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## Initialisms and Acronyms

ACC	Anguilla Community College
ALHCS	Albina Lake Hodge Comprehensive School
C & G	City and Guilds
CAPE	Caribbean Advanced Proficiency Examinations
CCSLC	Caribbean Certificate of Secondary Level Competence
CEO	Chief Education Officer
CPD	Continuing Professional Development
CSEC	Caribbean Secondary Education Certificate
CXC	Caribbean Examinations Council
DoE	Department of Education
EO	Education Officer
EXCO	Executive Council
GoA	Government of Anguilla
HFLE	Health and Family Life Education
IVQ	International Vocational Qualifications
MoE	Ministry of Education
OECS	Organisation of Eastern Caribbean States
PS	Permanent Secretary
SEP	Strategic Education Plan
TVET	Technical and Vocational Education and Training
USE	Universal Secondary Education
ESL	English as a Second Language
SEN	Special Education Needs



## Introduction

### Anguilla – land, its people and some background

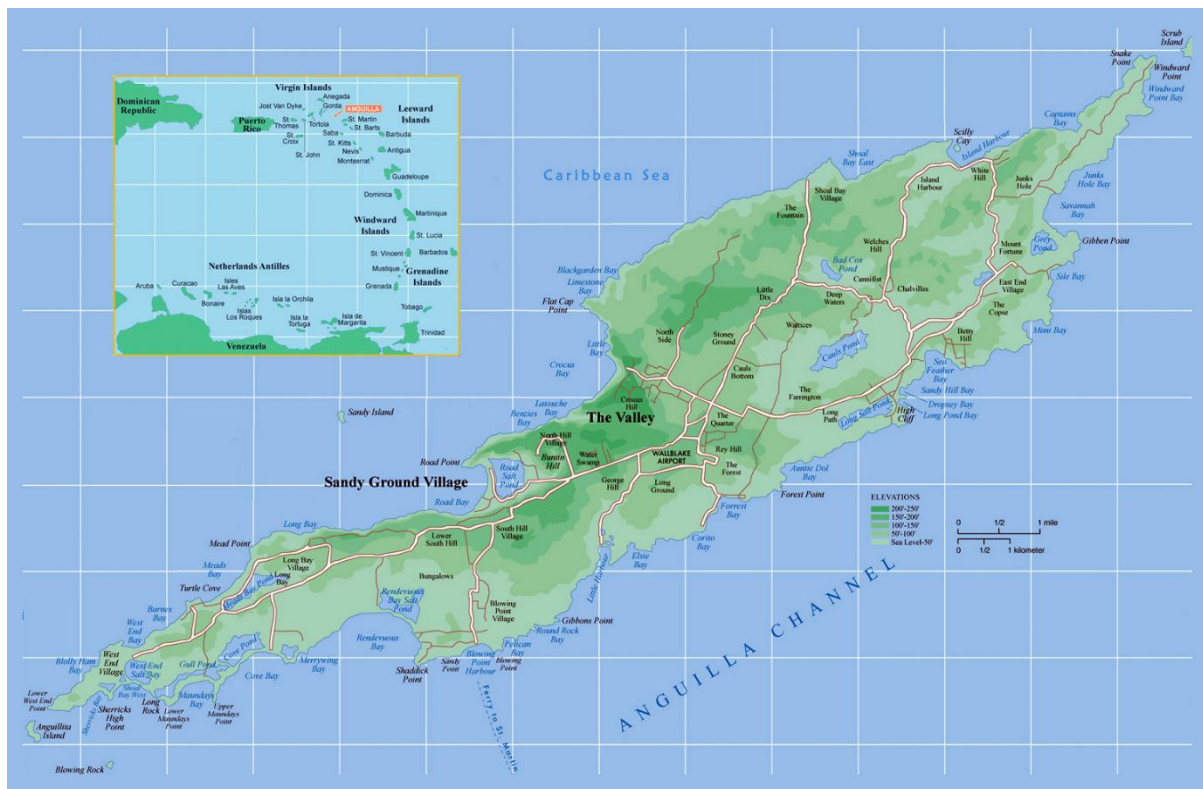
Anguilla is a British overseas territory in the Caribbean. It is one of the most northerly of the Leeward Islands in the Lesser Antilles, lying east of Puerto Rico and the Virgin Islands and directly north of Saint Martin. The territory consists of the main island of Anguilla itself, approximately 16 miles (26 km) long by 3 miles (5 km) wide at its widest point, together with a number of much smaller islands and cays with no permanent population. The island's capital is The Valley. The total land area of the territory is 35 square miles (90 km<sup>2</sup>) with a population of approximately xx,xxx (20xx census).

#### Land

Anguilla is a flat, low-lying island of coral and limestone in the Caribbean Sea, east of Puerto Rico and the Virgin Islands. It is directly north of Saint Martin, separated from that island by the Anguilla Channel. The soil is generally thin and poor, supporting scrub tropical and forest vegetation.

Anguilla is noted for its spectacular and ecologically important coral reefs and beaches. Apart from the main island of Anguilla itself, the territory includes a number of other smaller islands and cays, mostly tiny and uninhabited.

Figure 1: Map of Anguilla



#### People

Some basic census info regarding people's background.

#### Economy

Anguilla's thin arid soil is largely unsuitable for agriculture, and the island has few land-based natural resources. Its main industries are tourism, offshore incorporation and management, offshore banking, captive insurance and fishing.

Before the 2008 world-wide crisis the economy of Anguilla was expanding rapidly, especially the tourism sector which was driving major new developments in partnerships with multi-national companies.

The economy, and especially the tourism sector, suffered a setback in late 1995 due to the effects of Hurricane Luis in September but recovered in 1996. Hotels were hit particularly hard during this time. Another economic setback occurred during the aftermath of Hurricane Lenny in 2000.

Anguilla's financial system comprises seven banks, two money services businesses, more than forty company managers, and many other insurers, brokers, captive intermediaries, mutual funds, and trust companies

## **History**

Anguilla was first settled by Amerindian tribes who migrated from South America. The earliest Native American artefacts found on Anguilla have been dated to around 1300 BC, and remains of settlements date from 600 AD. The date of European discovery is uncertain: some sources claim that Columbus sighted the island in 1493, while others state that the island was first discovered by the French in 1564 or 1565.

Anguilla was first colonised by English settlers from Saint Kitts, beginning in 1650. The French temporarily took over the island in 1666 but under the Treaty of Breda it was returned to English control. In this early colonial period Anguilla sometimes served as a place of refuge. A Major John Scott who visited in September 1667 wrote of leaving the island "in good condition" and noted that in July 1668 "200 or 300 people fled thither in time of war." Other early arrivals included Europeans from Antigua and Barbuda and Barbados.

It is likely that some of these early Europeans brought enslaved Africans with them. Historians confirm that African slaves lived in the region in the early 17th century. For example, Africans from Senegal lived in St. Christopher (today St. Kitts) in 1626. By 1672 a slave depot existed on the island of Nevis, serving the Leeward Islands. While the time of African arrival in Anguilla is difficult to place precisely, archival evidence indicates a substantial African presence (at least 100) on the island by 1683.

While traditional histories of the region assume that the English were the first settlers of Anguilla under British rule, recent scholarship focused on Anguilla offers a different view. It places more significance on early sociocultural diversity. The research suggested that St. Christopher, Barbados, Nevis and Antigua may have been important points of origin. Regarding African origins, West Africa as well as Central Africa are both posited as the ancestral homelands of some of Anguilla's early African population.

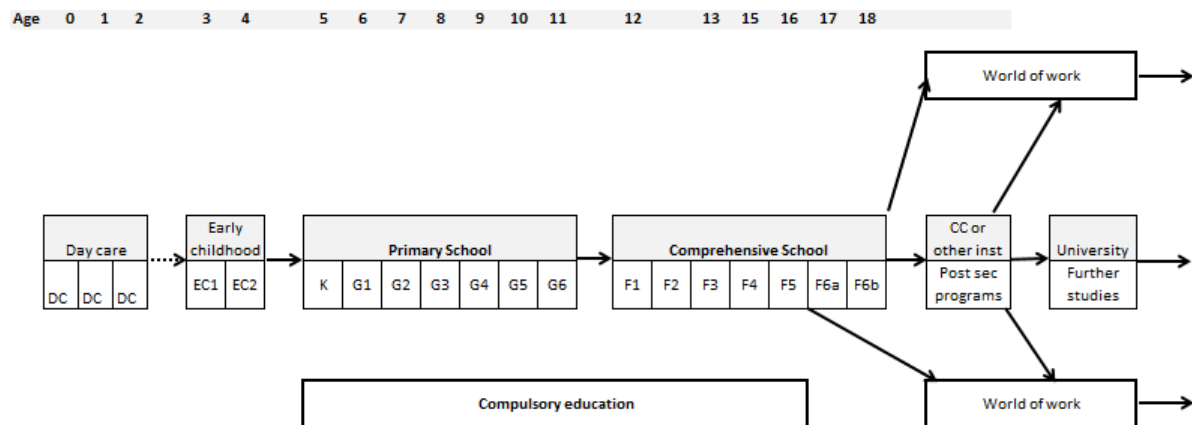
During the early colonial period, Anguilla was administered by the British through Antigua, but in 1824 it was placed under the administrative control of nearby Saint Kitts. In 1967, Britain granted Saint Kitts and Nevis full internal autonomy, and Anguilla was also incorporated into the new unified dependency, named Saint Christopher-Nevis-Anguilla, against the wishes of many Anguillians. This led to two rebellions in 1967 and 1969 (Anguillian Revolution), headed by Ronald Webster, and a brief period as a self-declared independent republic. The goal of the revolution was not independence per se, but rather independence from Saint Kitts and Nevis, and a return to being a British colony. British authority was fully restored in July 1971, and in 1980 Anguilla was finally allowed to secede from Saint Kitts and Nevis and become a separate British Crown colony (now a British overseas territory).

Anguilla is now an internally self-governing overseas territory of the United Kingdom. Its politics take place in a framework of a parliamentary representative democratic dependency, whereby the Chief Minister is the head of government, and of a pluriform multi-party system.

The territory's constitution is Anguilla Constitutional Order 1 April 1982 (amended 1990). Executive power is exercised by the government. Legislative power is vested in both the government and the House of Assembly. The Judiciary is independent of the executive and the legislature.

## Anguilla – its education system

Figure 2: Anguilla – its' education system



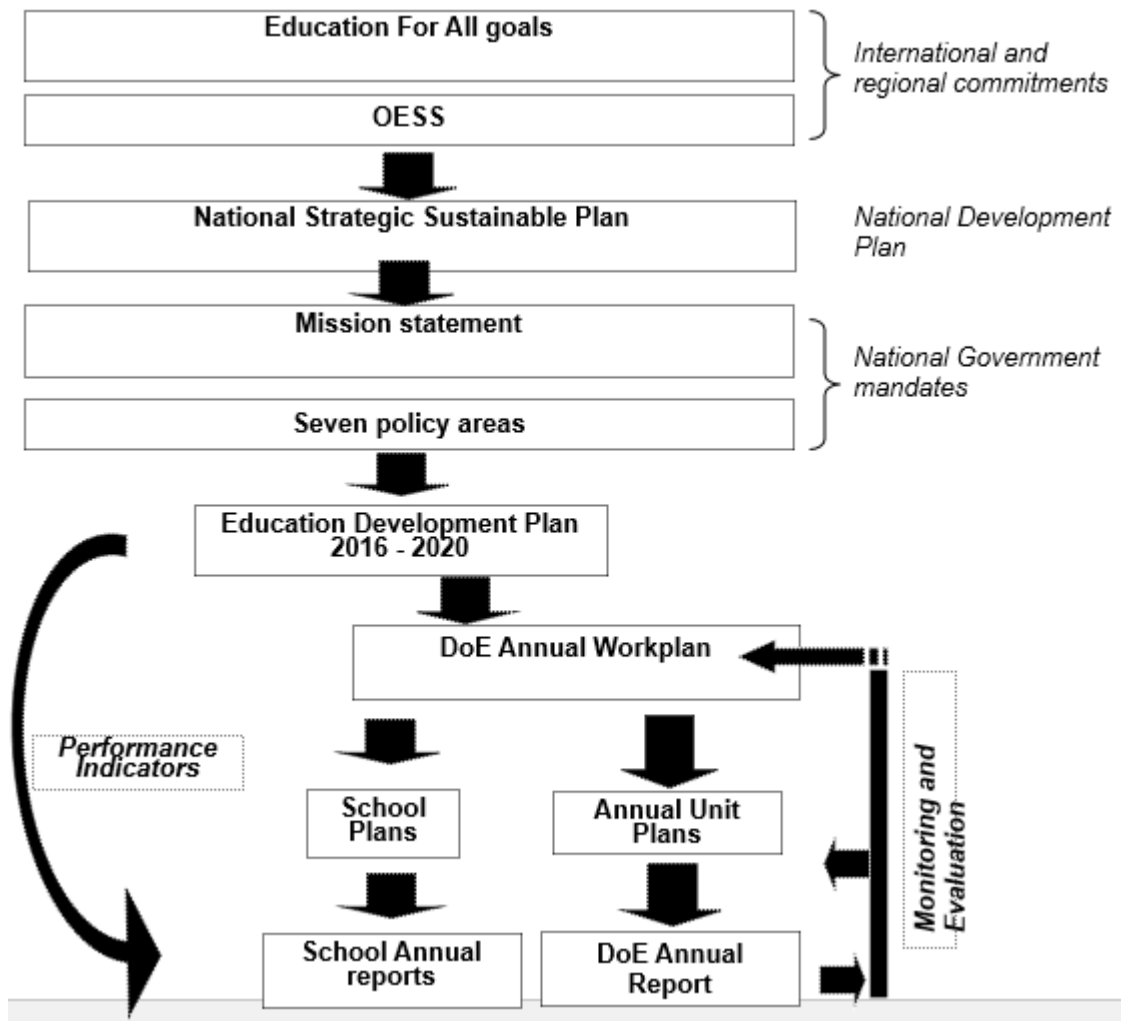
### The Legal Framework

The Education Act, 2012, of the Laws of Anguilla, is the primary legislation underpinning the operation of the educational system. This Act confers power on the Minister of Education to promote the education system of the nation by the establishment of institutions devoted to the development of the human resources of the community. The Act recognises three stages of public education – primary, secondary and tertiary - but makes provision for early childhood, special, adult, and distance education. The school system is recognised to be comprised of a public schools, private educational institutions and assisted private schools. The Minister is required to provide such number of public schools as is necessary to secure a place for all students in the compulsory school age group – from five to sixteen years of age.

This Plan will be implemented over a period of major expenditure control across the whole of the Government. As such, it is recognised that for the plan to remain current in this environment it will need to be reviewed and updated at it's mid term.

This Plan is linked to and complements existing plans and policies, national and international, which the government has endorsed to address education and other issues. These include the earlier education plans and the proposed National Sustainable Development Plan. Anguilla has, necessarily, a highly centralised education system and planning largely occurs at the national level. Figure 3 shows how this Plan relates to other plans and policies

Figure 3: The hierarchy of plans



### **Mandate for education**

Recognising the importance of education as a potent instrument for national development, the Government is committed to:

- Promoting equity in and universal access to education;
- Providing tuition free public and comprehensive education at the primary and secondary levels;
- Promoting and developing technological and technical education with particular emphasis on information technology;
- Providing public community college / junior college education
- Supporting private pre school, primary and secondary education that conform to criteria and regulations established by the Government;
- Supporting adult and continuing education programmes and tertiary education;
- Promoting education focussed on morals, norms, values and ethics and culture;
- Promoting participatory governance of education;
- Promoting life long education

- Ensuring accountability in education at all levels; and
- Ensuring high standards and excellence in education.

