand in hand with a strengthening of the teaching staff to have any lasting effect on student learning. Teachers probably need higher qualifications, but more especially they require targeted pedagogical training and develop a culture of instruction that is results-based and tempered with compassionate engagement of all students. Efforts should also be made to make the teacher corps into a more stable one, especially at secondary level.

The monitoring devices, which exist at present within the system, need to focus more consistently on improvement of outputs, processes and inputs. The efforts made already to use outputs such as examinations and achievement tests results to provide systematic feed-back to teachers and schools need to be continued and further developed. The school supervision system calls to be reformed: its focus should be establishing educational standards and ensuring support for the professional development of teachers and the internal design and implementation of school improvement plans.

The population out of school will not be forgotten. The Ministry in particular through its Library Services will work to create a literate environment.

SPEED Objective 2: Improve radically the quality of education and the achievement of pupils.

Make the various resources available to the system more effective (including teaching practices and learning conditions) and target educational outputs for improvement

Core strategic objectives:**4.2.1 Reconfigure the learning environment to establish learner-centered, child-friendly, health promoting schools**

Sub Strategic Objectives (4.2.1)	Indicative Target	Priority Rating
a) Modernize and secure day-care and nurseries, pre-primary (informed by the ECED standards), primary , secondary and tertiary education facilities, providing adequate safety and health protection, environs with aesthetically pleasant ambience and access for children with disabilities	Rehabilitate pre-primary, primary schools by 2010 All schools fenced by 2012 with security personnel as appropriate	Ongoing High
b) Define and implement a maintenance policy for all education facilities	Draft policy in place by 2008	High
c) Revise the curricula for all sub-sectors ensuring relevance to personal development and national aspirations	New curricula developed and in place by 2009	High
d) Enhance the learning environment consistent with the demands of the revised/developed curricula	Relevant learning materials in place by 2012	High
e) Ensure access to textbooks in core subjects for all students	2 books : 1 pupil by 2008, 7: 1 by 2011	High
f) Provide primary schools with basic materials to support instruction especially for the subject areas of Reading and Mathematics	Basic standard in resources provision met by 2009	High
g) Strengthen subject specialization at secondary (through training and monitoring) and semi-specialization at primary for greater effectiveness of instructional delivery	Training held and primary programme in place and functioning by 2008	High
h) Make greater use of computer assisted learning and optimize use multi-media resources to support instruction at the primary and secondary levels	Multi-media instructional support in place by 2010	Medium
i) Establish functioning resource centres in educational districts with adequate support for continued improvement	1 resource centre per school by 2009	High
j) Provide specialized counseling and career guidance services in every school and at the tertiary level	Every school has a designated trained counselor by 2010	Medium
k) Establish a multi-layered mentoring programme to support principals, teachers and students at all levels of the system	Mentoring programme in place by 2008	Medium

4.2.2 Develop a teacher-centered professional development and support strategy for improvement in teacher services

Sub Strategic Objectives (4.2.2)	Indicative Target	Priority Rating
a) Provide relevant pre-service training and in-service training leading to a fully qualified pre-primary to secondary teaching staff and trained graduate for tertiary. (see POA)	All teachers qualified and/or trained graduates by 2008	Ongoing High
b) Develop and institutionalize policy and standards for teacher recruitment ⁵ , deployment, training and promotion that reflect the professional development, equity, fairness and quality.	Standards defined adopted and implemented by 2008	High
c) Define and institutionalize a multi-level career path with a clearly defined promotion policy based on equity and merit with appropriate incentives.	Career path and criteria for promotion drafted by 2008, implementation commenced by 2009	High
d) Review the conditions of the teaching service for improvement, including remuneration and benefits.	Conditions of service reviewed by 2008, implemented by 2010	High
e) Develop/revise/enforce instruments relating to professional standards of the teaching service, including suitable internship and mentoring programmes, performance indicators and a <i>Code of Ethics</i> .	Instruments, indicators and <i>Code of Ethics</i> in place by 2008	High
f) Develop an improved teacher supervision system to provide support for professional development and enhanced teacher performance.	Criteria and roles of supervision and inspection revised and published by 2008	Ongoing High
g) Establish a Principal-Teacher Resource and Training Centre with an extension facility in Carriacou.	Centres in place by 2011	Low

⁵ SPEED elaborated the following: Develop and adopt a recruitment policy that provides for the intake of only trained teachers and/or those with extra-academic qualifications as criteria for entry into the teaching service, including a mandatory 2-year probationary teaching period for new teachers, reinforced by bonding.

4.2.3 Transform the monitoring and evaluation culture to one that is based on attainment of explicitly defined competencies, through the use of multiple forms of testing and measurement and quality certification standards at all levels in the formal and non-formal systems

Sub Strategic Objectives (4.2.3)	Indicative Target	Priority Rating
a) Adopt a <i>Competency-Based Approach</i> to the evaluation of learning outcomes at primary and secondary levels and promotion/transition of students through the system by defining and adopting minimum competency levels for students to achieve at each Grade and Form level.	<i>Minimum National Standards</i> of achievement in core subjects at agreed key stages developed and implemented by 2008	On-going High
b) Strengthen and extend <i>Continuous Assessment</i> of learning at primary and secondary levels with appropriate quality control mechanisms, training for teachers in diversified testing modalities with the support of Assessment coordinators.	All teachers trained in CA by 2008; implemented by 2009	On-going High
c) Develop student report system that emphasizes student competence and personal performance rather than class ranking to facilitate understanding and assistance of parents for improved achievement.	System and appropriate students developed by 2008	Medium
d) Adapt the <i>Common Entrance Examination</i> so that it becomes diagnostic (achievement) based, providing information on the competency of students at the end of the primary cycle (as well as allowing for selection to secondary schools).	CEE system provides diagnostic feedback in core subject competence to children, parents and schools by 2009	Medium
e) Institute a Secondary School Certificate for those attaining a basic standard of performance at the end of secondary education	Certificate adopted by 2009	Medium
f) Strengthen the credit-based certification system at the tertiary level with gradation to various levels of training (i.e. Certificates, Diplomas and Degrees) allowing for flexibility in accessing courses after hiatus of study within the same programme.	Credit-based system in place at tertiary levels by 2009	On-going
g) Continue the development at the tertiary level of robust accreditation and validation systems involving self-assessment and external assessment mechanisms to ensure standards that are consistent with the demands of the competitive market institutions.	Publicly accountable accreditation and validation schemes operational from 2010	High

4.2.4 Improve Library Services to develop and maintain a literate population skilled in information processing and use.

Sub Strategic Objectives (4.2.4)	Indicative Target	Priority Rating
a) Train Library staff to develop capacity in providing quality services to the public.	All staff trained by 2009	High
b) Upgrade buildings and equipment in Community Libraries and improve mobile services.	Buildings and services upgraded and rehabilitated by 2011	Medium
c) Increase the availability of print and electronic data and information in all centres.	All libraries with computers for public use by 2011	Medium
d) Expand and improve automation of library services to allow for efficient service to clients.	Automated library services by 2012	Ongoing high
e) Establish functioning classroom libraries in primary schools and school libraries in secondary schools with adequate support for continued improvement. (Also see 4.2.1.)	1 library per secondary school by 2008 Classroom libraries in all schools by 2008	High
f) Develop a continuous focus on reading and writing as a central part of national culture with special focus on school activity.	Public media and <i>IEC</i> campaign by 2009	Medium

4.3 Education and the world of work, citizenship and life

CONTENT THAT IS RELEVANT; EXPERIENCES THAT ARE PRODUCTIVE

It is not sufficient to increase access to and participation in school and to improve the quality of learning. It is equally important to ensure that what is being learned in school is useful both to the individual and to society. This implies, among other things, that there should be a close relationship between education and the world of work and life in the society, so that students, upon leaving school, have better chances to find employment and more meaningful and harmoniously engagement with others as members of the national community.

This has implications first of all for the curriculum, which should address skills and attitudes and develop aptitudes in addition to traditional knowledge. A diversified secondary school system, which offers a variety of pathways that reflect the characteristics and the interests of both students and prospective employers, may be required in the longer term, following consultation on a wide front. Subjects such as Information Technology should be offered as part of a motivating learning environment in all schools; this has implications for the teaching force, who may need upgrading.