The Government's mandate for the Plan is summed up by the following Mission Statement:

*The Government of Anguilla is committed to providing quality education services, through highly motivated and competent educators, to produce loyal, knowledgeable and skilled citizens of sound character, empowered to function effectively in a rapidly changing technological society.*

Overall objectives of the Plan are consistent with

- international obligations, in particular the Millennium Development Goals and Education For All goals
- Government objectives in the education sector, as outlined in the mission statement
- community demands as determined during widespread national consultations.

#### Organisation of the Plan

The Plan is organised in a number of sections as outlined below.

Section 1: **Introduction** which provides background information and an overview of the organisation of the Plan.

Section 2: **Situational analysis** that outlines the progress since the previous plan and identifies the key challenges still ahead in each sector. The section considers the following sectors of education: pre primary education, primary education, secondary education, technical and vocational education, and administration. Each of these sectors is first defined and then an analysis follows using the following strategic policy areas as organisational headings

Section 3: The **Strategic Plan for Education 2015-2020**, which is the main section of the Plan. The sectors: pre primary education, primary education, secondary education, technical and vocational education, and administration - are described using, where appropriate, the same six policy areas of

1. access,
2. Pastoral development, guidance and care,
3. Curriculum Development: Reform and renewal,
4. Human Resource Development,
5. Management for Efficiency and Effectiveness and the
6. Financing of Education

Each of the sectors has its own major outcome and each of the policy areas has its own outcome as well as the key strategies (and activities?) identified for achieving these outcomes. In the text, the minor outcomes are referred to using the first letter of the sector (PP for Pre Primary, P for Primary and so on) and the minor outcomes are numbered in sequence. PP4, then, refers to Pre Primary Human Resource Development, minor outcome number 4.

An **outcome** identifies in broad terms the planned destination or end points that the system aims to achieve.

There is a **major outcome** for each of the sectors which is the end point to be achieved at the end of this Plan.

A **minor outcome** is a point that has to be achieved on the way to accomplishing the major outcome.



The **strategies** describe the broad means of how the outcome will be achieved.

The **activities** will collectively contribute to the successful implementation of the strategy (will these be in the plan or just in the DoE workplan?)

The responsibilities of the major stakeholders are outlined at the end of each sector as are the key performance measures indicators for each which are then used for formulating the Performance Assessment Framework in Section 7(?).

Section 4: **Implementing the Plan** provides an implementation timeline of the strategies and activities (or is this the DoE implementation plan?).

Section 5: **Financing the Plan** which considers the financial implications of the Plan.

Section 6 looks at the **OESS Strategic Imperatives** and the ways in which this Strategic Plan addresses each of them.

Section 7 The **Performance Assessment Framework** that brings together all of the indicators (and targets?) from the Plan

## Situational Analysis

### Pre primary education

All pre primary education is delivered by private providers and there are currently 12 pre schools with enrolments ranging from about 170 to some who only have single figured numbers on their rolls. Most of the schools are long established and only three, all very small, have been operating for less than five years. The four largest have been established since at least 2002 and these contribute to more than 75% of the places.

There is an inherent risk in all pre primary education being privately run in that some schools may close. However, the historical evidence presented here suggests that the private schools are well established and that they will continue to operate provided that Government continues to support them.

The overall pupil teacher ratio is well within acceptable range as per the Standards which has a 1 to 10 ratio as being desirable with 1 to 15 being mandatory. There is only school in the most recent figures with a PTR greater than 15, St Marys which is the largest pre primary school.

*Table 1: Pre primary school enrolment and staffing, 2001 to 2012*

	Boys	Girls	Total	Trs	PTR
2001	195	208	403	36	11.2
2002	207	215	422	35	12.1
2003	229	224	453	38	11.9
2004	215	212	427	41	10.4
2005	232	227	459	39	11.8
2006	218	219	437	37	11.8
2007	221	219	440	42	10.5
2008	233	218	451	42	10.7
2009	243	201	444	44	10.1
2010	226	208	434	41	10.6
2011	208	206	414	39	10.6
2012	212	233	445	43	10.3

*Table 2: Pre primary school enrolment by age and gender, 2009 to 2012*

	3 year olds			4 year olds			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2009	123	110	233	120	91	211	243	201	444
2010	122	115	237	104	93	197	226	208	434
2011	114	125	239	94	81	175	208	206	414
2012	116	128	244	96	105	201	212	233	445

*Table 3: Enrolments and staffing by school, 2012 / 13*

	Trs	3 yr olds		4 yr olds		Total	PTR
		Male	Female	Male	Female		
Bethel Meth	4	10	14	13	11	48	12.0
Central Christian	3	8	12	7	6	33	11.0
C of God of Holiness	0	0	0	0	0	0	
Ebenezer	3	4	5	4	12	25	8.3
Montessori Academy	2	5	2	3	5	15	7.5
Island Harbour Christian	4	10	5	4	6	25	6.3
Life Impact Rainbow	2	2	0	2	1	5	2.5
Liz	2	4	2	3	0	9	4.5
Maranatha	1	5	6	1	3	15	15.0

Prophecy	8	17	28	26	18	89	11.1
St Augustine's	0	0	0	0	0	0	
St Mary's	11	46	54	31	42	173	15.7
The Outreach	1	5	0	0	0	5	5.0
Tr Gloria Omolulu Inst	1	0	0	2	1	3	3.0
Total	42	116	128	96	105	445	10.6

There were 42 teachers in the pre primary schools in 2012/13 and 17 of these, about 40%, were trained. Three schools had no trained teachers. The figure of about 40% being trained has remained relatively constant in recent years. The Anguilla Community College has provided a course for number of the teachers that are attended out of school hours. There are currently five or six practitioners undergoing their training and costs are shared between Government and the individual.

Virtually all of the schools in the country follow the national curriculum which means that nearly all of the children have been exposed to similar experiences by the time they enter the primary school system.

The pre primary schools do receive financial support from Government in two ways. First, there is a stipend of EC650 per child each year and, second, salaries for teachers are supported to the tune of EC450 per month. The schools operate on the school fees that are collected and these fees range from EC525 per term. The very high enrolment rates suggest that these fees are such that Anguillian parents are able to afford to educate their young children.

## Primary

Overall enrolments in the primary sector have risen at an average annual rate of barely 1 per cent between 2008 and 2011. This relatively modest rise reflects the rise in the numbers in the age group as per the national census. Table xx shows historic enrolments from 2006.

*Table 4: Primary schools enrolments, 2006 to 2013*

	Public			Private			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2006	742	687	1429			0	742	687	1429
2007	745	722	1467			0	745	722	1467
2008	739	688	1427	77	88	165	816	776	1592
2009	734	696	1430	83	98	181	817	794	1611
2010	759	701	1460	93	94	187	852	795	1647
2011	756	704	1460	86	94	180	842	798	1640
2012	743	695	1438	63	70	133	806	765	1571
2013									

The following set of tables provide detail of recent years enrolments in the public schools in rather more detail, the Gross Enrolment Rate by grade and gender and, finally the intra grade retention rates. These tables provide further evidence to suggest that the system is able to accommodate all of the primary school age children in the country.

*Table 5: Primary schools enrolments by sex, 2011 to 2013*

	2011			2012			2013		
	Boys	Girls	Total	Boys	Girls	Total			
K	118	97	215	103	91	194			
G1	103	88	191	111	88	199			
G2	88	102	190	91	102	193			
G3	106	94	200	101	101	202			
G4	109	99	208	108	88	196			
G5	107	113	220	101	110	211			
G6	118	107	225	112	101	213			
Total	749	700	1449	727	681	1408			
SN	7	4	11	16	14	30			
				743	695	1438			

Table 6: Gross Enrolment rates by Grade and sex, 2011 to 2013

	2011			2012			2013		
	Boys	Girls	Total	Boys	Girls	Total			
K	108.3%	128.2%	116.5%	94.8%	99.0%	96.8%			
G1	139.5%	84.9%	107.8%	98.3%	116.5%	105.8%			
G2	95.2%	117.6%	106.3%	120.9%	93.3%	104.9%			
G3	121.0%	113.5%	117.3%	104.8%	110.8%	107.7%			
G4	103.4%	87.2%	95.0%	118.0%	103.1%	110.7%			
G5	92.8%	105.0%	98.8%	95.7%	93.6%	94.6%			
G6	116.5%	118.6%	117.5%	94.4%	91.6%	93.0%			
Total	110.5%	106.7%	108.6%	104.8%	102.0%	103.4%			

Table 7: Intra grade transition rates, 2011 to 2013

	2011 to 2012			2012 to 2013		
	Boys	Girls	Total	Boys	Girls	Total
K to G1	94.1%	90.7%	92.6%			
G1 to G2	88.3%	115.9%	101.0%			
G2 to G3	114.8%	99.0%	106.3%			
G3 to G4	101.9%	93.6%	98.0%			
G4 to G5	92.7%	111.1%	101.4%			
G5 to G6	104.7%	89.4%	96.8%			
Total	98.9%	99.5%	99.2%			

A very small number of children can not be catered for within the regular public primary school system and are catered for in a variety of units. Those with the most severe communications problems and mobility disabilities are catered for by the Developing a Vision for Education (DOVE) unit that is based at the Alwyn Alison Primary School. Further to this there is a unit at the Orealia Kelly Primary School (and the Adrian T Hazell, for those children who are moderately disabled, and one at the Valley for those with emotional issues. These units have all got only a small capacity and as it is clearly not possible to determine exactly how many children require support each year there will have to be an assessment each year in relation to space and staffing.

There are currently three counselors, all trained, allocated to the primary schools. Each one of these has the responsibility for two schools – one small and one large. Is there a need for more? It is intended that the role of the Counselor will become more proactive and all children will be expected to pay at least one visit to the counselor each term to review their progress.

It has been reported that the behavior of a minority of children is very poor and potentially compromises the sort of environment that is needed to allow effective teaching and learning in the classroom. It is this that has led to the establishment of the unit established at the Valley primary School as noted in P1.

The primary curriculum is reviewed on an ongoing basis and the last major review was at the time of the OECS curriculum harmonization exercise. There are subject groups for each of the areas of the curriculum and these groups are made up of teachers selected because of their knowledge and experience in the subject. These subject groups meet regularly and teachers are paid an allowance for work that is outside of the regular school hours. This is catered for in the recurrent budget. Following the review the new curriculum is trialled for a year in schools, and adapted accordingly, prior to being officially endorsed. The primary curriculum as it stands at the moment is considered by some to be overcrowded.

The Curriculum Unit recommends books for each subject and these texts are reviewed every five years. All primary schools have student texts available for class use although parents are encouraged to buy these for their children in order that they can use them out of school time. Parents are required to buy the workbooks for their children to use. In addition, schools provide teachers guides for the staff to use as well as other reference materials. Children in need are supported by the Department of Social Development.

There are computer labs at all of the schools but the type of facility is different in every school and the schools have a varying supply of computers. The DITES is supporting the Department in the upgrading of these facilities and the provision of computers. This process has started with a pilot at the Valley Primary School. **The situation with regard to library facilities is mixed with all schools having classroom libraries with a few also having a central facility.**

The most recent statistics relating to staffing are shown below. This is just the number of classroom teachers and so the PTR is actually an average class size. In addition to these there is a Principal and a Deputy Principal (who teaches a class who has to be added) at each of the six public primary schools as well as a number of specialist in the following areas: Guidance Counselling, PE, Arts and Craft, Music, Reading Recovery and Remedial Reading, ESL, Spanish and IT. There is also a speech therapist available and teaching assistants and pupil assistants at all schools. There are still almost half of the teachers without certification. The latest figures available show that there are approximately 30 non classroom teachers in the public schools who are paid by Government.

*Table 8: Public primary school staffing statistics, 2006 to 2013*

	Teachers	PTR	Trained	Untrained
2006	67	21.3		
2007	74	19.8		
2008	70	20.4		
2009	72	19.9		
2010	72	20.3		
2011	76	19.2	40	36
2012	77	18.4	40	37

Many of the public schools have Parent Teacher Associations but none of the public schools currently operate under the auspices of a Governing Body. Such bodies are established under section 29 of the Education Act of 2012. This allows the minister to establish a Board at a school *if it is deemed desirable to do so* –

- a) In the interests of economy and efficiency, and
- b) For the participation of the community in the management of education

## Secondary

The Albena Lake-Hodge Comprehensive School is the only Secondary School in Anguilla and is housed on two neighbouring campuses as well as two other sites. There is reported overcrowding on campus B that houses Forms 1 and 2.

Overall enrolments in the secondary sector have risen at an average annual rate of about 2.2 per cent between 2005 and 2012. This rise, rather higher than that experienced in the primary sector, reflects the slight rise in the numbers in the age group as per the national census and also the fact that Government has introduced a policy of Universal Secondary Education. Table xx shows historic enrolments from 2005.

These figures include those students attending the Pupil Referral Unit (PRU) with 12 and the Workshop Initiative for Support in Education (WISE) with about 40.

*Table 9: Secondary school enrolments by sex, 2005 to 2012*

	Boys	Girls	Total	% age girls
2005	489	556	1045	53%
2006	509	552	1061	52%
2007	529	548	1077	51%
2008	559	564	1123	50%
2009	539	572	1111	51%
2010	556	594	1150	52%
2011	581	587	1168	50%
2012	592	615	1207	51%

The following set of tables provide detail of recent years enrolments in the secondary school in rather more detail, the Gross Enrolment Rate by grade and gender and, finally the intra grade retention rates. These tables provide further evidence to suggest that the system is able to accommodate all of the primary school age children in the country. There is very nearly 100% enrolment in the compulsory Forms and approximately 1 in 5 transition from Form 5 into the 6<sup>th</sup> Form. Of particular note is the fact that significantly more girls than boys transition into the 6<sup>th</sup> Form.

*Table 10: Secondary school intra grade transition, 2009 to 2012*

	2009 to 2010			2010 to 2011			2011 to 2012		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
F1 to 2	103%	102%	102%	97%	97%	97%	97%	102%	99%
F2 to 3	96%	100%	98%	98%	99%	99%	99%	100%	99%
F3 to 4	102%	104%	103%	97%	99%	98%	94%	99%	97%
F4 to 5	99%	97%	98%	98%	96%	98%	99%	95%	97%
F5 to 6	11%	23%	17%	16%	26%	22%	14%	41%	25%

*Table 11: Secondary School Gross Enrolment Rates by Form, 2010 and 2011*

	2011			2012		
	Boys	Girls	Total	Boys	Girls	Total
Form 1	106%	99%	103%	97%	95%	98%
Form 2	105%	116%	111%	103%	94%	102%
Form 3	93%	97%	95%	103%	122%	110%
Form 4	101%	103%	102%	87%	101%	92%
Form 5	113%	90%	103%	100%	110%	99%
Form 6a	19%	39%	29%	29%	30%	32%
Form 6b	16%	29%	23%	17%	33%	24%
	82%	82%	82%	79%	80%	80%

There are five Guidance Counsellors on the staff at the Secondary School. This is important in order to counter some of the disruptive behaviour that has been reported in the school and which has led to the establishment of the PRU and the WISE. A second role of this group of Guidance counsellors is to provide careers guidance to senior students.

The curriculum that is taught in the school is largely determined by the requirements of the CXC. The teaching of the examination subjects starts in either Form 3 or Form 4. The curriculum that is taught in the lower Forms is deliberated on in the same way as is primary curriculum. The school enters students in the CSEC in 31 of the 33 subjects that are offered by the CXC. This large number of subjects has led to some timetabling issues with certain subject combinations not being able to be accommodated.

In the sixth form students sit for the Caribbean Advance Proficiency Examination (CAPE) and in June 2013 the school entered candidates in 24 of the 27 that were offered by the CXC at that time. This large number of choices allied to the comparatively small number of students means that, inevitably, there are some very small class groups in some of the subject areas.

The number of teachers has remained constant throughout the period resulting in a PTR of about 11 or 12. This figure just shows the number of teachers and does not include the following

- The leadership team that comprises the Principal, three Deputies and the coordinators of WISE, TVET and the PRU
- The Guidance and Counselling Department comprising five Guidance Counsellors
- Other support staff that include the teaching assistants, laboratory technicians, custodians and a steel pan instructor.

All of these staff are included in the budget appropriation for the school. In addition to these the school itself pays for part time staff in specialist areas that can not be covered by the regular full time staff.

*Table 12: Secondary school staffing, 2005 to 2012*

	Enrolment	Teachers	PTR
2005	1045	91	11.5
2006	1061	98	10.8
2007	1077	100	10.8
2008	1123		
2009	1111	91	12.2
2010	1150	98	11.7
2011	1168	98	11.9
2012	1207	101	12.0

The vast majority of the teachers on staff – more than 90% have a tertiary qualification if not necessarily a teaching qualification. There are currently 20 (?) staff undergoing a Post Graduate Diploma program at the ACC.

*Table 13 Secondary school teachers by category, 2012/13*

Graduate teachers	84	83%
Specialist teachers	3	3%
Technical Teachers	4	4%
Certificated teachers	4	4%
Uncertificated teachers	6	6%

The ALCHS has a Board of Governors and also a Parent Teacher Association, although there is not as much parental involvement in the secondary school as that experienced in the primary schools.

## **Technical Vocational Education and Training**

Technical Vocational Education and Training (TVET) is recognized by Government as being critical to the development of the country. There remains, however, something of a stigma attached to the practical subjects. The provision of TVET has largely been the preserve of the Anguilla CC with some courses being run at the ALHCS.

There is little taught in the primary schools and at the secondary school the practical subjects are seen very much as being the subjects that are taken by those who are not able to take academic subjects. Despite this prevailing attitude, the school does offer CSECs in the following subjects – the numbers in brackets show the number entering in the 2013 academic year in the Home Economics and Technical subject areas.

1. Home Economics
  - a. Food and Nutrition (38)
  - b. Clothing and Textiles (14)
  - c. Home Management (6)
2. Technical subjects
  - a. Technical Drawing (23)
  - b. Building Technology - Woodwork (17)
  - c. Building Technology – Construction (12)
  - d. Electrical and Electronic Engineering (9)
  - e. Mechanical Engineering Technology (8)

A TVET Council has been formed in accordance with the Education Act. This Council has widespread representation from both the public and private sectors. It is chaired by a representative from the Chamber of Commerce. The role of the Council is to advise the Minister on all matters relating to technical and vocational education and training in areas of

- policy, planning and implementation
- co-ordination at all levels of the education system;
- training priorities, qualifications and accreditation;
- the facilities and resources required to ensure satisfactory standards;
- resource allocation;
- provision of grants, loans and scholarships

A TVET policy has been developed but has yet to be fully endorsed implemented. The definition for TVET that has been adopted for Anguilla states that “Technical and vocational education and training (TVET) is used as a comprehensive term referring to those aspects of the education process involving, in addition to general education, the study of technologies and related sciences and the acquisition and application of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life”

There are opportunities at the Anguilla Community College (ACC) for those wanting to take trade related subjects. The college, through the Institute of International Recognized Qualifications (IIRQ)-UTECH, Jamaica has been offering a number of Technical Vocational courses from 2013. This means that students can now earn a City and Guilds International Vocational Qualification (IVQ). City and Guilds work with a large number training providers in many countries around the world of offer more than 500 qualifications across 28 industries. These courses vary from entry level to the equivalent of a postgraduate degree. The ACC hopes to add more courses during the period of this Plan.

The College is financed through an annual subvention from Government and is then dependent upon course fees.



## The Plan

### Pre primary education

#### Introduction

Pre primary education consists of two years of education for 3 and 4 year old children. It is not compulsory and should be seen as being a preparation for children to enter the primary school system.

**Major Outcome: All children have the opportunity to complete two years of an appropriate pre primary education regardless of any physical or intellectual disabilities**

#### PP1 Access

**Outcome: All children participate in two years of pre-school education prior to primary school entry**

Table x shows projected pre primary school enrolments from 2014 through to 2020. These figures are based upon the historical enrolment data and census figures presented earlier. Figures disaggregated by sex are provided in Appendix A. Enrolment rates in the first grade of pre primary school have historically been more than 100 and it is assumed that this will continue and an intake rate of 101% has been used. Historically, there have been very high retention rates leading to the assumption that there will be no drop outs between grades. This will result in enrolment rates of 100% or more implying universal enrolment. These figures are shown in table xx.

*Table 14: Projected pre primary school enrolments by grade and year*

	2014	2015	2016	2017	2018	2019	2020
Pre Pr 1	232	226	229	232	235	238	241
Pre Pr 2	238	232	226	229	232	235	238
Total	470	458	455	461	467	473	479

*Table 15: Projected 3 and 4 yr old Gross Enrolment Rates*

	2013	2014	2015	2016	2017	2018	2019	2020
Pre Pr 1	105.0%	101.0%	101.0%	101.0%	101.0%	101.0%	101.0%	101.0%
Pre Pr 2	115.0%	105.0%	101.0%	101.0%	101.0%	101.0%	101.0%	101.0%
Total	109.8%	103.0%	101.0%	101.0%	101.0%	101.0%	101.0%	101.0%

These figures suggest only a very small growth in numbers which is due primarily to the very small growth rates anticipated in the population. There will be no need for any new schools although there is nothing to preclude new providers establishing further private institutions.

Standards have been laid down in the draft *Standards for the Regulations of Early Childhood Services*. These standards will be endorsed by EXCO at the earliest possible opportunity in order that can be inspected / appraised (?) on an annual basis. This is in order that licenses can be renewed as per the act and to ensure that regulations are adhered to. These inspections will be carried out, by DoE staff who will be trained for the task.

Target PP1

That the Standards for the Regulations of Early Childhood Services be endorsed by 2016

The day care centres, currently administered by the Department for Social Development, will continue to be encouraged for the 0 to 3 year age group. The same process for registration and appraisal will be followed as for the pre primary schools.

#### Strategies

PP1.1 To inspect all private schools on a regular basis to ensure adherence to regulations

*Indicators*

PP1.1 Gross Enrolment Rate by sex

PP1.2 Net Enrolment Rate by sex

PP1.3 No of schools complying with regulations

**PP2 Pastoral development, guidance and care**

**Outcome: Vulnerable children receive support to ensure that they can access preschool services.**

The Public Assistance programme that is applicable to primary school will be extended to also include children accessing pre primary school education services. This program will include support for the payment of school fees, uniform fee and access to school transport for the few who may require it. Further to this, other services, such as those of the speech therapist and other aspects of the school health program be extended to the pre primary schools. The early screening of pre-school children in language/speech and health issues should help alleviate some of the problems currently being faced at the primary schools

*Strategies*

PP2.1 Extend the Public Assistance programme that is applicable to primary school to also include children attending care and education services.

PP2.2 Extend the support services that are available to primary and secondary schools to also include preschools.

*Indicators*

PP2.1 Number of schools attended by school health services.

PP2.2 Percentage of pre primary school children receiving health checks

**PP3 Curriculum Development: Reform and renewal**

**Outcome: A structured age appropriate curriculum, consistent with the CARICOM Learning Outcomes, is being implemented and monitored in all pre primary schools**

The curriculum needs to be kept updated with any regional innovations that have been made. To this end, the curriculum will be reviewed and, when necessary, revised on a five yearly basis or as and when the CARICOM curriculum is revised. This process will be led by the Curriculum Officer – Early Childhood Education (will this position be filled – it is in the budget document but with no funding) with support from officers from the Curriculum Unit, primary school teachers and pre primary school practitioners.

Provision will be made in the curriculum to develop children's knowledge, understanding and skills in seven areas of learning in order to prepare children for entry into the kindergarten grade in the primary schools:

- Spiritual and emotional development
- Personal and social development
- Language and literacy
- Mathematics
- Knowledge and understanding of the world
- Physical development
- Creative development

In light of efforts being made to improve numeracy and literacy, language development and maths will be given a strong focus. Opportunities for children to develop and practise the four elements of language and literacy (speaking, listening, reading and writing) will have a high priority. The choice of materials to support language and literacy can also make a powerful contribution to children’s cultural and moral development and there should be as much local input as possible.

The provision of school materials is a shared responsibility between the school, which gets its funds from school fees and also a subvention from Government (see PP6) and parents. The mix of these responsibilities varies from school to school.

*Strategies*

PP3.1 To keep the curriculum continually updated

PP3.2 Build awareness among parents, teachers and other stakeholders of the CARICOM Learning Outcomes.

*Indicators*

PP3.1 Number of schools following prescribed curriculum

PP3.2 Percentage of children in full readiness to enroll in primary schools

**PP4 Human Resource Development**

**Outcome: A cadre of competent, qualified and certified early childhood practitioners**

It is not anticipated that there will be a significant increase in the absolute number of teachers required during the plan period as shown in the table below. There will be a target of achieving and maintaining a PTR of 10 to 1 by the end of the plan period.

*Table 16: Pre primary school early childhood practitioners required, 2015 to 2020*

	2015	2016	2017	2018	2019	2020
Teachers	45	46	46	47	47	48
No trained	17	22	27	32	37	42
%age trained	70%	80%	90%	100%	100%	100%

The latest figures show that only about 40% of pre primary school practitioners are trained and it is critical that this situation be improved during the plan period. The DoE will work with the Anguilla CC to ensure that there are sufficient opportunities for practitioners to achieve their certification. Practitioners will continue to study whilst teaching and schools will be encouraged to minimise the work load of teachers who are taking part in the training program. There will be 15 teachers on the Anguilla CC program that will be offered every three years. This equates to an average of 5 new trained practitioners each year. It is important that the training program includes aspects of leadership and management. This is because most of the pre primary school institutions are very small and all practitioners might be expected to take on more management responsibilities than would their counterparts in the primary schools. Further to this traditional approach of College training, the DoE, in collaboration with the TVET Council and the Anguilla Community College will assess other early childhood training programmes and establish a framework for determining equivalence with the national programmes, for certification purposes.

There are a number of serving practitioners that do not have the qualifications required to be able to take up a position in the CC. Opportunities will be given for these practitioners to improve their qualifications so that they can gain admittance. Practitioners will be given five years from the time that they start their teaching to become enrolled on an approved teacher training program.

There will be a clear career path for practitioners and further opportunities defined for them to enhance and to upgrade their qualifications in order that they can take up positions in the primary

schools. (Do we want to encourage this or are they doing so already?) Pre primary practitioners will be a part of the system wide Continuing Professional Development program and be included in workshops and programs run by the DoE.

#### *Strategies*

PP4.1 To ensure that all prep primary school practitioners are trained.

PP4.2 To develop and deliver a Continuing Professional Development Program for all teachers.

#### *Indicators*

PP4.1 Percentage of trained practitioners

### **PP5 Management for Efficiency and Effectiveness**

#### **Outcome: Schools are effectively managed in accordance with regulations governing the provision of pre school education**

The success of an institution is often determined by the quality of leadership. The Principals (what are they called?) will be included in any training programs that are provided for management staff in the primary schools.

As noted, pre primary education is the responsibility of many partners. The DoE will establish formal mechanisms for the participation of all stakeholders in early childhood programming. The vehicle for this mechanism should be the establishment of a Council on Early Childhood Education which is allowed for in the Education Act (2012). Stakeholders will include the private operators and churches that currently provide services; the Ministry of Health and Social Development; the National Disaster Preparedness Organisation; the Organisation for Early Childhood Education; the Environmental Health Division; Day Care operators; and parenting organisations. Principal amongst the functions of the Council will be to ensure that all regulations related to pre primary education have been passed into law and to assess and recommend the minimum standards.

The Council will meet on a regular, termly basis and will advise the Minister on all matters relating to licensing of schools, curriculum, standards and financing. The Minister will receive a comprehensive annual report from the Council outlining recommendations for action and progress made in the provision of early childhood education.

#### *Strategies*

PP5.1 Provide leadership and management training opportunities for school leaders

PP5.2 To ensure Council on Early Childhood Education is operating and effective

#### *Indicators*

PP5.1 Number of endorsed Council on ECE meeting minutes

### **PP6 Financing of education**

#### **Outcome: Pre primary education is cost effective and affordable for parents and Government**

The financing of pre primary education will continue to be a joint responsibility shared between the parents and the GoA. Government provide support to the providers of pre primary education services, including through the provision of supervisory services, the budgetary allocations to the operational cost of delivering the services and subsidising the salaries of practitioners. In recognition of the needs of both parents and providers the DoE will set a minimum base fee to be charged in the licensed pre primary schools that have attained the minimum standards required. Schools will be allowed to charge more than this minimum fee. Do we want there to be a maximum fee as well.

Pre primary schools are all in the private sector and parents are required to pay school fees. In the spirit of partnership and the desire that all children should receive two years of quality pre primary education the Government will continue to provide subventions to all pre primary schools. This subvention is currently set at a level of EC650 per child per year.

The level of this subvention and the monthly salary support figure of EC450 for each teacher have remained constant for a number of years. It is inevitable that in future years there will be demand for improved services and more qualified staff and this will lead to a need for more resources. In light of this, it is important that these both the level of the subvention and the monthly salary support be assessed on an annual basis. The level of the subvention should be assessed against an agreed basket of required items and, effectively, should reflect the cost of delivering pre primary education services. This analysis can also be used as a tool for setting the minimum fee to be charged. The level of the monthly salary support should be tied to the cost of living. As an incentive for practitioners to enroll on a training program there will be an additional amount paid for those who have an approved teaching qualification. (not yet built into the costings but it doesn't amount to very much)

The appropriations each year or both should be adapted accordingly. It is important that this be done in order to ensure that the schools that cater for the less well off are not disadvantaged. The more wealthy schools will be able to pass any extra costs onto parents which will not be possible for those schools that cater for the children from less well to do parents.

### **Strategies**

PP6.1 Provide adequate financial support to pre primary school providers

PP6.2 Control the level of school fees

#### *Indicators*

PP6.1

### **Responsibilities**

Department of Education (or should this be Government?)

- Regulation of private institutions
- Inspection of private institutions
- Training and employment of counselors
- Budgeting for subventions and teacher support
- Providing opportunities for the training of teachers
- Curriculum development
- providing technical assistance in areas of planning, management and curriculum implementation

Schools

- School infrastructure and maintenance
- Preparation of approved set of school rules
- Completion of School Improvement Plans
- Compliance with regulations

Parents

- To enrol their children at the age of 3 years
- To ensure that their children attend school every day
- Work closely with teachers to alleviate behavioral issues
- participating in Parents and Citizens activities

## Primary Education

### Introduction

Primary education begins at Kindergarten and finishes in Grade 6 and caters for the 5 to 11 year age group. Primary education is compulsory.