Technical and vocational education and training, in a formal school setting or in a more informal apprentice system, need to be further developed. For reasons of cost-efficiency and in order to ensure the relevance of the training offered to the employers, a close involvement of individual employers and their organizations is desirable.

Literacy development is at the center of ensuring that the kind of education delivered to all is relevant to work and life. Indeed, improvement in reading achievement is a critical priority. SPEED II fully embraces the motif that children and adults alike must “Learn to Read” so that they can then “Read to Learn.”

Other subject matter that must be of focus relates to the moral and ethical development of individual with values such as respect, tolerance, kindness and altruism being more than mere incidental by-products of the education process.

SPEED Objective 3: Provide learners with relevant knowledge, attitudes and skills for work, citizenship and life.

All students leaving the school system at the end of at least 12 years of schooling will be functionally and computer literate and will be able to apply information and communication technology to the activities of daily life, whether at a personal level, in the workplace and in society at large.

Core strategic objectives:

4.3.1 Ensure that, within the context of universal coverage, the relevance and scope of the curriculum reflects focus on diversity of learning needs of all children and the demands of the labour market.

Sub Strategic Objectives (4.3.1)	Indicative Target	Priority Rating
a) Revise and develop curricula at all levels to reflect focus on sustainable development ⁶ and multiple intelligences & aptitudes especially in Theatre and Performing Arts, Culture and Physical Education.	Fully revised curricula by 2009	Medium
b) Develop/revise pre-primary school curricula and implement primary school curricula based on OECS harmonized learning outcomes to reflect greater quality focus on basic literacy and numeracy through the implementation of the Caribbean CETT programme ⁷	Fully develop/revise pre-primary curricula and implemented Primary curriculum and programme in schools by 2009	High
c) Provide adequate capacity to address macro curriculum development needs with stakeholder participation involving policy development and the review and definition of appropriate curricula	National Curriculum Council and Curriculum Committees (with broad stakeholder involvement) established by 2008	High

⁶ Issues such as HIV/AIDS, disaster preparedness and management, the history of Grenada among others, which were highlighted in the consultation, will be integrated into the curriculum development process and curricula resulting from it.

⁷ The Caribbean CETT programme is a comprehensive programme for improving reading in primary schools focusing mainly on the early grades in the system. It is currently being fully implemented in 18 primary schools in Grenada. There is a Mathematics component which has been approved by the Government for implementation.

Sub Strategic Objectives (4.3.1)	Indicative Target	Priority Rating
d) Institutionalize a Remedial and Accelerated Learning Programme as a basic part of primary and secondary education	Trained officers and teachers and support to schools by 2010	High
e) Introduce and strengthen the application of initial and ongoing diagnostic assessment, differentiated instruction, flexible grouping and individualized instruction as a basic aspect of the instructional programme in schools.	Modalities functioning by 2010	High
f) Develop and/or strengthen curriculum focus on values education including Religious Education and Civic Awareness.	Revised curriculum in place by 2008	Medium
g) Strengthen Early Childhood Education and Development (ECED) to promote emphasis on the developmental skills of children.	ECED providers trained by 2009; support to ECE centres by 2010	High
h) Establish a comprehensive Technical and Vocational Education and Training programme in response to HRD needs which is infused at the Early Childhood and Primary levels, explicit at the Secondary level and specialized at the Tertiary levels.	TVET programme established by 2009; including trained specialist staff, in all sub-sectors by 2012	On-going High
i) Develop and/or introduce a comprehensive Foreign/Second Language programme from pre-school to tertiary level.	Language programme fully developed by 2009	High
j) Develop for secondary education and for the <i>Associate Degree</i> programmes at the tertiary level a definitive focus on Job market readiness and preparation and Entrepreneurship through alliances with the private sector and other public sector agencies.	Private sector consultation by 2008; vocational programme developed by 2009	On-going
k) Develop specialized training in various sports disciplines and the theatre and performing arts in selected secondary schools (<i>Schools Of Excellence</i>) and at the tertiary level	Training programmes in place by 2010; theatre/arts facility at TAMCC by 2010	High
l) Strengthen and make more comprehensive the co-curricula programmes in all learning institutions	Programmes strengthened, extended and available by 2009	Medium

4.3.2 Ensure that Information Technology is a basic part of the curriculum, learning environment and training portfolio of teachers and principals.

Sub Strategic Objectives (4.3.2)	Indicative Target	Priority Rating
a) Provide computers for all primary schools and	3 computers per	High

Sub Strategic Objectives (4.3.2)	Indicative Target	Priority Rating
increase accessibility to computers in secondary schools and at the tertiary level.	primary school by 2009 Increased number of computer labs in secondary schools and the College by 2009	
b) Prioritize Computer-Assisted Learning with access to the Internet as a basic part of the instructional environment in primary, secondary and tertiary institutions.	Adequate phone lines and relevant software and training to all schools by 2009	High
c) Provide training in Information and Communication Technology for teachers and principals.	Training provided from 2009	High
d) Develop a cadre of trained persons to support the delivery of Information and Communication Technology in schools.	Adequate training and support provided by 2009	High

3.2 4.3.3 Develop a coherent Human Resource Development (HRD) framework with special focus on post-secondary career training and the articulation of succession planning for continued quality HR availability in key positions in public sector

Sub Strategic Objectives (4.3.3)	Indicative Target	Priority Rating
a) Develop a comprehensive HRD policy	By 2007	Medium
b) Develop a comprehensive programme of national development training needs in public and private sectors identifying areas for scholarships and other assistance funding with modalities for financing training.	Establish needs by 2008; systematic training in place from 2008	On-going medium
c) Develop the capacity of TAMCC to offer a wide range of training to up to the post-graduate level.	Provide training of trainers and other support (e.g. teleconferencing) by 2008	High

4.3.4 Establish relevant support mechanisms for the effective implementation of the HRD framework

Sub Strategic Objectives (4.3.4)	Indicative Target	Priority Rating
a) Establish a National Training Agency.	By 2009	On-going

Sub Strategic Objectives (4.3.4)	Indicative Target	Priority Rating
		high
b) Establish a National Accreditation Board.	By 2008	On-going high
c) Develop and maintain a Labour Market Information System including annually updated employment needs and a database of graduates.	Database established as part of LMIS by 2009	Medium

4.4 Co-operation for Development

Education is the business of all: parents and teachers, employers and community representatives, churches, overseas partners, be they formal agencies or informal supporters. It is important that they be involved not simply in providing resources, but in participation with government in agreeing priorities and policies. Such consultation with partners and stakeholders will lead to policies that reflect the views and interests of the various stakeholders and will facilitate implementation.

Such participation and co-operation cannot take place without a clear framework, which identifies the roles and responsibilities of the various actors. At the same time, structures need to be set up which represent the various interested partners. In this regard, the Government of Grenada has created a National Parents-Teachers Association and Student Councils in the various schools. This complements the existing relationship with one of the principal partner in the education system, the Grenada Union of Teachers (GUT) which has represented teachers for over 90 years. The functioning of these and other such bodies need to be continuously supported so that they go on playing a constructive role. Awareness-raising activities, especially through the use of the media, will be developed, especially to ensure that the more deprived sections of our society participate and that their voice is heard.

SPEED Objective 4: Establish and strengthen relationships with partners in education.

Address societal and international imperatives and enhance co-operation between those engaged in the delivery of education and the wider stakeholder society.

Core strategic objectives:

4.4.1 Develop a co-coordinated framework for Public Private Partnerships in Education (P3E) to focus on enhancing the level of human and material resources available to schools and harnessing community support for education.

Sub Strategic Objectives (4.4.1)	Indicative Target	Priority Rating
a) Strengthen and extend the <i>Schools, Communities and Businesses Working Together</i> partnership initiative.	P3E strengthened and co-coordinated by 2009	On-going Medium
b) Establish/strengthen fully functioning parish and school <i>Parent Teachers Associations</i> with clearly defined roles and responsibilities beyond	All schools with PTAs by 2008; Parish PTAs fully	On-going High

Sub Strategic Objectives (4.4.1)	Indicative Target	Priority Rating
the scope of traditional functions which are promoted, embraced and enforced through a robust parent education programme	functional by 2009 National PTA fully functional by 2008	
c) Strengthen and extend the establishment of School Alumni Associations for increased support for school development	Associations established by 2009	Medium
d) Strengthen the engagement of the GUT to promote teacher development, improvement of conditions of service, improved teacher professionalism and constructive resolution of matters with mutual respect and a common obligation towards development of the teaching profession	Improved and mutually satisfying relationship in place by 2008	High ongoing
e) Engage with the Church Community to refocus its support to schools in the holistic development of students.	Active involvement of Church Community by 2008	On-going Medium
f) Engage the private sector and other partners to participate in the delivery of aspects of education and training including providing for practical exposure to work spaces to improve relevance of learning experiences	2007 and ongoing	High for at risk students

4.4.2 Engage the media as a strategic partner in promoting education.

Sub Strategic Objectives (4.4.2)	Indicative Target	Priority Rating
a) Develop and present various public awareness programmes on education on an ongoing basis.	By 2008	On-going High
b) Utilize the media to assist in the achievement of learning outcomes and the promotion of literacy programmes through broadcasting educational programmes	Active from 2008	On-going high
c) Engage the other ministries of Government involved in education-related programmes and projects to for greater synergy and maximization of resource utilization.	Ministries such as Youth and Sports, Culture, Health and Agriculture part of public sector partnership for education by 2007	Ongoing
d) Publish examination results, inspection reports, competency tests, etc., in the media.	Active from 2008	On-going High

4.4.3 Engage national, regional and international partners to support the development of education.

Sub Strategic Objectives (4.4.3)	Indicative Target	Priority Rating
a) Develop various projects based on development strategies	Active from 2007	On-going High
b) Source funding from various agencies both local and extra-local	Active from 2007	On-going High
c) Involve partners in MoE processes.	Active from 2007	On-going High

4.5 Administration and Management

INSPIRING CONFIDENCE IN ALL TOWARDS THE CONTRIBUTION OF ALL

The relationship between the Ministry of Education and the schools, between the policy-makers and the implementers, is of uttermost importance in any context, but especially so in a small country such as ours. The relationship needs to be built on mutual trust, with the Ministry providing the desired guidance and support to schools and teachers, and with schools taking greater responsibility for their own improvement and all school staff working together towards a common goal.

For such a climate to develop, both the management structure and the management culture need to be focused on service and support rather than command and control. This implies changes within the Ministry as well as in each individual school.

The Ministry's internal structure needs to reflect more clearly what are considered to be its main tasks: policy formulation, setting standards, quality monitoring and evaluation and providing support in the form of material, human and learning resources. A decentralization of some of the tasks that are currently undertaken at central level to District Supervision Teams involving representatives of the key stakeholder groups in the communities. This will provide for a greater ownership of the development initiatives in the schools and a more meaningful role for stakeholders as critical partners in the transformation of schools. Stronger professional development of Ministry and school level management staff should accompany such structural changes.

Schools need to work towards a closer involvement with the community, while efforts should be made to upgrade management skills of principals, who are central to the success of the delivery of education. Dialogue and co-operation within schools can be promoted through the involvement of all staff in the preparation and implementation of school improvement plans.

These structural reforms and increased training opportunities, combined with a revisiting of job descriptions and evaluation procedures, could lead to the transformation of the management culture, which is the ultimate aim.

The paradigm shift in management by the Ministry of Education lies in the adoption of a more client/customer friendly consciousness with service and support adopted as the de jure and de facto principles of management diffusion and operation.

SPEED Objective 5: Improve the effectiveness of management and administration of education at Ministry and learning institution levels.

The Ministry and schools will make the most efficient use of scarce resources within clearly defined roles that will develop a new culture of service, support and mutual trust.

Core strategic objectives:

4.5.1 Develop a central management and administration philosophy and policy that focus on service and support rather than command and control within an adequate regulatory and accountability framework.

Sub Strategic Objectives (4.5.1)	Indicative Target	Priority Rating
a) Enforce the revised Education Act 2005 and enact appropriate education regulations	Education regulations placed before Parliament in 2007	High
b) Develop a public awareness programme on the basic elements of the Education Act and regulations to sensitize all stakeholders on their rights and responsibilities in the provision, management and administration of education	Public awareness raised through IEC in 2007/8; Education	High
c) Provide systematic feedback to stakeholders on the development of education	Active from 2007	On-going High
d) Conduct organizational analysis towards greater efficiency and effectiveness of Ministry's functions, operating procedures and service to clients	Audit conducted and reform measures adopted for implementation by 2008	High
e) Develop the capacity of Ministry personnel to deliver client-focused, customer-centred management services to schools, other institutions and partners	<i>Customer Charter</i> developed and adopted by 2008 Initial training conducted by 2008	On-going High
f) Develop extensive monitoring	Effective school	On-going

Sub Strategic Objectives (4.5.1)	Indicative Target	Priority Rating
mechanisms and accountability measures for management at Ministry and school levels including performance appraisal and school performance reviews	development plans (SIPs) and audit systems in place by 2007	High
g) Develop, monitor and enforce standards for the establishment and functioning of private schools and education institutions providing technical support for their development and effectiveness.	Standards in place by 2007	Medium
h) Strengthen co-ordination of supervision and support services by Curriculum Development, Testing and Measurement, Education Officers and Teacher Education Staff through the District Supervision Team system	District Supervision Teams fully functional by 2007	On-going High
i) Convene an annual Minister for Education-Student Conference to provide feedback from students on the adequacy of the education system to meet their learning needs	School and national student councils in place by 2007; zonal meetings with Minister from 2007	On-going High
j) Revise education policy document (including Early Childhood Education Policy framework)	Education policy redeveloped and circulated by 2008; monitored by 2008	On-going High

4.5.2 Re-structure the management and administration of schools to situate decision-making closer to the local level and broaden the participation of various actors in the governance and operations of the education system in general and schools, in particular.

Sub Strategic Objectives (4.5.2)	Indicative Target	Priority Rating
a) Establish fully functioning School Boards of Management – Parish Boards at the primary level and School Boards at the Secondary - with some degree of financial autonomy	All schools with effective School Management Boards by 2008	On-going High
b) Strengthen and support the National Parent Teachers Association (see 4.4.1b)	By 2008	On-going High
c) Re-establish fully functioning Education Advisory Board	Achieved and active in 2008	On-going High
d) Develop a management and administration policy with recruitment, operational and evaluation guidelines for Principals and Managers of schools	By 2008	On-going Medium

4.5.3 Re-structure the Ministry’s overall organization and internal structure so that they reflect better the core tasks of the Ministry and allows it to give consistent support to schools.

Sub Strategic Objectives (4.5.3)	Indicative Target	Priority Rating
a) Establish extensive monitoring and accountability systems for management at the ministry and school level	First sector review held in 2008 and annually thereafter	High On-going

4.5.4 Develop the management capacity and focus on institutional strengthening at central and school levels to provide total quality management services.

Sub Strategic Objectives (4.5.4)	Indicative Target	Priority Rating
a) Provide training for school managers and Ministry personnel in effective management of schools and education systems ⁸ .	Training available from 2007-10	On-going High
b) Establish a Management Information System with an indicator system for informed decision-making at Ministry , districts and School levels, to monitor and evaluate the process of learning and the performance of students and institutions.	Statistics Unit adequately staffed and trained by 2008; EMIS in place from 2009 to 2010	On-going High
c) Establish an effective communication network within Ministry of Education.	By 2008	On-going Medium

4.5.5 Address HRD needs for Ministry of Education personnel to develop capacity for improved effectiveness.

Sub Strategic Objectives (4.5.5)	Indicative Target	Priority Rating
a) Provide training to upgrade the technical competence of MOE staff.	Training needs identified and met by 2007	On-going Medium
b) Provide opportunities, where possible, for participation in national, regional and international conferences and other	Improved participation from 2008 onwards	On-going Low

⁸ Issues such as project proposal writing, the role of the principal and managing change, which were highlighted in consultations, will be focused on in the training.