**Outcome: All children complete 7 years of quality primary education regardless of any physical or intellectual disabilities**

### P1 Access

**Outcome: Sufficient primary school classes established to allow all children to be enrolled from kindergarten to Grade 6.**

Table x shows projected enrolments from 2014 through to 2020 based upon this historical data. Figures disaggregated by sex are provided in Appendix A. Enrolment rates in the Kindergarten grade have historically been more than 100 and it is assumed that this will continue with an intake rate of 10x%. It has been assumed that the retention rates between Grades will be 100% which is effectively what they have been in recent years.

*Table 17: Projected primary school enrolments by grade and year*

	2014	2015	2016	2017	2018	2019	2020
K	212	217	232	235	238	241	244
G1	192	212	217	232	235	238	241
G2	231	192	212	217	232	235	238
G3	248	231	192	212	217	232	235
G4	204	248	231	192	212	217	232
G5	223	204	248	231	192	212	217
G6	228	223	204	248	231	192	212
Total	1538	1528	1537	1568	1558	1568	1620

It is not anticipated that there will be any need to establish new primary schools during the plan period. Make mention of the private schools here. There are two long established private primary schools that cater for approximately 10% of the total primary school enrolment. These private schools will be inspected / assessed (?) each year to ensure that they continue to satisfy the regulations.

The Government is responsible for maintaining the primary schools and small amounts are appropriated in the Department of Education budget each year. These appropriations are woefully inadequate for them to carry out even day to day maintenance and during the plan period sufficient funds will be allocated for schools to be maintained satisfactorily. The electrical wiring systems in schools should be given particular attention given the initiatives being made to integrate ICT into all aspects of the schools. Annual maintenance reports will be made on each school.

A school upgrading program will be implemented as and when the funds become available. The Alwyn Alison and Valley Primary Schools have benefitted to date and these are being followed by Adrian T Hazell. Particular attention will be given to specialist facilities in primary schools, in particular school libraries and IT facilities. A detailed feasibility study will be conducted on a school by school basis and the program of developing such facilities will be extended to all schools during the plan period. Schools will be encouraged to look into the development of media centres that will combine the traditional library with digital resources so that students can use both methods for the gathering and sharing of information.

The costs of this work will be shared between Government, through DITES, the private sector and donations. DITES will provide strict guidelines as to the specifications for hardware and software and ensure that obsolete equipment is not provided to schools in the guise of donations.

There are currently 3 IT (check mail from Tamara) teachers supporting the teachers in the schools.

Children with special education needs will be catered for by qualified staff in secure accommodation in the relevant SEN unit. The DOVE, which is based at the Alwyn Alison Primary School, renovation of the bathroom facilities in order that it can be used by wheel chair bound children.

There are an increasing number of children enrolled in the primary schools who do not English as their first language. These children are largely from the growing Spanish community and comprise up to 25% of the enrolment in some schools. These children need to be catered for and an English as a Second Language (ESL) centre will be established during the plan period. This will in all likelihood be on the Adrian T Hazell campus. Prior to that, teachers will be prepared to support the affected children

### *Strategies*

- P1.1 To maintain all public primary schools on an annual basis
- P1.2 To upgrade facilities so that all schools have working computer labs and internet access in all areas of the school.
- P1.3 To implement a program to upgrade all Primary Schools
- P1.4 To provide for children attending primary school who have English as a Second Language.
- P1.5 To upgrade the DOVE bathroom facilities.

### *Indicators*

- P1.1 Gross Enrolment Rate by sex
- P1.2 Net Enrolment Rate by sex
- P1.3 Primary School completion rate by sex.
- P1.4 No of schools with a library facility
- P1.5 No of schools with a maintenance plan

## **P2 Pastoral development, guidance and care**

**Outcome: That all primary school children have access to skilled guidance and pastoral care.**

Children in financial need will continue to be catered for through provision with the Department of Social Development. They will be provided with the curriculum materials that they require, uniforms and also lunches. All children are provided the opportunity to use the school buses that are operated by Government. This is charged at minimal cost to cover the production of bus passes. All of these costs are included in the section on finances.

There have been concerns as to the nutritional values of the food that children eat whilst they are at school. A study will be conducted as to the feasibility of establishing cafeterias, or similar, at primary schools to dispense healthy foods. This study will consider issues such as whether to contract out the facilities and whether lunches should be provided for the less well off.

There are increasing incidencies of behavioural problems being faced in primary schools and in some cases these are proving disruptive to the learning process. The Department of Education will develop a National Behaviour Management Policy for primary schools that can then be adopted and adapted by individual schools.

Target P2.1	National Behaviour Management Policy to be endorsed by EXCO by 2018
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In addition to this, the Department should also look to offering parenting programmes that go into the workplace. This is in recognition of the fact that home influence is of critical importance and such programmes would help to curtail behaviour issues in the schools

All schools are in the process of adopting Child Friendly School principles and it is hoped that this will further improve the relationships between the school and the community. Of particular note are the extra curricula activities and clubs that should be formed to provide an outlet for children and improve the morale of the children.

All schools have access to counsellors, there are three (check number?) catering for all six schools, who at present see students on a needs basis. In order to identify potential problems at an early stage it is expected that all students will see the Counsellor on a regular, scheduled basis. The number of counsellors required will be reviewed in the light of the need to see all students rather than just those identified as being in need.

Much of the attention has been placed on children who are vulnerable and who are having difficulties in school. There is a further group of children who need individual attention and these are the most gifted in the schools who are frequently not stretched to the extent of their ability.(need to add a strategy related to gifted children – here or curriculum?)

#### *Strategies*

- P2.1 To provide financial and material support to the marginalised in the community.
- P2.2 Development of a National Behaviour Management Policy
- P2.3 Establish a program of regular visits to the counselor
- P2.4 Establish parenting programs
- P2.5 To introduce a nutritious feeding program.

#### *Indicators*

- P2.1 Number of schools with an adopted Behaviour Management Plan
- P2.2 Percentage of children visiting a counselor four times a year

### **P3 Curriculum Development: Reform and renewal**

**Outcome: A relevant (appropriate?) primary school curriculum is development, implemented, supported and monitored**

Schools have a small allocation of funds each year from the Department and they can use these to purchase workbooks, science equipment or any other materials that they require. The amounts currently budgeted equate to less than EC200 (check) per child.

The curriculum will be reviewed on a five yearly basis and this will coincide with the five yearly review of the recommended textbooks. These reviews will be conducted by groups of teachers specialized in each of the subject areas and will be led by the appropriate Curriculum Officer. Any review of the curriculum will take into account the prevailing view that the curriculum is becoming overcrowded. There will be a particular emphasis placed on numeracy that has been identified as a weakness and a Numeracy Development Committee has been established to support efforts to improve numeracy rates.

Any revision of the curriculum needs to be sensitive to the culture of Anguilla and promote ideals of patriotism, pride in, and loyalty to, the country. It is unfortunate that there is so little locally created resource material. A simple program would be to produce a series of booklets profiling prominent Anguillians. A civics education program should be included in the Health and Family Life Education (HFLE) curriculum in the primary grades.



There is going to be a significant investment made into providing computer labs in all schools and all new curricula will be expected to have a section devoted to how ICT can be integrated into the teaching of that particular subject. Many primary school teachers have taken the initiative and have used their own resources to provide WiFi in their classrooms and to fully integrate IT into their teaching. These teaches will be used as examples of best practice.

It is crucial that teachers have at their disposal sufficient supplies and materials to be able to deliver the curriculum. There is at present EC190,000 allocated for supplies and materials for primary schools which equates to approximately EC125 per child enrolled in the public schools and is considerably less than that required. Ideally, these funds would be used to purchase workbooks, school equipment and other materials that are need to both educate the children and to run the school. This figure per child should be assessed annually to take into account the rise in price of a selected basket of education and other materials. (For the purpose of this exercise the figure has been raised 5% per year)

Parents are currently expected to contribute towards the costs of the education of their children through purchase of textbooks, uniforms and other items as they rise. This figure varies considerably across Grads but can be estimated being the region of EC500 per child. It is likely that parents will also be asked to contribute toward the costs of integrating ICT into the curriculum. Initially, this will be through the purchase of headphones and this may be extended to a 'Bring Your Own Device' scheme with suitable support systems in place for those who are not able to afford their own device. **A study will be conducted towards the end of the Plan period to determine the feasibility and costs of introducing such a BYOD scheme.**

There are standards monitoring tests set at the key stages in Grades 3, 5 and 6. Classroom testing has been identified as being a weakness and that will be a key part of any Continuing Professional Development program. A bank of validated test items will be produced across all grades by teachers for use in the classroom.

### *Strategies*

- P3.1 To review primary school curricula on a five yearly basis
- P3.2 To assess standards, particularly numeracy, on a regular basis
- P3.3 To encourage the development of Anguillian created materials for use in schools
- P3.4 To improve classroom testing techniques
- P3.5 To provide curriculum supplies and materials to all public primary schools.
- P3.6 To infuse IT into all curriculum documentation

### *Indicators*

- P3.1 Number of schools with appropriate computer labs (P3)
- P3.2 Literacy rate - which Grades?
- P3.3 Numeracy rate - which Grades?

## **P4 Human Resource Development**

**Outcome: Sufficient appropriately trained and qualified teachers prepared for primary schooling**

This section should be read in conjunction with the approved Teacher Quality Policy of 201x.

A schedule will be developed to ensure that 100% of teachers are certificated by the end of the plan period. The practice of teachers completing their certification through in service will be continued in the interim and any who have not completed by 2020 will be disciplined as per the Teacher Quality

Policy. The current mode of in service training for primary school teachers is seen as being highly intensive with classes being held after school. This is more the case for primary school teachers as in the secondary school teachers do get some dispensation through a slightly lower teaching load. Primary school teachers who are in the program are allowed up to 15 study leave days per year. Substitute teachers are employed for these days.

Target P4.1

All teachers to be qualified and certificated by 2020

There are currently a small number of students in pre service teacher education programs and this number might be expected to rise. By 2020 all teachers entering the schools will be required to be certificated and qualified. There are at present some issues concerning the practicum for these teachers but it is anticipated that these will be resolved. Despite this target date, it is recognised that this will not always be possible and that unexpected, consequential vacancies may arise and a fully certificated teacher may not be available. Teachers employed in such a manner will be expected to enroll on a teacher training program at the earliest possible opportunity.

Target P4.2

All teachers entering the profession to be certificated and qualified by 2020

The absolute number of classroom teachers will not increase greatly during the plan period although there will continue to be a certain degree of attrition each year due to retirement, emigration and simply teachers moving into alternative employment. The Anguilla Community College will ensure that there are a sufficient number of places available in the pre service teacher education program to provide the teachers needed to fill these vacancies. A number of the courses at the CC are run by adjunct staff, many of who are excellent. It does however make it difficult to monitor the quality of the training program and it is anticipated that extra full time staff, one in the pre primary and primary area with the other working in primary and secondary, will be added to the CC establishment to reduce the reliance on adjunct staff.

The Boards of Management of the private schools will be encouraged to comply with the targets and the qualifications of teachers will continue to be a major component of the licensing process. Teachers in the private schools will be expected to be either qualified or be undertaking an appropriate training program.

The future needs for staff in the public schools is shown below with numbers trained and certificated. This figure includes the leadership group of principals and vice principals in each school. It is assumed that the teacher pupil ratio will remain the same as it is now but that there will be an extra staff members, not necessarily in each school, who will be specialized in numeracy and SEN. This will mean that there will be approximately one specialist for every two classes throughout the primary school system. The table below shows the number of teachers required and the numbers that will need to be trained in order to achieve the target of all being trained and certificated by 2020.

*Table 18 Primary school teacher numbers, 2015 to 2020*

	Teachers	PTR	Trained	Untrained
2015	119	11.2		
2016	125	11.0		
2017	126	10.8		
2018	127	10.7		
2019	130	10.7		
2020	134	10.8		

In addition to these teachers there will also be an extra two nurses allocated to the primary schools.

The Continuing Professional Development of teachers is as important as their initial training and all teachers will be expected to take responsibility for their own professional development. The

Department of Education / Anguilla CC will develop a comprehensive Teacher Education Plan that will provide opportunity for all teachers to undergo professional development activities each year. These activities will range from school based in service, specific short courses to deal with identified needs through to longer term courses, mostly online, that will be accredited and may lead ultimately to an upgrading of qualifications. All teachers will be required to participate in a certain number of days professional development each year and to help facilitate this there will be a number of professional development included in the education calendar each year. Schools will be closed on these days and a program of school based and cluster based courses will be delivered.

The integration of ICT into the teaching of all subjects in the curriculum is considered critical and all teachers will be required to undergo professional development training in this area. Teachers will be encouraged to use open source applications such as Edmodo or Moodle to form learning communities for their classes and their schools.

In order for this to happen Government will commit to funding the extra positions required at the Anguilla CC and also the costs of developing and delivering such program. (Need to work out indicative costings.)

The teaching of numeracy has been identified to be of particular importance and initiatives will build on work that has already been done in summer workshops and also activities carried out with the support of the Isle of Wight education authorities. A list of these and other possible areas to be covered by the Teacher Education Plan is included in Annex xx.

#### *Strategies*

- P4.1 To implement a training program for all uncertificated teachers
- P4.2 To develop and deliver a Continuing Professional Development Program for all teachers
- P4.3 To recruit only trained teachers only the teaching profession

#### *Indicators*

- P4.1 %age of teachers qualified and certificated
- P4.2 %age of teachers undertaking at least x days professional development.

## **P5 Management for Efficiency and Effectiveness**

### **Outcome: Qualified and effective leaders are in place across the education system**

A key determinant of the success of an institution is the quality of its leadership and in a school it is the Principal. A professional development program for teachers is discussed in the previous section but there is also a need for leadership and management training for school principals and other senior staff. Specially designed programs will be identified for these staff and this will take into account the need for preparing junior and middle level management staff for more senior roles. This training will include further building on the relationships built up with schools on the Isle of Wight in the United Kingdom.

There is provision in the Education Act for the establishment of Boards of Management for primary schools and a study will be conducted to assess the advantages or otherwise of this. This study will consider the number of Boards that are required and this will include a national board to oversee all public primary schools.

If it is determined that Boards will be established then regulations will be developed prior to the trialling of Boards of Management in a pilot school. The Ministry will then be in a position to provide guidance to other schools through the development of a standard constitution and a handbook that will help schools, or groups of schools, form and operate their own Boards of Management.

All schools will have to prepare a school plan that will be for a two year period that on completion will be submitted to the EO –Primary. A standard format will be devised by the EO – Primary and the Education Services Planner in consultation with selected Principals. This will be followed by a training workshop to be conducted by the Planner. The Plans should be centred around CFS concepts and aligned with school priority areas and will be seen as valuable tools for both school planning and budgeting. They should be called School Improvement Plans, a name that accurately reflects the wide range of components such as plant and maintenance, teacher professional development, school materials, disaster management, Child Friendly School concepts, and extra curricula activities, all of which will be included in these plans. A school council should be established to allow children to have a voice in school affairs.