Sub Strategic Objectives (4.5.5)	Indicative Target	Priority Rating
developmental exercises		

4.5.6 Strengthen dialogue and co-operation within schools

Sub Strategic Objectives 4.5.6)	Indicative Target	Priority Rating
a) Ensure that all schools, in a collaborative manner, prepare School Improvement Plans (SIPs) (see 4.5.1)	Effective school development plans (SIPs) and audit systems in place by 2008	ongoing high
b) Establish a Volunteer Support System, defined and operationalised at school level, to assist teachers and principals in the implementation of school improvement plans and wider school curricula at Pre-school, Primary and Secondary institutions.	Sub-sectoral VS systems defined and operational by 2009	Medium

4.6 Costs and Financing

MEETING THE COSTS; SUSTAINING THE INVESTMENT

The implementation of this *Strategic Plan for Educational Enhancement and Development* will be able to count on a strong financial commitment of the Government of Grenada, which has recognized the reform of its education system as a priority. However, the Government will not be the only contributor to educational expenditure.

Parents are already supplying several resources, through the purchase of textbooks, uniforms, transport and feeding and the payment of various fees. While such contributions are welcome, they raise a problem of equity, especially at secondary level. Financial obligations have a negative impact on poor families, and could be a contributory factor, among others, to low attendance. The Ministry therefore proposes to develop a clear framework for the regulation and rationalization of parental contributions, with the necessary compensatory measures for poor families. ***The Government will also promote and encourage, in various ways, contributions by the private sector. Critical, too, is the ongoing funding support from the various development partners through grant and loan financing on ongoing transformation and development.***

It is however of crucial importance that all funds are used efficiently by the Ministry and by the schools. Several steps will therefore be taken to ensure greater efficiency in resource use.

SPEED Objective 6: Ensure consistent Government financing of education, diversify the funding sources and make certain that resources are used efficiently.

Develop a new inclusive framework for financing education, one that embraces medium term financial development planning within a set of agreed costed minimum national standards.

Core strategic objectives:**4.6.1 Ensure that Government continues to give priority to educational investment in the Budget.**

Sub Strategic Objectives (4.6.1)	Indicative Target	Priority Rating
a) Monitor Government's annual allocation to education.	Annually from 2006	On-going High

4.6.2 Rationalize the financial obligations of parents by reviewing and finalizing the various user charges paid in secondary schools.

Sub Strategic Objectives (4.6.2)	Indicative Target	Priority Rating
a) Review cost-sharing obligations of parents for secondary education.	By 2007	On-going High
b) Stipulate and monitor costs that parents are to assume with ceilings indicated and articulation of procedures for review.	By 2007	On-going High
c) Monitor financing in primary and secondary education. to ensure accountability and transparency in the mobilization and use of funding provided.	Increased accountability by schools by 2007	High

4.6.3 Ensure financial equity and efficiency throughout the education system and redirect excess funds to areas of greater need.

Sub Strategic Objectives (4.6.3)	Indicative Target	Priority Rating
a) Assess areas for improvement in efficiency in educational provision.	More efficient use of resources from 2007	On-going High
b) Monitor teacher/pupil ratios to ensure levels consistent with quality improvement and limited wastage.	Efficiency saving made by 2007	On-going High
c) Review system for providing funding to schools and ensure equity and adequacy of resources	Schools receiving funds based on appropriate formulae	Ongoing

4.6.4 Encourage private sector and external funding agency assistance in financing education through sponsorships, alliances with schools and broad support for the SPEED.

Sub Strategic Objectives (4.6.4)	Indicative Target	Priority Rating
a) Challenge the private sector to assist in selected aspects of educational improvement in partnership with schools and communities	A mobilized private sector from 2008 onwards	On-going High
b) Invite development partners (DP) to support education sector wide development through adoption of the SPEED II and provision of support process through direct budget inputs.	SPEED II presented in 2006; Support to budget from some DPs by 2007	On-going High

4.7 Logical Framework for SPEED 11

Objectives Critical Assumption	Key Performance Indicators				Monitoring and Evaluation Indicators & Means of Verification
	Indicative Budget/Costs (EC\$)	Process/Activities	Outputs	Outcomes/Impact	
NATIONAL GOAL					
To develop the Grenadian economy as a more diversified, competitive and knowledge-based economy through the development of its human resource particularly in areas that support: <ul style="list-style-type: none"> ▪ transformation of the rural economy ▪ poverty alleviation ▪ emerging opportunities in the informatics and hospitality industry. 		Undertake sector analyses Set sector policies Formulate sector strategies Define sector strategies Develop and implement sector plans and programs	Appropriate policies in place Strategies outlined and implemented Strategic objectives achieved	A more diversified, competitive and knowledge-based economy	Labour Market records Macro Economic Review LMIS
<i>CA: The level of investment is consistent with Government's high priority for human resource development</i>					
PURPOSE					
The emergence of a learning society through quality		Strengthen management and administration functions within the	Universalization of secondary education	An educational environment/system	Ministry of Education

Objectives Critical Assumption	Key Performance Indicators				Monitoring and Evaluation Indicators & Means of Verification
	Indicative Budget/Costs (EC\$)	Process/Activities	Outputs	Outcomes/Impact	
<p>development of the human resources of Grenada by ensuring that all learners participate meaningfully and successfully in the education process</p> <p>To significantly expand and improve the opportunities for education and training that will provide the population with the range of skills and knowledge required for the economic and social development of the country.</p>		<p>education system</p> <p>Design projects and programmes</p> <p>Strengthen cooperation with international financial institutions, regional bodies and bilateral donors</p>	<p>achieved</p> <p>Improved school and ministry management</p> <p>Consistent financing of the sector</p>	<p>that is flexible and responsive to societal needs and objectives</p> <p>The development of a critical mass of trained persons to support national development imperatives</p>	<p>reports</p> <p>Labour market information</p> <p>Annual MoE Review reports</p>
<i>CA: Educational priorities synchronizes with national goals and objectives</i>					
STRATEGIC OBJECTIVES (see 1 to 6 below) ↓					
1 ACCESS AND PARTICIPATION					
Increased Access to Education	<p>1, 800,326</p> <p>300,100</p>	<p>Provide access to day nurseries and day-care centers to a minimum of 80% of children 6 months to 3 years</p> <p>Provide universal access for all pre-school children</p>	<p>Full coverage at the pre-primary level by 2010</p> <p>Full coverage at the secondary level by 2010</p> <p>Double full-time and</p>	<p>Greater participation in the education process at all levels</p> <p>Greater equity in the provision of educational services</p>	<p>Annual; statistics on:</p> <ul style="list-style-type: none"> • enrolment • drop out • repetition • literacy

Objectives Critical Assumption	Key Performance Indicators				Monitoring and Evaluation Indicators & Means of Verification
	Indicative Budget/Costs (EC\$)	Process/Activities	Outputs	Outcomes/Impact	
	500,000	Maintain existing universal access at the primary level	part time enrollment at the tertiary level by 2010	More of citizens capable of achieving personal development goals	
	15,259,550	Provide universal access at the secondary level	Increased participation in the education process of at risk and excluded children		
	15,392,040	Increase coverage at the tertiary level for a minimum of 15% of post-secondary age cohort by 2005 and 40% of secondary graduates by 2010	Improvement in the transition rate between the various levels of education	Improvement in the literacy rates of citizens	
	3,008,646	Make provision for all children with special needs from day-care centers to tertiary level			
	1,320,753	Provide support services and re-integrate at risk and excluded children, truants, intra-cycle dropouts and adolescent mothers			
	1, 200, 000	Provide alternative and rehabilitative accommodation with restorative programmes for students with severe behavioral challenges and those displaying	Specialized support available for students	More client-focused support in place	

Objectives Critical Assumption	Key Performance Indicators				Monitoring and Evaluation Indicators & Means of Verification
	Indicative Budget/Costs (EC\$)	Process/Activities	Outputs	Outcomes/Impact	
	800 000	unusual violent tendencies. Provide support for the continued education and training of adolescent mothers within the formal system where possible or provide separate accommodation with special support systems where necessary	Full participation of age cohorts	Decreased risk of cyclical negative impact	Enrollment rates and performance in examinations
	1, 302 800	Establish an effective coordinated student support system for student welfare with components related to truancy, school feeding for all needy students from pre-school to secondary levels and textbook provision	More effective delivery of services and support	Improved student attendance and performance	Attendance rates
	1, 600,250	Provide transportation services for students in severely affected areas	Improved access to school and opportunity to participate in education	Improved attendance rates	
	500 000	Ensure specialized support and intervention for students affected by substance abuse	As above	Students rehabilitated and completing education	Integration rate in schools

Objectives Critical Assumption	Key Performance Indicators				Monitoring and Evaluation Indicators & Means of Verification
	Indicative Budget/Costs (EC\$)	Process/Activities	Outputs	Outcomes/Impact	
	750 000	Provide access to educational opportunities and support services for children infected and affected by HIV/AIDS	As above	Students able to complete education in supportive environment	As above
	2 500 000	Develop a comprehensive, decentralised, community-based, NGO-supported relevant Adult and Continuing Education programme	National parent community with improved capacity for employment, citizenship and supportive of education of children	Improved national functional literacy levels, increased productivity and provision for education	Employment rates, proportion of adult population with certification
<i>CA: Sustained demand for educational services at all levels</i>					
2 QUALITY OF EDUCATION					

Objectives Critical Assumption	Key Performance Indicators				Monitoring and Evaluation Indicators & Means of Verification
	Indicative Budget/Costs (EC\$)	Process/Activities	Outputs	Outcomes/Impact	
Improve the quality of education and the achievement of pupils <ul style="list-style-type: none"> • More competent and motivated teaching corps • Improved monitoring and evaluation • Better resources and equipment for schools • Improved library services 	50,000	Define and implement a maintenance policy for all educational facilities	Modernized school facilities	Better prepared graduates	Education statistics
	8,506,989	Modernize and secure educational facilities at all levels	Improved performance of students	Greater teacher competence and satisfaction	Ministry of Education reports
	12, 240, 280	Establish an effective support system for student welfare <ul style="list-style-type: none"> • Provision of textbooks for all students 	Adequate students' welfare service	Improvement in the external efficiency of the education system	Competency Test results
	10, 240,280	<ul style="list-style-type: none"> • Provide primary schools with basic materials to support instruction especially for the subject areas of Reading and Mathematics • Specialized counseling and career guidance services at all levels 	Basic resources provided to schools		External Examinations results
	30 000	Review curriculum periodically to ensure relevancy	Revised relevant curriculum	Greater relevance of education	Inspection and Supervision reports
	19,461,001 ⁹	Provide for the professional development and improvement of teachers	100 % of trained teachers	More effective teaching	Literacy Test results
				Employer surveys	
				School statistical reports	

Objectives Critical Assumption	Key Performance Indicators				Monitoring and Evaluation Indicators & Means of Verification
	Indicative Budget/Costs (EC\$)	Process/Activities	Outputs	Outcomes/Impact	
		Provide in-service and pre-service training for teachers at all levels	Minimum competencies established for all grades and forms	Improved performance in MCT tests	Test scores
	50,738	Transform the testing and evaluation mechanism to one based on competencies	Students attain performance standards	Improved student performance	
	400,500	Institute Remedial Learning Programme in schools			
	120 000	Strengthen subject specialization in secondary and semi-specialization in primary	Programmes in place, training held and monitoring existing	Improved student liking for subjects and improved performance	Test scores
	160,750	Develop at the tertiary level a quality assurance system	Quality assurance systems in place	Increase satisfaction in the quality of tertiary education services	Records of borrowing library books
	1, 800,000	Upgrade library services	Improved library services	Improved functional literacy levels of students	
	500 000	Establish functioning resource centres in educational districts	Resources centers functional	Greater satisfaction of teachers for MoE support	Teacher attrition rates

Objectives Critical Assumption	Key Performance Indicators				Monitoring and Evaluation Indicators & Means of Verification
	Indicative Budget/Costs (EC\$)	Process/Activities	Outputs	Outcomes/Impact	
	5 000	Develop and institutionalize policy and standards for teacher recruitment, deployment, training and promotion	Standards in place and effectively used	Improved teacher quality	Teacher surveys
	300 000	Define and institutionalise a multi-level career path	Career path adopted by Government	Improved teacher satisfaction with profession	Programme reports
		Establish multi-layered mentoring programme for principals, teachers and students	Programme providing support for principal actors and clients	Improved support for dealing with the challenges of education	As above
	2, 000	Review the conditions of the teaching service for improvement, including remuneration and benefits	Improved terms and conditions of service	Increased attractiveness of teaching as a profession	Surveys
		Develop/revise instruments relating to professional standards of the teaching service	Instruments such as Code of Ethics adopted and used	Improved public image of teachers as professionals	Feedback from teachers
	100 000	Develop an improved teacher supervision system	Supervision system functioning	Increased evidence of best practices	As above
		Establish a Principal-Teacher Resource and Training Centre with	Resource center established	Improved support for instruction and management	

Objectives Critical Assumption	Key Performance Indicators				Monitoring and Evaluation Indicators & Means of Verification
	Indicative Budget/Costs (EC\$)	Process/Activities	Outputs	Outcomes/Impact	
		an extension facility in Carriacou.			
<i>CA: Performance Standards are institutionalized</i>					

Objectives Critical Assumption	Key Performance Indicators				Monitoring and Evaluation Indicators & Means of Verification
	Indicative Budget/Costs (ECS)	Process/Activities	Outputs	Outcomes/Impact	
<i>Students and teachers are motivated to take part in the education process</i>					
3 EDUCATION AND THE WORLD OF WORK, CITIZENSHIP AND LIFE					
Ensure that our people have relevant knowledge and skills so that they can meet their own and national needs in the world of work	Costs to be shared with review activity noted above	Provide adequate institutional capacity to develop relevant curricula with stakeholder participation	Revised Curricula	More functionally literate population	Employer surveys
	3, 200, 000	Establish a comprehensive Technical and Vocational Education and Training (TVET) programme	TVET centers established in strategic areas and staff trained	Increased number of persons with the requisite skills for economic and social development	Employer support to education
	1,500, 000	Revise lower primary school curriculum, greater focus on basic literacy and numeracy through the Caribbean CETT programme	Literacy and numeracy programmes (CETT model) implemented	Students completing primary education having attained literacy and numeracy standards	MCT results
	300 000	Introduce a comprehensive Foreign/second Language Programme from pre-school to tertiary level	Adequate number of staff trained in the teaching of foreign language	Better prepared graduates	Number of students with modern language subjects
		Strengthen curriculum focus on	Improved relevance in	Graduates better	Qualitative

Objectives Critical Assumption	Key Performance Indicators				Monitoring and Evaluation Indicators & Means of Verification
	Indicative Budget/Costs (EC\$)	Process/Activities	Outputs	Outcomes/Impact	
		values education including R. E and Civic Awareness	curricula	citizens and individuals	survey
	2, 500 000	Strengthen alliance with the private sector to promote Entrepreneurship and enhance Job Market readiness of graduates	Apprenticeship program established	Increased capacity to take advantage of jobs in the information technology sector	Job survey
		Establish Schools of Excellence to provide specialized training in sport disciplines, theatre and the performing arts	Schools of Excellence identified and operational	Students functional in areas of specialized aptitude	Number of subject entries in specialized subjects
		Promote computer-assisted learning with access to the internet at all levels	All learning institutions provided with computer laboratories and appropriate educational software	Student with ICT skills for employment	Number of students graduating with ICT certificates
		Provide access to Information and Communication Technology at all levels	Teaching staff adequately trained in teaching of Information and Communication Technology	Teachers with ICT skills for professional and personal application	Percentage of teachers with ICT training
	150 000 (for start-up costs)	Strengthen and make more comprehensive the co-curricula	Programmes developed and available	More well-rounded graduates from school	School reports

Objectives Critical Assumption	Key Performance Indicators				Monitoring and Evaluation Indicators & Means of Verification
	Indicative Budget/Costs (EC\$)	Process/Activities	Outputs	Outcomes/Impact	
	where applicable)	programmes in learning institutions		system	
	100 000	Develop a comprehensive HRD policy	Policy in place and implemented	Better coordination and delivery of HRD activities	Number of trained public and private sector workers
	750 000	Develop the capacity of TAMCC to offer a wide range of training to up to the post-graduate level	Range of post-graduate programmes available and accessed	Post-graduate training needs of individuals met	% of graduates with locally delivered training
	400 000 (for initial outlay)	Establish a National Training Agency	NTA established and functioning	Better coordination and delivery of national training/TVET programmes	Employer survey
	400 000 (for first 3 years of operation)	Establish a National Accreditation Board	NAB established and functioning	Improved quality assurance services for local and extra-local programmes	Survey
	80 000	Develop and maintain a LMIS	LMIS in place and used	Improved Labour market planning	