### *Strategies*

- P5.1 Provide leadership and management training opportunities for school leaders
- P5.2 **Consider the feasibility of establishing** Boards of Management
- P5.3 Develop school improvement plans

### *Indicators*

- P5.1 No of schools overseen by an approved Board of Management
- P5.2 No of schools with School Improvement Plans

## **P6 Financing of education**

### **Outcome: Primary education is cost effective and affordable for parents and Government**

The bulk of recurrent costs for primary education will remain personnel costs. Teacher salaries issues are discussed somewhere?? It might be expected that the average teacher salary rises as greater numbers become qualified and certificated. Public servant numbers and salary levels will remain as they are with the addition of a number of new positions as called for in this Plan. The table below shows the personnel costs with the assumption being that targets relating to pupil teacher ratios will be achieved and teacher numbers will be as in the Human Resource Section.

Teacher personnel costs

<b>Teachers</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Primary	7943.1	8405.2	8730.6	9003.9	9173.1	9446.5

Although the teacher salary bill is not expected to rise markedly it should be noted that the Plan calls for teachers to be both better prepared for teaching when they start and they will also be encouraged to improve their qualifications whilst they are in teaching, both of which will lead to salary rises. These issues will all place extra pressure on the education budget although it is very difficult to determine the extent of this pressure.

Parents are a present required to purchase textbooks for their children as well as the cost of uniforms and school lunches. The amounts allocated to schools for materials has remained relatively constant in recent years. It is important that Government increases these allocations in line with price rises. If this does not happen then there is, first, a danger of the quality of education being compromised and, second, that schools will ask parents to make ever greater contributions. This latter possibility will lead to more children being in need of financial support.

There are other areas of finance available for schools other than from Government and parents. The recent infrastructure development has come about through support from Windsong and from the UK Government. These initiatives are not however ongoing and efforts will be made to source funding for the completion of the Valley and Adrian T Hazell Primary Schools and to fund the future upgrading of the other schools.

All schools conduct fund raising activities and the amounts received support the running of the school. These figures are larger when there is a specific target in mind, such as the equipping of a school library. There is also support from the private sector but this varies from school to school with those in the hotel belt being the ones that benefit the greatest. Efforts will be made to encourage companies to adopt primary schools and to support the implementation of school plans. Individual schools will be expected to take their own initiatives to raise funds and these will include the establishment of Alumni Associations. The schools will use their School Improvement Plans to attract potential financial supporters.

Children in financial need section to here?

### *Strategies*

P6.1 To identify sources of funding for primary school development

P6.2 To twin primary schools with private enterprise

P6.3 To maximize school

### **Responsibilities**

#### Department of Education

- Ensure that there are sufficient places in schools for all primary school aged children
- Maintenance of schools
- 
- Regulation of private institutions
- Preparation of BMP
- Training and employment of counselors
- Training of teachers
- Appointment of teachers

#### Schools

- Adoption of BMP
- Preparation of approved set of school rules
- Completion of School Improvement Plans

#### Parents

- To ensure that their children attend school every day
- participating in Parents and Citizens activities
- Work closely with teachers to alleviate behavioral issues
- To purchase workbooks and textbooks for their children

## Secondary Education

### Introduction

Secondary education begins at Form 1 and finishes in Form 6b and caters for the 12 to 18 year age group. Secondary education is compulsory for all children through to the age of 16 years.

**Outcome: All children complete 5 years of an appropriate, affordable quality secondary education and selected students two further years of upper secondary studies.**

### S1 Access

**Outcome: Sufficient well resourced classrooms and facilities established to allow all children to be enrolled from Form 1 to 5 and the opportunity for a smaller number to be enrolled in the 6<sup>th</sup> Form (unwieldy!!)**

Table x shows projected enrolments from 2014 through to 2020 based upon the historical data and census data presented earlier. These figures, further disaggregated by sex, are provided in Appendix A. It has been assumed that there will be 100% retention between Grades. Numbers transiting from Form 5 into the 6<sup>th</sup> Form will increase marginally throughout the plan period and the number of drop outs between Forms 6a and 6b will remain at about the 10% that has been the historical figure.

The table shows that the number of students in Forms 1 to 5 will remain largely constant throughout the period reflecting the census data.

Table 19: *Secondary school enrolments, 2014 to 2020, by Grade*

	2014	2015	2016	2017	2018	2019	2020
Form 1	228	217	223	215	218	213	223
Form 2	227	228	217	223	215	218	213
Form 3	240	227	228	217	223	215	218
Form 4	215	240	227	228	217	223	215
Form 5	198	215	240	227	228	217	223
Form 1 to 5	1108	1127	1135	1110	1101	1086	1092
Form 6a	62	61	69	79	77	80	78
Form 6b	56	55	55	62	71	69	72
6 <sup>th</sup> Form	117	117	124	141	148	149	150
Total	1225	1244	1259	1251	1249	1235	1242

It is intended that the 6<sup>th</sup> Form classes, including those students taking the TecVoc classes, will be relocated to the Anguilla CC during the plan period. This is likely to 2016 or 2017 and the move will have a number of implications:

- The space vacated will help the overcrowding problems experienced on Campus B
- Some staff will relocate to the Community College
- The overall Pupil Teacher Ratio will rise slightly

The very high retention rates can be at least partially attributed to the establishment of the PRU and the WISE centres and these will continue to operate with trained staff. There is also a small unit at the school to provide for those with special education needs. There is a need however **for an expanded Special Education Needs (SEN) unit at the secondary school to cater for those in Forms 3 to 5**. This facility will not, however, cater for the small number of children presently at the DOVE and who will be outgrowing that facility and be of an age that they need to be accommodated at a different centre. This will be known as DOVE 2 and will be established as a matter of urgency. Whilst plans have been made to provide support for those with learning difficulties there has been little done for the increasing numbers with English as a Second Language. A small facility will be established in the school to cater for these students and will be complementary to the initiatives being made in this regard in the primary sector.

The specialist facilities available for the secondary school will be assessed and a plan developed for upgrading, or new construction, as required in order that they be suitable for secondary teaching. This program will be completed by end of the plan period. An holistic assessment will be made of the requirements of the school in terms of library and ICT facilities with the intention of establishing a media centre that will combine the traditional library with digital resources.

The situation in the Secondary School is complicated by the fact that there will need to be general ICT facilities on both of the campuses. These will also need to cater for the needs of various academic departments, including those of the IT Department that offers various academic subjects to the CSEC level. The equipment provided will be of a specification approved by DITES.

There are at present workshops available for woodwork and carpentry, Auto Mechanics, and Meta Work. There is also an Electronics Lab and a room that is used for the teaching of electricity. There is need for improvement and extension to all the areas as with the exception of the Electronics Lab and the Woodwork Centre, the areas are the size of a regular classroom which is inadequate. There is an area used for the conduct of Culinary classes and this also needs to be upgraded and fully equipped.

**Further to the new facilities and retrofitting that is required, there will have to be regular attention given to the maintenance of the existing facilities. This is currently the responsibility of the DoE and the school and the current provision is hopelessly inadequate– check this.**

The relocation of the 6<sup>th</sup> form, including the TecVoc group, to the Anguilla CC will mean that enrolments will drop but there will still be issues related to overcrowding, particularly on Campus B, and the suitability of the facilities for use as a secondary school. There will be a review conducted as to the desirability of establishing a second secondary school on a different part of the island. This second institution would either provide an alternative, similar site, for Form 1 to 5 students or would specialize in the STEM subjects. The possibility of this school being based at the ACC could also be explored.

### *Strategies*

- S1.1 Relocate 6<sup>th</sup> Form classes to the Anguilla CC
- S1.2 Establish DOVE 2 **and an SEN unit for Forms 3 to 5**
- S1.3 Conduct feasibility study re establishment of new secondary institution.
- S1.4 Upgrade and equip all TVET related areas.
- S1.5 Provide maintenance funds to the school
- S1.6 To upgrade facilities so that the school has sufficient working computer labs and internet access in all areas of the school

### *Indicators*

- S1.1 Gross Enrolment rates by sex
- S1.2 Net Enrolment Rates by sex
- S1.3 Transition to 6<sup>th</sup> Form by sex

## **S2 Pastoral development, guidance and care**

**Outcome: That all secondary school children have access to skilled guidance and pastoral care.**

The introduction of Universal Secondary Education has meant that the traditional academic curriculum is not of strict relevance to all students. The school already has sets of schools rules and other policy documents related to the attitudes and behaviour that is expected of students. These



documents will be reviewed and, where necessary, revised and updated to form a Behaviour Management Program. This will be a part of the school planning process.

There are four Guidance Counsellors based at the school, one of whom specializes in careers guidance. Careers guidance should be provided to all who might need it from Form 3 onwards. At present, the Counsellors see students as and when a need arises. **In order to identify potential problems at an early stage it is expected that all students will see the Counsellor on a regular, scheduled basis. These sessions will also be used to encourage students to see the advantages of the TVET program and how it can benefit both them and the community.**

**Students with serious behavioural problems are catered for at the PRU and this Unit has been considered to be of value for the school. In order to maximize the benefits of both the PRU and WISE there need to be specially trained staff to work at these locations**

There is a Parent Teacher Association at the school but greater efforts will be made to engage with parents and to provide opportunities for them to play a greater role in the education of their children. Parents show commendable interest in in the primary and pre primary schools but this involvement often does not carry through to the secondary school. **It has to be recognised that this is a two way process and the school has to involve parents at all stages.** (We need a strategy to back this up.)

#### *Strategies*

- S2.1 Review of the Behaviour Management Policy
- S2.2 To provide skilled careers advice to all Secondary School students
- S2.3 Establish a program of regular visits to the counselor
- S2.4 Train specialized staff to work at the PRU and WISE

#### *Indicators*

- S2.1 Percentage of students having a meeting with a Counsellors

### **S3 Curriculum Development: Reform and renewal**

#### **Outcome: A relevant secondary school curriculum is development, implemented, supported and monitored**

The curriculum for the higher grades is determined largely by the needs of the CXC who set the CSEC. Lower school curriculum for each of the subjects will be reviewed every five years using a similar process to that in primary and will take into account any changes required as a result of adaptations to the examinations. Teaching in preparation for the CSEC exams will commence in Form 3 (is this true for all subjects or does it vary?)

All curriculum development will be informed by the fact that teachers will be expected to increasingly integrate ICT into all aspects of their teaching. There will be significant investment to ensure that ICT facilities are sufficient and appropriate for use – see S1. ‘Google Apps for Education’ will be extensively utilised and students will use these services to develop ICT skills for use in all disciplines, not just ICT. In order to be able to achieve this teachers will also have be trained as a part of a CPD program. The science disciplines will be the first to use this strategy and this will be followed by others. The widespread use of ICT can also be of value in areas other than curriculum. The establishment of a Virtual Classroom Environment would bring many advantages for the school and could allow access to superior teaching in areas where there is no local expertise.

Many students already own devices that could be used effectively in the classroom situation. The various benefits of a BYOD scheme and a one to one program, which would necessarily require a greater investment, will be investigated during the plan period.



There will be a need to develop policy regarding the use of personal devices in the classroom and who should be responsible for them. All of this will contribute towards students being in a position to use a multitude of methods for the gathering and sharing of information.

Future reviews of the curriculum must bear in mind the achievements of Government in achieving USE. This has resulted in children competing Form 5 who otherwise would not have had the opportunity but with it comes the need to provide these children with the type of curriculum that they require. The students who attend WISE need to be provided with the practical subjects but also they need to improve their literacy and numeracy skills as well as basic science concepts. There is an understanding that in order to excel in trade areas students also need some sound scientific understanding as well. **Curriculum developers will bear in mind comments made by employer groups and others that there are areas such as basic writing and grammar skills that need to be acquired by some students at the secondary level in order to prepare them for the world of work.**

There have been issues relating to subject choices that can make it difficult for some students to be able to take the mix of subjects that they wish. This will be addressed by a recasting of the subject options from which students make their subject choices. It should be recognized that even with the greater flexibility afforded by this that it will remain impossible for all possible subject permutations to be accommodated. In general, there will be greater choice in Form 3 **and there will be a number of clear pathways available for students including one that will allow for articulation into the Anguilla CC.** The number of practical subject options, leading to recognised certification, will be increased although this will be limited by the availability of appropriately trained staff, facilities and equipment (see also TVETx.x).

There have been concerns regarding the number of students opting for the more ‘difficult’ subjects and efforts will be made to encourage students to take the STEM subjects. This will be supported by a continuation of activities such as the annual science fair.

The performance of students in CSEC examinations has been encouraging and it is expected that these improvements will be further consolidated with funds expended on priorities such as Continuing Professional Development for teachers and other quality inputs. There will be greater emphasis placed on catering for the not insignificant number of students who leave schools without any CSEC passes. This is slightly more than 1 in 5 of the school population who sit for the CCSLC and also local examinations, both of which have little currency when it comes to gaining employment. There will be a greater choice of practical subjects on offer that will give accreditable and recognised trade qualifications. In order to ensure consistency with work being done at the ACC there will be City and Guilds qualifications. If at all possible the City and Guilds qualification would be linked to the appropriate CSEC course which could lead to double certification.

There might be expected to be a significant demand for City and Guilds type certification as, on average, in recent years there have been some 400 students in the school taking subjects, some more than one, that have got a City and Guilds equivalence.

All (or increasing numbers of?) students take the Caribbean Certificate of Secondary Level Competence examinations in Forms 2 to 5. Results have shown slight improvements in recent years with about 40% gaining a mastery level, 50% competency and 10% developing competency. The CCSLC will continue to be sat by students throughout the plan period and parents will be expected to continue to pay for the examination.

During the period of curriculum revision efforts will be made to address some of the issues raised by employers and others and to develop the link between school and work. An appropriate place should be found within the life skills program to prepare students for life at work and the importance of life skills and basic work disciplines such as punctuality and standards of dress.

The school Board of Governors is responsible for procuring equipment, books and other teaching supplies for use in the school. **The parents are still responsible for the purchase of text books for their children in order that they can study at home. A textbook rental scheme will be considered in order to help the children of parents who are unable to pay for these books.**

### Strategies

- S3.1 Review Form 1 to 3 curriculum on a 5 yearly basis
- S3.2 Infuse ICT into all aspects of school life
- S3.3 Ensure the integration of ICT into all curriculum documentation.
- S3.4 Provide adequate supplies of teaching materials and equipment
- S3.5 Provide facilities, tools and equipment for WISE and TVET
- S3.3 Develop policy for the use of personal devices in the classroom

### Indicators

- S3.1 Literacy rate
- S3.2 Numeracy rate
- S3.3 %age students leaving with a TVET certificate in at least one trade area

## S4 Human Resource Development

### Outcome: Sufficient appropriately trained and qualified teachers prepared for secondary schooling

The number of teachers required has been calculated based on a pupil teacher ratio target of 13 to 1. In addition to these teachers are the management team comprising the Principal, Vice Principals and those responsible for WISE and the PRU. There are other teachers with various specialisations including counselling and there will also be further staff, one teacher and two assistants, required for the proposed DOVE 2 that will cater for the children moving on from DOVE 1 – not sure if I have included these or not in the table below! **There will also be a need for a further SEN specialist to staff the SEN Unit to be established on Campus A.**

Table 20: Secondary school staffing by year and category (?)