Objectives Critical Assumption	Key Performance Indicators				Monitoring and Evaluation Indicators & Means of Verification
	Indicative Budget/Costs (EC\$)	Process/Activities	Outputs	Outcomes/Impact	
<i>CA: Educational plans and programmes reflect and are responsive to manpower demands</i>					
4 CO-OPERATION AND DEVELOPMENT					

Objectives Critical Assumption	Key Performance Indicators				Monitoring and Evaluation Indicators & Means of Verification
	Indicative Budget/Costs (EC\$)	Process/Activities	Outputs	Outcomes/Impact	
Establish and strengthen relationships with internal and external partners in education to address urgent societal imperatives and to enhance clear methods of cooperation	3 000	Develop a coordinated framework for public/ private partnerships and strengthen P3E Initiative	Functional alliances existing with support for schools	Greater mobilization of resources for school development	Memoranda of understanding
	25,100	Establish fully functioning parish and national, parish and school <i>Parent Teachers Associations</i> with clearly defined roles and responsibilities	Clearly defined roles and responsibilities of actors	Greater community involvement in school success	Programme support documents and memoranda and PTA reports
		Strengthen and extend the establishment of School Alumni Associations	Associations established and functioning	Greater support for school development	School reports
	110, 000	Produce quarterly newsletter	Newsletter available and disseminated	Improved public awareness of education development activities	
		Strengthen the engagement of the GUT improved teacher professionalism and constructive resolution of matters	Memorandum in place and utilized	Improved amicable relations between MoE and GUT	Teacher survey
	250,440	Engage the media as a strategic partner in promoting education	Media programmes in place	Improved access of education programmes and public awareness	Report on media support
		Engage the other ministries of Government	Working relationship in place	Better coordination of services and support	
	Engage national, regional and international partners to support the development of education	Funding for education development augmented	Education plan supported and implemented	Agency reports	

Objectives Critical Assumption	Key Performance Indicators				Monitoring and Evaluation Indicators & Means of Verification
	Indicative Budget/Costs (EC\$)	Process/Activities	Outputs	Outcomes/Impact	
<i>CA: Stakeholders interests are integrated in educational development processes</i>					
5 ADMINISTRATION AND MANAGEMENT					
Improve the efficiency and effectiveness of management and administration at the Ministry and school levels	25,000	Enforce the revised Education Act 2005 and enact appropriate education regulations	Improved regulatory framework and greater accountability within the system	Improvement in the efficiency and effectiveness of management in the system	Transparent policies in the public domain Mechanisms for decision making
	20,000	Revise Education Policy Documents	More informed and inclusive decision-making processes		
		Provide systematic feedback to stakeholders on the development of education	More informed stakeholder s	Increased sense of accountability and partnership	Bi-annual Minister's report
	400,000	Establish an extensive monitoring mechanisms (EMIS) and accountability measures for management at the ministry and school level	Operational EMIS Better interface within the education system		
40 000	Conduct organizational analysis towards greater efficiency and effectiveness of Ministry's	Organizational audit completed and recommendations	Improved institutional capacity and productivity	MOE corporate plan	

Objectives Critical Assumption	Key Performance Indicators				Monitoring and Evaluation Indicators & Means of Verification
	Indicative Budget/Costs (EC\$)	Process/Activities	Outputs	Outcomes/Impact	
	190,900	functions Strengthen capacity of the Ministry to deliver client-focused , customer-centered management services	adopted Training completed, customer charter adopted	Improved services and client satisfaction	MoE annual report
	30 000	Develop extensive monitoring mechanisms and accountability measures (e.g. performance appraisal and school performance reviews) Develop, monitor and enforce standards for the establishment and functioning of private schools	Mechanisms adopted and used Standards adopted and used	More effectively managed and performing institutions Improved quality of private education	School reports DST/School reports
	200 000	Strengthen co-ordination of supervision and support services by the District Supervision Team Establish fully functioning School and District Boards of Management Re-establish fully functioning Education Advisory Board	DSTs functioning effectively Boards in place and functioning EAB in place and functioning	Improved school and student performance Improved school management Improved policy advice	DST/School reports DST reports MoE reports

Objectives Critical Assumption	Key Performance Indicators				Monitoring and Evaluation Indicators & Means of Verification
	Indicative Budget/Costs (EC\$)	Process/Activities	Outputs	Outcomes/Impact	
	9,000	Develop a management and administration policy with recruitment, operational and evaluation guidelines for Principals and Managers	Policy in place and used	Improved management of institutions	DST reports
	300 000	Provide training for school managers and Ministry personnel in effective management	Certified principals in institutions	Improved management of institutions	DST reports
	200,000	Provide opportunities for participation in national, regional and international conferences	Conferences held	Improved capacity to manage and develop	
	50,000	Ensure that all schools prepare school improvement plans	SIPs completed and implemented	Improvement in learning conditions	DST/school reports
		Establish a Volunteer Support System, defined and operationalized at school level, to assist teachers and principals	Volunteers identified and working	Increased support for effective school functioning	DST/school reports
<i>CA: Education policies are well defined</i>					
6 FINANCING OF EDUCATION					

Objectives Critical Assumption	Key Performance Indicators				Monitoring and Evaluation Indicators & Means of Verification
	Indicative Budget/Costs (EC\$)	Process/Activities	Outputs	Outcomes/Impact	
Ensure consistent Government financing of education, diversify the funding sources and to make certain that resources are available	30,000	Rationalize the financial obligations of parents	Cost-sharing obligations clarified	Education services are provided as cost effectively as possible with the greatest level of benefits achievable	School/DST reports MoE report Public expenditure accounts on educational inputs Trends in private expenditure on education
		Conduct study on efficiency in educational financing			
		Monitor financing schools for accountability and transparency in the mobilization and use of funding provided.	Mechanisms in place, used and monitored	Transparency and accountability existing	
		Monitor teacher/pupil ratios for levels consistent with quality improvement and limited wastage.	Target ratios achieved	Increased efficiency and minimized wastage	
		Monitor Governments allocation for education	Improved budgetary allocation for education	Public investment in education sustained	
		Encourage private sector partnerships in financing education	Increased private sector funding of education	Private investment improved	
Consider alternative means for the financing of education	Modalities studied and adopted	Increased funding for education			

Objectives Critical Assumption	Key Performance Indicators				Monitoring and Evaluation Indicators & Means of Verification
	Indicative Budget/Costs (EC\$)	Process/Activities	Outputs	Outcomes/Impact	
<i>CA: Government continues to give high priority to educational investment</i>					

5. Implementation and Evaluation of the Plan

5.1 SPEED II Management Structure

The multidimensional nature of SPEED II requires a multipartite approach to management and implementation. This is not only consistent with the widespread consultation in drafting and finalizing the SPEED II, but it also ensures that there is collective action and responsibility in the realization of the plan's goals. As such, therefore, many ministries and departments as well as governmental and non-governmental organizations will become partners in implementing SPEED II. This will require considerable co-ordination and a widespread commitment on all parts. Further, it will be necessary to review progress on a regular basis to determine how the plan is being implemented, to check whether targets are in focus and to obtain corrective feedback, if necessary. This section delineates an approach for conducting this implementation, an approach that will allow for a meaningful modification of the plan at any time.

Firstly, a steering committee, the *Education Sector Development Committee* (ESDC), chaired by the CEO,¹⁰ with the planning unit serving as the secretariat will be established to oversee the plan. Members will be drawn from each of the sub-sectors involved in the plan and normally will include representatives from the following:

- Grenada Union of Teachers,
- T A Marryshow Community College
- Trades Union Council,
- Denominational Boards of Management,
- The Education Advisory Board,
- Private sector/NGO/community-based organizations,
- National Coalition on the Rights of the Child,
- National Parents Teachers Association,
- UWI School of Continuing Studies,
- Ministries of Education, Agriculture, Health and the Environment, Housing, Gender and Family Affairs and Social Security and Finance,
- Development partners, including external funding agencies

The ESDC will have overall responsibility for initiating and following through on all proposals in the plan. It will co-ordinate the activities of all groups concerned with the detailed planning of the various aspects. Its initial action will be to

- a) identify which Work Groups will be responsible for each focus area of the plan,
- b) approve Terms of Reference for these Work Groups,

- c) request detailed work-plans and budget break down from each Work Group,
- d) prepare a coordinated programme of work for the implementation of the plan.

Individuals will be identified to act as Chairperson of each Working Group. They will be required to produce a fully operational, prioritized work plan with programme proposals within six months of the adoption of the plan by Cabinet.

Secondly, special progress reports will be prepared at specified intervals according to a pre-determined format. Short written progress reports should be commissioned, so that each Work Group reports at least once every three months.

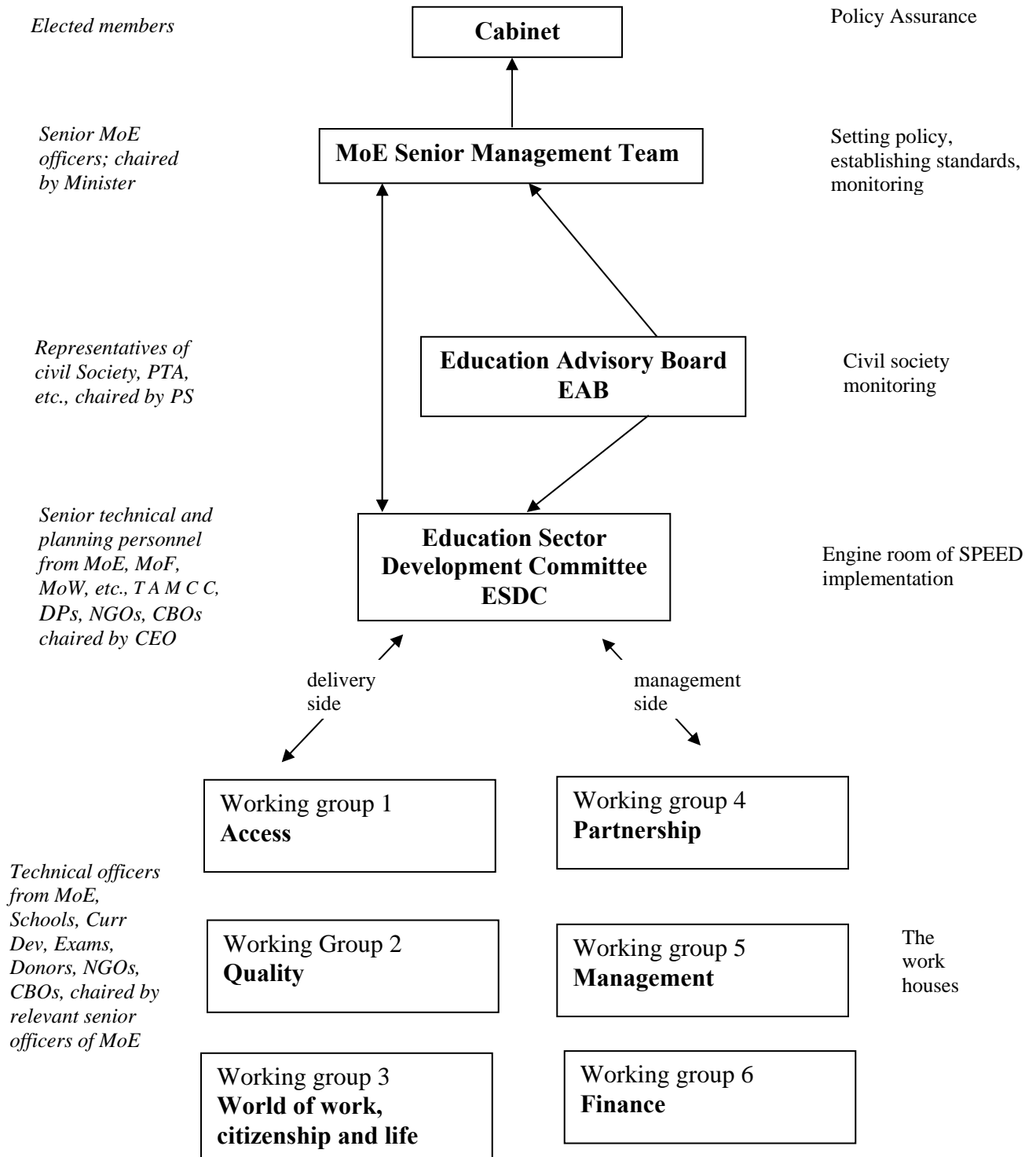
The Permanent Secretary (PS) and Chief Education Officer (CEO) will meet with the Minister to report progress on a tri-monthly basis, with a follow-up report submitted to Cabinet.

Over the ten-year period there will be annual reviews of progress, more prolonged consultations every three years in order to review the SPEED II, together with an external evaluation of the progress of the implementation

The Education Advisory Board (EAB) will be kept informed of progress on the plan and the ESDC should, when necessary, seek its advice and views on any problems.

An organogram, showing the above implementation framework is shown in Fig 2 overleaf.

Fig 2 : Organogram - SPEED Operationalisation/ Implementation



5.2 Indicators

A set of indicators will be a key component for monitoring the implementation of the plan. Quantitative and qualitative data will inform the assessment and subsequent decision-making relating to the operationalisation of the plan. This system is necessary to ensure that there is an integrated evaluation framework, where relationships between different policy measures are discernible rendering polyvalent analyses and interpretation of the context to yield relevant information for decision-making.

The indicator system will address the following requirements for monitoring SPEED.

- a) ***The need to have a holistic and comprehensive grasp of the state of implementation in relation to the planned targets***
Policy makers and decision makers need to have a general grasp of the issues, challenges, successes and progress in the sector so that analyses and decisions are made and taken in such a way that supports commitment to the relevant issues.
- b) ***The need to maintain focus on problem areas and critical concerns***
As well as the six areas of focus, there needs to be provision for special and possibly unforeseen policy directions which may need particular monitoring
- c) ***The need to generate support for educational interventions***
Support for specific interventions will be necessary in order to increase the probability of their successful implementation.
- d) ***The need to provide feedback to all stakeholders***
An indicator system assists in providing clear and unambiguous feedback to stakeholders through periodic timely reporting procedures.

A proposed set of indicators for monitoring SPEED II is given on pages 54 to 56 below. These indicators have been developed from OECS proposals for *Core Education Indicators* (July 2000) and are grouped roughly under the six areas of focus¹¹. The list will be adjusted as the SPEED develops. Quantitative baseline data from 2000, where available and appropriate, will be used as a datum from which to measure progress (see pages 57 to 62). Qualitative data will be obtained from current documentation, whatever their date of origin.

Education Indicators to monitor the SPEED.

Focus Area	Indicator	Baseline 2000
Access	Relative size of school age population age groups: 3-4, 5-11, 12-14, 15-17, 18-24.	
	Net intake rate into 1 st year of cycle.	
	Gross Enrolment Ratio (GER) by sub-sector, sex.	
	Net Enrolment Ratio (NER) by sub-sector, sex	
	Availability of TVET facilities	
	Availability of school facilities for special needs students.	
	Enrolments by sub-sector, sex, age	
	School location by district, zone, parish	
	Attendance rate	
	Transition rate	
	Repetition rate	
	Survival rate	
	<i>Primary schools built and/or refurbished</i>	
	<i>Secondary schools built and/or refurbished</i>	
Quality	Adult literacy rate of population 15 + years that are literate.	
	Teaching force by sub-sector, sex, qualification, years of experience	
	Percentage of certified (trained) teachers.	
	Percentage of qualified principals by level of education.	
	Average square feet of school area by student	
	Percentage of schools adequately equipped with A/V and reprographic equipment, computers for administration, telephone lines and internet services.	
	Average number and availability of textbooks by subject per student.	
	Number of adequate sets of teaching guides and instructional materials per subject area.	