	2014	2015	2016	2017	2018	2019	2020
LS	92	93	92	89	87	85	84
US	10	10	10	11	12	12	12
Other	15	15	15	15	15	15	15
L/ship	7	7	7	7	7	7	7
	124	124	124	122	121	119	118
PTR	12.0	12.2	12.3	12.5	12.6	12.8	13.0

The present PTR of around 12 is a little bit misleading for two reasons. First, there are staff who are based at the PRU and the WISE included in this figure and, second, there are specialist staff who are recruited directly by the school to teach parts of the curriculum in which there is not the expertise available on the regular staff. These staff are used largely in the 6<sup>th</sup> form but also occasionally for the lower forms. The amounts spent on the specialist teachers are significant and include staff for the CAPE Law and Digital Media courses.

There still remain a number of teachers who are qualified, in that have a degree, but do not have any teaching qualifications. This group of staff will be afforded the opportunity to complete a PGDE at the Anguilla CC. This course will become fully accredited during the plan period. These teachers are granted a slightly lower teaching load in recognition of this. Teachers who are specialized in the TVET subjects will compete a course that includes aspects of criterion referenced teaching in order that they will be able to teach the proposed City and Guilds courses. Teachers will be required to take up this course within five years of teaching.

It is recognised that a target of all teachers being both certificated and being a graduate in their major field is unattainable during this plan period. This is because there will always be a number of teachers, particularly in the more difficult disciplines to cover, who will not see teaching as being their long term career and will only be in the school for just one or two years. Their specialist knowledge, however, means that they are still of great value to the system. The teachers in this position should be provided with mentoring and coaching from senior members of staff.

A program of CPD will be developed by the school that will include elements of classroom teaching technique, assessment skills, subject specific content knowledge, counselling and school administration. This will be a part of the national Continuing Professional Development Program – see P4. **There will continue to be close contact with the Xxxx Secondary School on the Isle of Wight that has proved to be of enormous value in the recent past.** All teachers will be required to participate in a certain number of days professional development each year and to help facilitate this there will be a number of professional development included in the education calendar each year. The school will be closed on these days and a variety of subject and professionally based courses will be delivered.

#### *Strategies*

S4.1 To implement a training program for all uncertificated teachers

S4.2 To develop and deliver a Continuing Professional Development Program for all teachers

#### *Indicators*

S4.1 %age of teachers who have a teaching qualification

S4.2 %age of teachers who have a teaching qualification and a degree in the main subject area that they teach.

S4.2 %age of teachers undertaking at least x days professional development.

### **S5 Management for Efficiency and Effectiveness**

#### **Outcome: Qualified and effective leaders and managers are in place across the school**

The Executive Team and other senior staff will take part in the program of leadership and management training that will be developed as a part of the Teacher Education Plan / DoE Training Plan. **This training will include further building on the relationships built up with the Xxxxx Secondary School on the Isle of Wight in the United Kingdom.** There will be an increased focus on supporting training of middle management staff as a strategy to both help with succession planning and career advancement for staff at the school and encourage staff to remain in the profession.

A school improvement plan will be developed that will include all aspects of school development including school facilities, recurrent costs of running the school, curriculum, management and leadership training, and CPD for teachers. This plan will be for a three year period and be reviewed and monitored on an annual basis. An important part of the school plan will be up to update the IT systems used by the school for its administration. At present, there is no reliable electronic access available for staff to inform their decision making

#### *Strategies*

S5.1 To complete School Improvement Plan to be endorsed by Board of Management

S5.2 To provide training program for leadership group and middle management

### **S6 Financing of education**

#### **Outcome: Secondary education is cost effective and affordable for parents and Government**

The bulk of recurrent costs for secondary education will remain personnel costs. It might be expected that the average teacher salary rises as greater numbers become qualified and certificated. The table below shows the personnel costs with the assumption being that targets relating to pupil teacher ratios will be achieved and teacher numbers will be as in the Human Resource Section.

Teacher personnel costs

Teachers	2015	2016	2017	2018	2019	2020
Secondary	10072.4	10205.4	10338.4	10297.2	10343.2	10302.1

The bulk of funding will come for secondary schooling will continue to come from Government as well some fund raising. The budget for the school is overseen by the Board of Governors and it is their responsibility to provide for all expenses excluding the payment of full time teachers and the rental for the PRU. All of these costs will be included in the School Improvement Plan.

The school receives a subvention of about 120,000 per month but this is sadly insufficient. The amount of money available for the purchase of materials and supplies is something in the region of EC300 per child each year. The school is in desperate need of maintenance of all types to be carried out.

The Board will also be responsible, with the Parents Teacher Association, for locally run fund raising activities. These activities raise in the region of ECxx,xxx each year and these funds are expended on xxx.

*Strategies*

S6.1 Budget for the efficient running of the school

**Responsibilities**

To be completed

# Technical Vocational Education and Training

## Introduction

**Major Outcome: A cost-effective TVET education system, both public and private (?), that is responsive to change and offers a wide range of accredited courses appropriate to the needs of the nation**

The public providers of TVET services are the Anguilla Community College (ACC) and the Albena Lake-Hodge Comprehensive High School (ALHCS). The private provider is the educational institute Comprehensive Learning Centre. ACC is governed by the Anguilla Community College Act 2009 while the other two are governed by the Education Act 2012.

The Technical Vocational Education and Training Council (TVET Council) is the legally appointed national training agency for the coordination and management of TVET in Anguilla. The TVET Council is responsible for the development and Technical and Vocational Education and Training including issues of certification and accreditation. It has adopted the UNESCO-UNEVOC definition of TVET which states

“Technical and vocational education and training (TVET) is used as a comprehensive term referring to those aspects of the education process involving in addition to general education, the study of technologies and related sciences and the acquisition and application of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life.”

The *vision statement* of the TVET Council is “*A TVET system that is fully integrated into national educational and training provision; adequately resources and recognized for its contributions to increased productivity and personal and national development.*”

The *mission statement* is “*To provide opportunities for the appropriate training and certification in a range of occupational areas relevant to the needs of society to all persons desirous of such; thereby meeting the needs of the Anguillian community for an effective, efficient and productive workforce well equipped to deal with the challenges and opportunities of a dynamic work environment.*”

## T1 Access

**Outcome: Institutions offering courses of varying lengths for both students and the wider population to gain appropriate skills to satisfy national demands**

The institutions offering TVET courses are at present the ALHCS the ACC and the Comprehensive Learning Centre. The situation at the ACC is that they will move into new improved accommodation at the end of 2016 and this will improve greatly their capacity to offer an expanded range of courses.

There are at present workshops available at the ALHCS for Woodwork/Carpentry, Auto Mechanics, Construction Trades, Electrical Installation and Metal Work. There is also an Electronics Lab and a room that is used for the teaching of electricity by ACC. There is need for improvement and extension to all the areas. This is because with the exception of the Electronics Lab and the Woodwork Centre, the areas are the size of a regular classroom and this is inadequate. There is an area used for the conduct of Culinary classes and this also needs to be upgraded and fully equipped.

The facilities at the ALHCS, then, are in immediate need for refurbishment and it is critical that Government complete this work as soon as possible following a full scoping of the work required. This work should bear in mind the decisions that are taken in regard to the curriculum to be offered and also availability of facilities at the ACC. This recognises the potential synergies available between the Community College and the Comprehensive School for trade testing to occur and it is important that developments at the two institutions are complementary. If this were to happen then there would need to be opportunities made available for the Technical Studies teachers at the ALHCS to gain the skills to be able to train to the requisite standards. If adequate facilities are not provided then there

remains the danger of limited resources blunting the enthusiasm of students who may wish to take the TVET pathway.

All workshops and technical areas will be upgraded in such a way that they satisfy all health and safety regulations. This will include safety signage, separate lab and classroom areas, and updated machinery with safety guards. The DoE will develop a document outlining workshop safety standards similar to a document entitled Guidelines for Industrial Education recently prepared by the Department of Education in Jamaica. If such standards are not adhered to then the school will be unable to conduct any trade testing.

The market for potential TVET clients in Anguilla is wide and includes the present secondary school students, those recent graduates of the ALHCS, working age people who have been working at their trade and who may now wish to gain a formal qualification that recognises their skills and those who wish for a career change. The demand for certification is muted at present because there is no requirement for workers to be certificated. There is a fear that should such regulations become law many older, maybe less literate, workers would lose their jobs.

Major change will be driven by change in the labour laws relating to the need for tradesmen to be certified. Whilst such legislative change is not in the direct purview of the MoE the initiative has such implications for TVET in the country that the Ministry will work with the Labour Commission, the TVET Council and other interested stakeholders and advocate for the necessary changes.

Target T1:

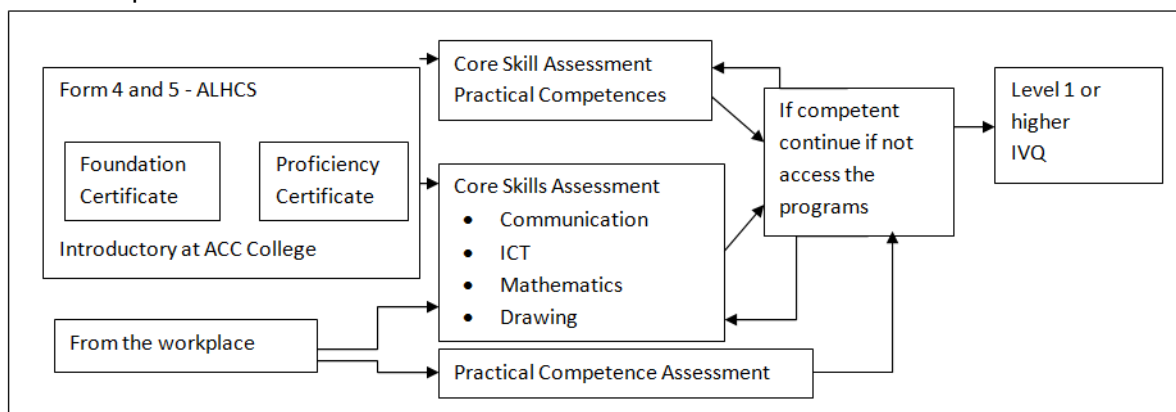
Worker certification to be included in amended labour law by 2016

There will be greater opportunities provided for students at both the secondary and post secondary levels during the plan period. At the ALHCS, the Foundation and Proficiency levels of various certifications will be offered through City and Guilds. The technical areas to be offered will be determined collaboratively with the TVET Council, the ACC and the Department of Labour. Decisions will take into account the needs of industry in Anguilla and the capacity of the school to be able to deliver. The technical areas will include but will not be limited to: Construction occupations (construction, plumbing, electrical, refrigeration, air conditioning, plastering), Automotive Servicing, Office procedures, Retail, and Business Studies.

It will be possible for students to then go on to pursue the Level 1 and Level 2 International Vocational Qualifications (IVQ) and other higher level qualifications at the ACC. Important components of these qualifications will be the strong links to industry and commerce for the practical internship experience that have been fostered by the ACC.

The figure below shows a possible pathway for ALHCS students wishing to take a skills development route.

Figure 4: Skills development pathway for ALHCS students



There remains a stigma attached to TVET amongst students at the ALHCS where such courses are perceived as being somehow inferior to the academic subjects. This is an attitude that must change and this will be done through an intensive awareness campaign that will seek to demonstrate TVET as being an application of the knowledge that is being gained throughout the school system. The WISE has been established for those who are more suited to practical work. These students will continue to study literacy and numeracy because there is an understanding that students will not be able to succeed in the TVET area unless they have these basic skills.

The technical programs and short term courses to be offered at the ACC will be determined by the availability of facilities and equipment and also by the needs of the economy. A Labour Market study will be commissioned by the GoA to ascertain technical areas where there is a capacity gap along with an indication of the numbers needed to be trained. Additionally, programs for unique national demands such as long line fishing, boat building and non culinary tourism related occupations will be developed as necessary. It is expected that the numbers enrolled will rise over the period of this plan. From where to where? The establishment of a City & Guilds centre at the ACC will provide a number of benefits

### *Strategies*

- T1.1 Advocate changes to the law relating to worker certification
- T1.2 To establish adequate workshop areas at the ALHCS and the ACC
- T1.3 Strengthen and expand skills development components of the secondary school curriculum
- T1.4 Ensure sufficient places available at the ACC to satisfy industry demand
- T1.5 To develop an accreditation strategy
- T1.6 To demand for the completion of a Labour Market Study to include areas of potential sustainable development
- T1.7 To develop relevant and appropriate short courses
- T1.8 To develop safety standards for workshops and technical areas.

### *Indicators*

- T1.1 Number of students sitting for City and Guilds certification
- T1.2 Number of students sitting for CESC TVET subjects
- T1.3 Number of students enrolled on TVET courses at the ACC
- T1.4 Number of short courses developed– one per year



T1.5 Percentage of workshops with appropriate health and safety features.

## **T2 Pastoral development, guidance and care**

**Outcome: That all TVET students have access to high quality career guidance and other pastoral support**

The ALHCS guidance will be provided with up to date information concerning trade course and trade career openings that will allow them to best advise their students. The TVET Council will coordinate TVET involvement in the annual STEM Fair and careers days that are held by the ALHCS and that will be used as a way to portray a positive image of TVET.

### *Strategies*

T2.1 Provide relevant TVET related careers guidance and information to all CS students

## **T3 Curriculum Development: Reform and renewal**

**Outcome: High quality TVET training programs that are cost-effective, flexible and responsive to changing trends.**

There will continue to be little skills development work done at the primary schools although teachers will be encouraged to expose their classes to aspects of design, to the world of work and to acquire an appreciation of industry wherever possible. After hours clubs and lunchtime activities will be encouraged and should be included in the School Improvement Plans.

The curriculum being followed at the ALHCS should be reviewed and this should initially be considered by the teachers themselves and in collaboration with the Anguilla CC and the TVET Council.

The City & Guilds Skills Awards have been designed to provide a broad introduction to essential practical skills in areas of work as diverse as construction, engineering, hospitality, tourism and IT.

The **Skills Foundation Awards** (3528) provide practical skills to enable learners to undertake jobs at a basic entry point. The **Skills Proficiency Awards** (3529) build on the skills acquired from the Skills Foundation Awards. They also offer the opportunity for formal recognition of practical skills for people already working in occupational areas but with no formal qualifications. These will provide a good foundation for students wishing to continue onto further training at the CC where they can work towards an International Vocational Qualification, which is also offered by City and Guilds in collaboration with the Institute of Internationally Recognised Qualifications (IIRQ) at the University of Technology in Jamaica. All students who enroll on these courses will be also be required to enroll on basic numeracy and literacy skills training programs.

Courses offered will allow Anguilla who have skills but no accreditation to gain such accreditation and allow them to compete more fully in the labour market and reduce reliance on oversea contract labour.

The courses offered at the ACC will provide articulation from the ALHCS courses and In order to do this there will need to be a significant investment in equipment and materials. (This needs to be quantified).

### *Strategies*

T3.1 To strengthen and expand TVET components of the secondary school curriculum

T3.2 To expand the number of technical areas offered at the Anguilla CC

### *Indicators*



T3.1 Number of City and Guilds courses offered at the ACC

## **T4 Human Resource Development**

**Outcome: A sufficient number of appropriately trained and qualified technical education and training lecturers and instructors**

The ACC will provide programs to prepare teachers from the ALHCS who will deliver the TVET courses and also those who will be TVET instructors at the ACC. Teachers will be taught the principles of Competency Based Education, in particular assessment techniques, as well as a variety of other teaching methods. Adequate materials and workshop space and equipment will be required if this is to be achieved. The course will be run on a regular basis with this regularity still to be determined and it is hoped that this will encourage more Anguillians to become TVET teachers.

As well as this formal training that is required there is also a need for CPD for all trade teachers and this should extend to placement in local business for work experience. This will allow the instructors to keep up to date with any new industry initiatives. Courses will be identified and trainers prepared.

Provision will also be made within the ACC to prepare trade assessors and verifiers with support from both the University of Technology in Jamaica and the International Labour Organisation. At present much of the verification exercise is undertaken by regional colleagues, which is relatively efficient because the personnel used have a wide range of expertise. There is presently a small group of Anguillians who received introductory assessor training in 2010 and this will be followed up. The plan was to train All Heads of Department and teachers involved with City and Guilds certified courses will be trained as assessors. It is important that this is done in order to ensure sustainability and quality. This training will take place in country following the completion of a training of assessors program, acceptable to City and Guilds, by a small number of suitably qualified and experienced senior officers.

### *Strategies*

- T4.1 Provide teacher training courses for those wishing to be TVET teachers
- T4.2 Provide professional development opportunities for all TVET instructors and teachers
- T4.3 Prepare a sufficient number of assessors and verifiers.

### *Indicators*

- T4.1 Number of TVET instructors / teachers enrolled on ADE (?) training programs

## **T5 Management for Efficiency and Effectiveness**

**Outcome: A TVET system that is regulated and managed effectively**

A TVET Council will guide the management and coordination of the TVET system in Anguilla. A TVET policy has been developed and will be endorsed by the Executive Council (EXCO) early in the plan period. This will be done following review of the original document with the TVET council and stakeholders.

The TVET Council will be the body to provide the overall coordination of the TVET system and to advise the Minister on matters relating to TVET. and its successful operation and funding is critical. The key roles of the Council are to

- Regulate the TVET system through the establishment of standards and then monitoring these through acting as an accreditation and qualification authority.
- Establish training priorities and develop and approve programs for use at all levels

To achieve this will require the full commitment of government to legislate in areas such as certification and the development of an accreditation strategy. Large numbers of work permits have been issued in recent years because there have been insufficient local tradesmen able to demonstrate the competencies required to meet industry standards.

Target T1.6

A full accreditation strategy developed by the TVET Council by 2017

The links between the TVET community and industry will continue to be fostered and there will be opportunities for internships and work experience for students at both the ACC and ALHCS. The intention of these is to allow the participants to appreciate the relationship between theory and practice.

At the ACC, the President answers directly to the Minister and is involved with policy development across all of TVET. In terms of management and coordination of TVET in the DoE, the position of TVET Coordinator will be relocated from the ALHCS to the DoE.

#### *Strategies*

- T5.1 Ensure the effective operation of the TVET Council
- T5.2 For TVET policy document to be endorsed by Government.
- T5.3 To develop an accreditation strategy

#### *Indicators*

- T5.1 Number of minuted TVET Council meetings

## **T6 Financing of Education**

### **Minor outcome: A TVET system that is cost-effective and affordable for both government and clients**

The financing of TVET needs to be carefully reconsidered if it is to play a major role in the development of the country. Government needs to commit itself to consistent funding for the sector if desired outcomes are to be achieved.

The TVET Council needs to be adequately funded if it's going to be able to carry out the functions required of it. This will amount to in the region of Ecxxxx each year to fund office accommodation and administrative assistance as well as other administrative costs.

The ACC receives annual subventions from Government and also the fees that it charges. The annual subvention needs to be reassessed on a regular basis in order that fees can be kept at a level that is affordable for working Anguillians. It is expected that this subvention will be increased as a result of taking on the 6<sup>th</sup> Form students from the AHLCS. Enrolments in short courses in areas such as Executive and Financial Administration will be increased. Finally, an endowment

Public private partnerships need to be fostered. There already exists sound relationships between the ACC and private enterprise that facilitates work experience for students. These relationships will be extended.

The ACC itself will increase the numbers of fee paying students enrolled on short courses.

*Strategies*

T6.1 Source adequate funding provision for TVET

*Indicators*

T6.1

**Responsibilities**

Government

- Financing the operations of the TVET Council and TVET development
- Training of TVET instructors and teachers
- Endorsement of a National Qualifications Framework
- Providing facilities for TVET
- Providing subventions to the ACC

ACC Board of Governors

- Planning for infrastructure and materials requirements
- Setting and collection of course fees

## Administration of Education

**Outcome: Appropriate organisational systems and human resources in place to provide an efficient and effective education system**

### A1 Organisational improvement

**Outcome: The Ministry / Department of Education has the capacity to strategically respond to changing conditions and government priorities**

The Department needs to be structured to reflect core responsibilities under this Plan and has to be flexible enough to respond to change. There will be a review of organisational capacity that will focus on the need to address the key outcomes from this Plan. Any restructuring of positions that is recommended will be consistent with government objectives in relation to the public service and this new structure will be further reviewed as and when appropriate. Areas that this review will focus on will be the provision of TVET opportunities within the Secondary School, the integration of ICT into the primary and secondary curricula, and the implementation of a comprehensive CPD program for teachers. It is expected that the review will result in a number of new positions being redesignated, relocated or established. These will include:

- The relocation of the TVET Coordinator position from the ALHCS to the DoE.
- The recasting of the EO – Professional Development position to fully reflect the priorities of this plan.
- The filling of the ICT Coordinator position in addition to the current CO ICT position

Target A1

Review of organisational capacity to be completed by 2017

There will be new positions required to accommodate the needs of students across all sectors : (yet to add to the costings)

- SEN specialists across all schools
- Increased number of school nurses
- A pre-school counsellor, speech and language specialist
- A secondary school speech and language specialist

The process of policy development within the Department of Education will be reviewed with clear guidelines established to assign responsibility. The planning and research capacity of the DoE, that will include the collection and evaluation of school census data, will be supported to ensure the availability of evaluative information to inform policy development, and the ability to undertake the monitoring and evaluating of the Plan that will be conducted on an annual basis. There will be a midterm review of the plan in 2018 that will recast targets and objectives.

This plan will be operationalised through a series of DoE plans that will be for one three and one two year period. Individual officer and unit / section workplans will be extracted from these plans that can then be used for appraisal purposes.

The acquisition of basic literacy and numeracy skills is a fundamental educational requirement for all. To this end, the Department will continue to provide the specialist support to schools to raise literacy and numeracy levels from the present xx per cent to target levels of xx per cent

### Strategies

A1.1 Restructure the Department and improve its systems to make it more efficient and effective in the delivery of its core functions

- A1.2 Develop annual Department of Education plans
- A1.3 Establish a well-resourced and equipped planning and research capacity
- A1.4 Support improved literacy and numeracy

## **A2 Human Resource Management / Development**

The anticipated economic situation dictates that the review of the structure will not result in a large number of new positions and it is inevitable that there will not be specialists in every single field. This means that education officers will be required to be all rounders and multi skilling will be expected. A training program will be developed to reflect this, to take account of succession needs and to identify officers from the school system capable of taking up positions within the DoE and the Ministry. Courses will be tailored to strengthen the Department's ability to guide the implementation of the Plan. Priority will be given to the development of an integrated, work-based program.

As a matter of some urgency, the new officers noted in the earlier section need to be trained and the following will be included in the DoE Human Resources Development Plan.

- 1 speech therapist
- 1 occupational therapist
- 3 SEN teachers
- 3 staff for DOVE2
- 1 clinical psychologist
- 2 ESL teachers

The public perception of teachers is not high and it can be difficult to attract the type of qualified personnel that are needed into the system. A robust initiative will be taken to rectify this and a recruitment drive will be run at the ALHCS and the ACC with a view to encouraging high achieving graduates to enter the teaching service. This initiative will be aided if there can be a more transparent career path can be put in place – see below.

This Plan will be implemented over a period of major public sector expenditure control across the whole of the Anguilla Government. This means that the effective deployment and management of teachers is of the utmost importance. Teaching positions will be allocated to primary schools based upon the number of classes. These core teachers will be supported by a leadership and management team and a number of specialist staff. At the secondary school, staffing numbers will be determined by the number of students and the range of subjects that are offered.

At present, primary school teachers who start work are considered to be on probation. Once they have completed their teaching certificate then they are able to gain permanency from which point it is extremely difficult to discipline and, ultimately, remove them. The vast majority are employed on a permanent basis. All teachers are supposed to receive an annual appraisal. The Education Officers are required to visit schools on a regular basis to conduct appraisals on and provide advice to their schools. Principals themselves conduct the appraisals for teachers within their schools and the Education Officers carry out the appraisals of the principals.

The current appraisal process that is being used in the schools is in the process of being reviewed by OECS. The appraisal forms used, and indeed the whole process for teachers and principal appraisal, will be assessed in light of the OECS review. Any process should involve all stakeholders to include Boards of Management, if applicable, the community and maybe even students. These appraisals should be used as a part of the appointment system and also to inform the CPD program.

Schools, as well as teachers and Principals, should be appraised on a regular basis. A format will be prepared for the Education Officers to use for the appraisal of schools. It is expected that this will be

done on an annual basis and that these appraisals will be shared with the Principals and staff of the schools in order that weaknesses can be addressed and strengths applauded.

Teachers are a part of the public service and are employed by the Public Services Commission even though the terms and conditions for teachers might be very different from those of other public servants. The whole process of teacher appointments, and teacher discipline needs to be reviewed and a Teaching Services Commission will be established following a feasibility study that will look at the experiences in other neighbouring countries. Teachers need to be provided with an incentive to improve themselves and to progress in their chosen profession. The current staffing structure of the schools are very flat and need to be reviewed to provide a career path for teachers. The system of master and senior teachers introduced on other Eastern Caribbean states could be used as a possible model.

*Strategies*

- A2.1 To develop and implement an appropriate Human Resource Development Plan for the Department
- A2.2 To establish an effective appraisal system
- A2.3 To establish a Teaching Services Commission

**A3 Financial management**

**Outcome: Budgeting and financial systems and processes are managed and sustainable**

Planning and budgeting processes will be integrated and the workplans will be linked to the Department of Education budgets to ensure consistency with this Plan.

Funding for education comes largely from the annual GoA recurrent budget. The DoE is given an appropriation as is the Ministry, which has to share share with the other divisions that comprise the Ministry. Table xx shows that this appropriation is approximately 15(?)% of the total budget appropriation.

*Table 21: DoE budget as a percentage of the total Government recurrent budget*

	2012	2013	2014	2015
Total budget appropriation				
Education appropriation				
Education %age				

In addition to this, the Department of Information Technology and Electronic Services (DITES) allocates funds, about EC100,000 in the most recent budget, to support all aspects of IT including the needs of the Ministry, the Department and all of the public schools. This allocation includes all aspects of IT including the likes of photocopiers. Donations pf computers and other equipment have been made and these too will need to be approved by DITES.

Efforts will be made to identify areas where cost saving can take place, where there is duplication of efforts and also other ways in which the inevitable gap between the cost of the Plan and the availability of funds can be bridged. These will include aspects of cost effectiveness and the identification of cost recovery mechanisms, if any. These are dealt with more fully in the finances chapter.

*Strategies*

- A3.1 To ensure that there is no duplication of expenditures with in the Department or between Departments.



## Financing the Plan

This chapter contains a number of sections. The first will look at the education budget from a historical perspective. The second will look at the costs of the Plan using the various assumptions for enrolments and staffing as outlined in the appropriate sections. The third section will consider how these costs compare with potential and reasonable budget allocations which lead to consideration as to how affordable the Plan is and the potential funding gap. Finally, the chapter will consider various measures that could be taken to close the funding gap.

Table xx shows, historically, the appropriations for each of the expenditure categories. The first column is an actual for 2013, the second a revised for 2014, the third is the original appropriation for 2015 and the figures for 2016 and 2017 are forward projections. The final column shows the average annual change. As can be seen there is projected to be less than a 1% annual rise in total appropriations for the sector.

Table 22: DoE recurrent budget by category, 2011 to 2017

	Act	Rev	App	Forward	Forward	Ann cha
	2013	2014	2015	2016	2017	
<b>Personal emoluments</b>						
310 Personal emoluments	20,525,421	20,073,358	21,131,659	21,131,659	21,131,659	0.74%
311 Temp staff	10,598	25,000	25,000	40,000	40,000	69.36%
312 Wages	1,618,458	1,424,333	1,424,333	1,424,333	1,424,333	-3.00%
316 Allowances	163,763	326,200	326,200	326,200	326,200	24.80%
317 CS backpay						
	22,318,240	21,848,891	22,907,192	22,922,192	22,922,192	0.68%
<b>Goods and Services</b>						
320 Local travel and subsistence	105,482	120,200	105,200	120,200	120,200	3.49%
324 Utilities	254,195	119,744	250,000	250,000	250,000	-0.41%
326 Communications	77,381	61,914	61,914	61,914	61,914	-5.00%
328 Supplies and materials	289,327	316,000	316,000	316,000	316,000	2.30%
330 Subs, periodicals and Books	3,889	7,532	7,532	7,532	7,532	23.42%
331 Maintenance of buildings	48,785	50,000	34,206	34,206	34,206	-7.47%
332 Maintenance Services	40,290	50,000	31,222	31,222	31,222	-5.63%
334 Operating costs	71,081	42,066	75,000	75,000	75,000	1.38%
336 Rental of assets	43,086	45,500	45,500	45,500	45,500	1.40%
338 Professional and consultancy se	340,940	385,924	380,802	436,802	436,802	7.03%
344 Training	125,789	144,038	144,038	144,038	144,038	3.63%
346 Advertising	4,313	2,372	2,372	2,372	2,372	-11.25%
	1,404,558	1,345,290	1,453,786	1,524,786	1,524,786	2.14%
<b>Transfers and subsidies</b>						
352 Grants and contributions	1,966,575	2,170,625	2,170,625	2,170,625	2,170,625	2.59%
	1,966,575	2,170,625	2,170,625	2,170,625	2,170,625	2.59%
<b>Social services</b>						
360 Public assistance	50,755	50,000	60,000	60,000	60,000	4.55%
	50,755	50,000	60,000	60,000	60,000	4.55%
Total	25,740,128	25,414,806	26,591,603	26,677,603	26,677,603	0.91%

In order to achieve all of the outcomes expected from this Plan there

### The costs of the Plan

There are two elements to the costs of the plan. There is the recurrent component of the budget and also the capital component (nothing yet on the capital component)



## Recurrent costs

The bulk of recurrent costs will remain personnel costs. Teacher salaries issues are discussed in the appropriate sections. Public servant numbers and salary levels will remain as they are with the addition of a number of new positions as called for in this Plan. The table below shows the personnel costs with the assumption being that targets relating to pupil teacher ratios and teacher training will be achieved and that teacher numbers will be as outlined in the various sections.

As noted earlier these targets will not be easy to achieve but are one of the keys to the Plan being affordable. If they are achieved then there will only be marginal increases in personnel costs over the period of the Plan. Table xx shows projected personnel costs for the plan period.