Focus Area	Indicator	Baseline 2000
	Utilization rate of instructional materials, textbooks and technology.	
	Proportion of instructional time spent on core subjects	
	Student achievement in end of cycle examinations at primary level (CEE)	
	Student Performance on Minimum Competency Test at Grades 4 and 6	
	Proportion of students achieving four CXC/GCE subjects including English Language	
	Student performance in CAPE examinations	
	Student performance on standardized tests at Grades 2 and 4 (MCT).	
	Secondary student performance on MCT (Form 3) and CXC examinations.	
World of work	Transition to the world of work.	
	Relative earnings by level of educational attainment	
	Youth employment and unemployment rates by educational attainment.	
	Level of employer satisfaction with tertiary level graduate employee work readiness.	
	<i>Scholarships awarded by private sector</i>	
Participation	<i>Membership of stakeholder Ministries on Education Committees</i>	
	<i>Membership of NGOs, CBOs on Education Committees</i>	
	<i>Memorandum of Understanding with donors</i>	
	<i>Donors agree to support SPEED</i>	
Management	Adequacy of existing education policies.	

Focus Area	Indicator	Baseline 2000
	Accountability mechanisms built into the organizational structure of the MoE, its institutions and programs.	
	Frequency and nature of staff performance appraisals at MoE, district and school levels.	
	Percentage of schools with implemented School Improvement Plans	
	Extent to which performance information is used for decision-making at MoE, district and school levels.	
	Average number of students per computer for teaching/learning activities.	
	Net student-teacher ratio.	
	Teacher attitudes and motivation.	
	Student attitudes and motivation.	
	Variety of pedagogical approaches and teaching practices used.	
	Frequency of assessments and promptness of feedback.	
	Adequacy of teacher preparedness	
	GNP per capita based on purchasing power parities.	
Finance	Education expenditure as a percentage of GNP	
	Government expenditure on education by resource category as a percentage of the total.	
	Current expenditure per student by government as a percentage of GNP per capita.	
	Non-salary expenditure per pupil by level of education.	

Indicative Quantitative Indicators

Pages 57 to 62 contain indicative quantitative indicators for the six key areas. In due course, targets and progress against the targets will be reviewed and revised by the relevant Working Group.

No	Indicator	Baseline 2000	Target 2003	Target 2007	Target 2010
1 Access and Participation					
1	Pre-primary NER	93%			100%
2	Primary NER	98%			100%
3	Secondary NER	80%			95%
4	Tertiary NER	19%			45%
5	Transition rate to secondary	55% (?)			100%
6	Vocational Institutions (enrolment)				
7	Proportion of students accessing TVET programmes				24
	Secondary				
	Tertiary				
	Non-formal				
8	Proportion of pop. accessing Special Education programmes				
	Mainstream schools				
9	TAMCC enrolment (% male)				
10	Other tertiary				
	UWI Continuing Education				
	St Georges' University				
11	Percentage male in secondary schools				
12	Percentage male in tertiary institutions	(43%)			
13	Gross Enrolment ratio (secondary) in the best and least served parishes				
	best				50%
	least				50%
14	Truancy Rate (primary + Secondary)				
15	% of Primary schools meeting minimum physical/health standards				
16	% of secondary schools meeting physical/health minimum standards				0.5%
		3%			

To be completed and revised by Working Group 1.

No	Indicator	Baseline 2000	Target 2003	Target 2007	Target 2010
2 Quality of Education					
1	% teachers qualified (Pre-school)				100%
	% Principal trained (Pre-school)				100%
2	% teachers qualified (Primary)	80%			100%
	% Principal trained (Primary)	10%			100%
3	% teachers qualified (Secondary)	35%			100%
	% qualified graduate (Secondary)	15%			50%
	% principals trained (Secondary)	15%			100%
4	Proportion of secondary teachers capable of delivering IT up to Form IV	5%			
5	Proportion of students accessing Foreign Languages				
	Primary	4%			
	Secondary	40%			
	CEE Awards				100%
6	% CEE Awards to boys				50%
7	CXC results				
	% pass	70%?			90%
	Subjects per student				4
	% with 4 passes incl. English	37%			70%
	% with 4 passes incl. English & Math	41%			
8	CAPE (% pass in at least 2 subjects)				70%
9	Minimum Competency Tests	63%			
	Grade 2 Language Arts	3.4			90%
	Grade 2 Mathematics	42%			90%
	Grade 4 Language Arts (1999)				90%
	Grade 4 Mathematics (1999)	55%			90%
	Form 3 Language Arts				90%
	Form 3 Mathematics	n/a			90%
10	Proportion of population with first degrees	n/a			10%
11	Class size (Lower secondary)	42			35
12	Average square feet of school area by student (Secondary)				
13	Repetition				
	Primary	10%			5%
	Secondary	15%			6%
14	Drop Out (primary)				
	Primary	2%			< 1%
	Secondary	6%			< 1%
15	Pupil Teacher Ratio				
	Primary	22:1			30:1
16	Pupil/class Ratio Secondary	40:1			35:1
17	No. of computers per student (Average)				
18	Utilization rate of textbooks				
19	Average number and availability of textbooks by subject per student				
20	Number of adequate sets of teaching guides and instructional materials for core subject area				
	Primary				
	Secondary				

No	Indicator	Baseline 2000	Target 2003	Target 2007	Target 2010
2 Quality of Education					
22	% of schools adequately equipped with A/V and reprographic equipment, computers for administration, telephone lines and internet services				90%
23	Student /Computer ratio (Secondary)				
24	Adult Literacy Rate	90%			100%
25	Incidence of suspension of students for serious offences				
26	No. of Guidance Counselors per student				
27					
28	% of classrooms with functioning libraries				100%
29	Proportion of schools fenced				100%
30	Secondary				
31	Utilization rate of textbooks				
	Average number and availability of textbooks by subject per student				
32	Number of adequate sets of teaching guides and instructional materials for core subject area				
	Primary				
	Secondary				
33	Proportion of instructional time spent on core subjects				60%

To be completed and revised by Working Group 2.

No	Indicator	Baseline 2000	Target 2003	Target 2007	Target 2010
3 World of Work					
1	Proportion of vocation training in curriculum	10%			25%
2	Employers satisfaction rating with CXC graduates	93 % satis			100% gd +
	TAMCC graduates	93% gd +			100% gd +
	university graduates	80% gd +			100% gd +
3	Support to schools from industry and commerce (cash and kind)				100% gd +
4					

To be completed and revised by Working Group 3.

No	Indicator	Baseline 2000	Target 2003	Target 2007	Target 2010
4 Co-operation and Partnership					
1	% of fully functioning PTAs Schools Parishes	0 0 0			4 per year all partners
2	% of fully functioning Student Councils				all partners
3	Meetings of EAB				
4	Signatories to Code of Conduct				
5	Signatories to Memo of Understanding				
6	Support from partners to budget (amount) to projects (amount) to student loans - GDB to students grants (Cuba) as % of total education expend	EC\$1.8 m EC\$3.2 m 14%			

To be completed and revised by Working Group 4.

No	Indicator	Baseline 2000	Target 2003	Target 2007	Target 2010
5 Administration and Management					
1	Schools Improvement Plans implemented Primary (%) Secondary (%)				100% 100%
2	Staff appraisal done consistent with stipulated criteria schools parishes MoE				100% 100% 100%
3	School supervision visits/frequency				
4	Statistical digest for Year (n-1) published				
5	School mapping updated/published				
6	No of In-service courses provided				
7	No of staff development initiatives (MoE)				
8	Annual performance review provided schools MoE				
9	% of fully functioning School/Parish Management Boards				100%
10	Proportion of principals using data for school management and development				100%

To be completed and revised by Working Group 5.

No	Indicator	Baseline 2000	Target 2003	Target 2007	Target 2010
6 Financial Management					
1	Education spending recurrent and capital as % of GNP from external sources	EC\$60.5m 7..3%			8.5%
2	Expenditure/student by government Non-salary expenditure per pupil by level of education	EC\$8.4 m EC\$1 291			
3	Cost per student in various sub-sectors				
4	Income generated by schools				
5	Cost to parent of child's education primary/child secondary/child	EC\$1 825 EC\$2 250			

To be completed and revised by Working Group 6.

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