Table 23: Total personnel costs, 2015 to 2020

<b>Teachers</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Pre primary	415.8	448.2	475.2	507.6	507.6	518.4
Primary	7943.1	8561.4	8678.5	8795.6	9016.9	9290.3
Secondary	10072.4	10205.4	10338.4	10297.2	10343.2	10302.1
	18431.2	19215.0	19492.1	19600.5	19867.7	20110.7

<b>Other salaries</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
MoE	291.0	291.0	291.0	291.0	291.0	291.0
DoE	2579.4	2579.4	2579.4	2579.4	2579.4	2579.4
CO – ECE		107.5	107.5	107.5	107.5	107.5
Other	1775.5	1775.5	1775.5	1775.5	1775.5	1775.5
Total	4645.9	4753.4	4753.4	4753.4	4753.4	4753.4
Total personel	23077.1	23968.4	24245.5	24353.9	24621.1	24864.1

Analysis shows that about 80% of the personnel costs are for the teachers and this rises slightly over the plan period. Teacher salary costs rise very slightly over the period but this is almost entirely down to the increase in the number of trained teachers in the primary and secondary schools as well as a small number of new teachers to support numeracy at the primary level. The unit costs for teachers' salaries drop slightly over the period as shown in table 40. The figures for the public servants have been kept at a constant figure and the new positions included are those that have been highlighted in this Plan.

Table 24: Unit teacher salary costs by sector, 2015 to 2020

	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Pe prim	907.9	985.1	1030.8	1086.9	1073.2	1082.3
Primary	5198.3	5570.2	5534.8	5645.5	5750.6	5734.7
Secondary	8096.8	8105.9	8264.1	8244.4	8375.0	8294.7

Table xx shows the costs by strategy that are taken from the respective implementation schedules.

Table 25: Costs by strategy – very preliminary

	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
PP1	0.0	2.0	2.0	2.0	2.0	2.0
PP2	18.0	17.9	18.1	18.3	18.6	18.8
PP3	0.0	0.0	0.0	0.0	0.0	0.0
PP4	0.0	0.0	31.5	51.5	51.5	51.5
PP5	0.0	0.0	0.0	0.0	0.0	0.0
PP6	543.1	569.7	605.9	644.4	685.4	728.9
Total Pre prim	561.1	589.6	657.5	716.3	757.5	801.3
P1	206.0	436.0	614.0	614.0	214.0	234.0
P2	60.0	2.0	22.0	12.0	12.0	12.0
P3	229.0	230.1	261.0	259.7	234.0	240.4
P4	117.0	117.0	117.0	117.0	117.0	117.0
P5	2.0	14.0	32.0	80.0	80.0	80.0

P6	0.0	0.0	0.0	0.0	0.0	0.0
Total Primary	614.0	799.2	1046.0	1082.8	657.0	683.5
S1	0.0	352.0	302.0	302.0	152.0	152.0
S2	12.0	19.0	18.0	12.0	12.0	12.0
S3	456.0	478.8	502.7	527.9	554.3	582.0
S4	54.0	54.0	54.0	54.0	54.0	54.0
S5	0.0	0.0	0.0	0.0	0.0	0.0
S6	1193.1	1243.8	1297.0	1352.8	1411.5	1473.0
Total Sec	1715.1	2147.6	2173.7	2248.7	2183.7	2273.0
TV1	0.0	0.0	0.0	0.0	0.0	0.0
TV2	0.0	10.0	10.0	10.0	10.0	10.0
TV3	0.0	0.0	0.0	0.0	0.0	0.0
TV4	0.0	0.0	0.0	0.0	0.0	0.0
TV5	0.0	0.0	0.0	0.0	0.0	0.0
TV6	0.0	0.0	0.0	0.0	0.0	0.0
Total TVET	0.0	10.0	10.0	10.0	10.0	10.0
A1	0.0	25.0	0.0	0.0	0.0	0.0
A2	0.0	10.0	10.0	10.0	10.0	10.0
A3	303.6	303.6	303.6	303.6	303.6	303.6
Total Admin	303.6	338.6	313.6	313.6	313.6	313.6
Total	3193.9	3885.0	4200.9	4371.4	3921.8	4081.4

## Affordability issues

The table below shows the projected funding gap based upon the earlier analysis. The final row of the table provides this gap as a percentage of funds availability.

Table 26: Projected resource gap, 2015 to 2021

	2015	2016	2017	2018	2019	2020
Requirements	25855.2	27405.1	27971.1	28217.6	28035.3	28427.1
Resources	26591.6	26677.6	26677.6	26920.4	27165.3	27412.5
Gap	-736.4	727.5	1293.5	1297.3	870.0	1014.6
%age gap	-2.8%	2.7%	4.8%	4.8%	3.2%	3.7%

The question now arises as to how this gap can be bridged. Conventional wisdom would suggest three solutions – first would be to increase the budget appropriation to accommodate requirements, either through increasing the overall size of the national budget or for education taking a larger proportion of that budget, second would be to make a more efficient use of the funds that are available and third would be to raise funds from elsewhere.

Economic circumstance suggest that the first of these is unlikely to happen. It is instructive now to look at the second and the efforts that would have to be made to make a more effective use of existing funds. There is little scope for reallocation of resources within the DoE recurrent budget given that the bulk of the expenditure is for personal emoluments and necessary administrative functions. There may be some cost effectiveness measures that will allow for the reallocation of existing resources.

The lack of flexibility within the MoE recurrent budget and the lack of alternative sources of funding mean that there are very few measures that can be taken to make expenditure more cost effective. The issue of teacher salaries is critical and accounts for such a large percentage of Government expenditure that possible savings should be thoroughly investigated. The following tables illustrate potential savings if teachers are allocated using different criteria to those discussed in the earlier section.

Classes in pre primary schools need to be small and the recommended PTR is 10. There is no point here in raising this PTR as pre primary schools are all privately run and Government only pays a small amount to support the payment of the instructors.

Primary teacher numbers and thus total primary school salaries are based upon a class size being achieved and then adding to this a number of specialist teachers as a percentage of the number of classes, as well as the extra teachers required to tackle the issue of numeracy. This percentage is set at around 40% and the table below shows how total salaries would be affected by lowering this to 30% and 20%. If the percentage were to be lowered then it would impact on the support that could be provided for those with learning difficulties and potentially compromise Government efforts to improve performance in literacy and numeracy. There are then some opportunities for savings that could be made by reducing the number of teachers but this would seriously compromise the quality of the education that is provided. This Plan does not recommend the realization of such savings.

Table 27: Total primary salaries with varying percentages of specialist teachers, 2015 to 2021

	2015	2016	2017	2018	2019	2020	2021
40% specialists	7943.1	8561.4	8678.5	8795.6	9016.9	9290.3	7943.1
30% specialists	7772.9	8339.1	8404.2	8417.2	8638.5	8911.8	7772.9
20% specialists	7602.7	8116.9	8077.8	8090.8	8260.0	8533.3	7602.7

Similar figures can be produced for the secondary school.

There are a number of non teaching staff employed in the primary and secondary schools including xxx and xxx who are paid by Government. The role of all of these staff should be reviewed to ensure that the best value can be gained from their employment. Efforts should be made to provide these staff with added skills so that they are able to help with other aspects of school administration. This training could be undertaken either by the schools themselves or through a coordinated approach by the DoE.

The final way in which to make the Plan affordable would be to look at alternative sources of funding. There are one or possibilities.

- Identify sources of overseas funding for the financing of major infrastructural programs.
- The expansion and improvement of the TVET program is a major component of this plan. Students or previously uncertificated tradesmen who take such courses will themselves benefit from the programs through dint of the advantages that it will give them in the labour market. There is then a case that could be made for raising the level of the fees to more than cover the costs off the course. However, Government wishes to encourage people to undertake such courses and so any disincentive for people to enroll should be dismissed. The greater the number of Anguillian with trade certification will benefit the private sector and in the longer term will benefit them financially as they will become increasingly less reliant on contract labour. A small amount, maybe 1% (?), could be levied on the salaries of all employees and be paid by the employer. The amount raised would then be applied for the provision of TVET opportunities for all.
- This Plan calls for a significant investment in ICT equipment and also library resources. These are measures that are designed to further consolidate improvements that have been made to the quality of education provided. Primary and secondary education is free and it is not unreasonable to ask parents to make small contributions towards the enhancement of the education being provided. In order to replace all primary school ICT equipment on a three yearly basis would cost in the region of EC30 per child per year. The figure for the secondary school would be ECxx per year.
- The user pay theory premise regarding ICT could be expanded to usage of the library and science facilities with a small user fee being used to purchase annual recurrent supplies.

## The OECS

### 1 Improve the quality and accountability of Leadership and Management

The outcomes from interventions to implement this imperative will be:

- Qualified leaders are in place across the education system and are supported by Boards (where applicable) and governing bodies.
- Revised legislation, knowledge management and accountability frameworks that devolve decision making to schools.
- Education leaders, managers and aspiring leaders have access to continuing professional development.

### 2 Improve Teachers' Professional Development

The outcomes from interventions to implement this imperative will be:

- Improved teacher quality
- Pre-service training and professional development programmes are in place for all prospective and in-service teachers and teacher trainers respectively, relevant to each stage of their career.
- Regular and systematic teacher appraisal operates in conjunction with established teacher professional standards.
- Reduced numbers of out-of-field teachers in schools.

### 3 Improve the quality of Teaching and Learning

The outcomes from interventions to implement this imperative will be:

- Learners are engaged with all learning and their expectations met.
- Achievement levels are significantly improved; all learners attain required levels of literacy, numeracy and technological skills, and are equipped to use relevant competencies at school, at college, at home and for future work.

### 4 Improve Curriculum and Strategies for Assessment

The outcomes from interventions to implement this imperative will be:

- Flexible, learner-centred curricula with assessment at each stage which includes a wide range of learning outcomes targeting academic, technical and personal development skills.
- A relevant and comprehensive education and skills strategy operates nationally and across the OECS region with resulting curricula that are learner-centred and competency-based to meet the needs of all learners.
- All performance measures for learner outcomes indicate improvement year-on-year at each stage and match comparable international benchmarks.
- All learners can demonstrate core knowledge, skills, attitudes and competencies needed to be successful 21st Century Caribbean citizens, and can confidently contribute and progress at school, college, in their communities and at work.

### 5 Increase (and expand) access to quality Early Childhood Development Services (ECDS)

The outcomes, by 2021, from interventions to implement this imperative will be:

- National operational plans developed and implemented to increase pre-primary education for all learners aged three to five
- Formal Early Childhood Development Services meet required minimum standards
- A sustainable funding strategy for ECD, supported by both public and private sector investment in place and operational.
- Functioning inter-sector, parent and community collaborative mechanisms in place in all Member States made up of a variety of stakeholders.

## 6 Provide opportunities for all learners in Technical and Vocational Education and Training (TVET)

The outcomes from interventions to implement this imperative will be:

- Primary school curricula, teaching and learning incorporate exploratory learning experiences that develop basic technical competencies and an appreciation for the world of work
- Competency based curricula linked to the CVQ framework established across secondary and tertiary education and in all other educational settings in work and in community
- A Qualification Framework established that enables learners to move seamlessly between academic and vocational qualifications in formal and informal educational settings

Success in the achievement of these outcomes will be measured by:

- The "percentage increase in relevant TVET programmes sanctioned by employers and Government"; and
- The "increase in number and share of students participating in TVET programmes".

## 7 Increase provisions for Tertiary and Continuing Education

The outcomes, by 2021, from interventions to implement this imperative will be:

- Sustainable funding mechanisms for tertiary and continuing education to meet the economic, social and labour market needs of the OECS and learners can access affordable tertiary education
- A legal institutional framework that improve the status, sustainability and outcomes of tertiary and continuing education institutions across the OECS.
- Accredited tertiary and continuing education institutions in and outside the OECS produce high quality relevant programmes and research results fostering creativity and innovations.

Success in the achievement of these outcomes will be measured by :

- The " increase in access to tertiary and continuing education";
- The "increase in research and innovation in the OECS"; and
- The "level of employ and government satisfaction with relevance of course on offer at tertiary institutions".

## Monitoring and Evaluation

The Performance Assessment Framework below is made up of the indicators that are identified at the end of each of the individual sector sections. These are the indicators that should be used to inform annual reporting.

Table 28: *Performance Assessment Framework*

		2015	2016	2017	2018	2019	2020
<b>1. Pre primary education</b>							
PP1.1	Gross Enrolment Rate by sex						
PP1.2	Net Enrolment Rate by sex						
PP1.3	No of schools licensed						
PP2.1	Number of schools attended by school health services.						
PP2.2	Percentage of pre primary school children receiving health checks						
PP3.1	Number of schools following prescribed curriculum						
PP4.1	Percentage of trained practitioners						
<b>2 Primary</b>							
P1.1	Gross Enrolment Rate by sex (P1)						
P1.2	Net Enrolment Rate by sex (P1)						
P1.3	Primary School completion rate (P1) by sex.						
P1.4	No of schools with a library facility (P1)						
P1.5	No of schools with a maintenance plan (P1)						
P2.1	Number of schools with an adopted Behaviour Management Plan (P2)						
P2.2	Percentage of children visiting a counselor four times a year (is this reasonable, can it be collected, do we have a base line?) (P2)						
P3.1	Number of schools with acceptable (?) computer labs (P3)						
P4.1	%age of teachers qualified and certificated						
P4.2	%age of teachers undertaking at least x days professional development.						
P5.1	No of schools with approved Board of Management (P5)						
P5.2	No of schools with School Improvement Plans (P5)						
<b>3 Secondary</b>							

		2015	2016	2017	2018	2019	2020
S1	Gross Enrolment rates						
S2	Net Enrolment Rates						
S3	Transition to 6th Form						
S4	%age of teachers with a teaching qualification						
S5	%age of teachers undertaking at least x days professional development.						
<b>4 TVET</b>							
T1.1	Number of students sitting for City and Guilds certification						
T1.2	Number of students sitting for CESC TVET subjects						
T1.3	Number of students enrolled on TVET courses at the ACC						
T1.4	Number of short courses developed	0	1	2	3	4	5
T1.5	Percentage of workshops with appropriate health and safety features						
T3.1	Number of City and Guilds courses offered at the ACC						
T4.1	Number of TVET instructors / teachers enrolled on ADE training programs						
T5.1	Number of minuted TVET Council meetings						
<b>5 Administration</b>							
A1							
A2							
A3							
A4							
A5							
A6							
A7							

<b>No.</b>	<b>Ref</b>	<b>Page</b>	<b>Target</b>	<b>Means of verification</b>
Target 1				
Target 2				
Target 3				
Target 4				
Target 5				
Target 6				
Target 7				
Target 8				
Target 9				
Target 10				
Target 11				
Target 12				
Target 13				
Target 14				
Target 15				
Target 16				
Target 17				





Other charts

Pre primary school enrolments by school, 2003/04 to 2012/13

	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Bethel Methodist	57	35	43	36	42	49	47	48	47	48
Central Christian	32	34	37	37	36	36	35	35	31	33
C of God of Holiness	22	26	27	19	23	21	14	10		
Ebenezer		37	61	43	37	36	34	27	28	25
Montessori Academy									9	15
Island Harbour Christian	28	37	33	27	30	34	32	34	25	25
Life Impact Rainbow										5
Liz	29	28	38	39	31	15	11	7	7	9
Maranatha	19	13	20	17	12	15	23	16	13	15
Prophecy	82	82	82	94	92	88	96	105	102	89
St Augustine's	20	19	18	7	15	13	8			
St Mary's	114	79	86	84	118	124	130	134	139	173
The Outreach										5
Tr Gloria Omolulu Inst	16	37	14	9	14	20	14	18	13	3
Total	419	427	459	412	450	451	444	434	414	445