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CURRENCY EQUIVALENT

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ABBREVIATIONS

BMCs	-	Borrowing Member Countries
CARICOM	-	Caribbean Community
CDB	-	Caribbean Development Bank
CIDA	-	Canadian International Development Agency
CSP	-	Country Strategy Paper
CTCS	-	Caribbean Technological Consultancy Services
CXC	-	Caribbean Examinations Council
ECD	-	Early Childhood Development
FIs	-	Financial Intermediaries
FTAA	-	Free Trade Area of the Americas
HRD	-	Human Resource Development
IDB	-	Inter-American Development Bank
ICT	-	Information and Communications Technology
MDGs	-	Millennium Development Goals
MIS	-	Management Information System
Mn	-	Million
MOE	-	Ministry of Education
NGO	-	Non-Governmental Organisation
OCR	-	Ordinary Capital Resources
OECD	-	Organisation for Economic Cooperation and Development
OECS	-	Organisation of Eastern Caribbean States
OERU	-	OECS Education Reform Unit
PPA	-	Project Preparation Assistance
PCMT	-	Project Cycle Management Training
SFR	-	Special Funds Resources
SLS	-	Student Loan Scheme
TA	-	Technical Assistance
TAP	-	Technical Assistance Programme
TCI	-	Turks and Caicos Islands
TVET	-	Technical and Vocational Education and Training
UN	-	United Nations
UWI	-	University of the West Indies
WB	-	World Bank
WTO	-	World Trade Organisation

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SUMMARY - EDUCATION AND TRAINING POLICY

EXECUTIVE SUMMARY

1. At its One Hundred and Fiftieth Meeting held on July 15, 1993, the Board of Directors (BOD) of the Caribbean Development Bank (CDB) approved Paper BD 44/93 - Human Resource Development (HRD) Policy which articulated CDB's policy with respect to HRD. Given the changing economic environment in BMCs since 1993 and the role of HRD in addressing emerging challenges, CDB reviewed its 1993 HRD Sector Policy in order to ensure the continued relevance of that policy to the needs and priorities of its BMCs. A consultative approach was adopted to allow for inputs from a wide cross-section of stakeholders.

2. Under the 1993 HRD Sector Policy, CDB defined HRD as encompassing education, health, population control and several other strategies which promote a better quality of life for the Region's people. However, due to limitations in both human and financial resources, CDB directed its resources to strengthening institutional capacity in key areas and addressing priority needs in education and training. The Bank's lending experience has therefore been dominated by capital projects that reflect the needs of its Borrowing Member Countries (BMCs) in the education sector, totalling in excess of United States dollars 138 million (USD138 million). The change in the title from HRD Policy to - Education and Training Policy and Strategy - reflects more accurately the focus of CDB's past and projected lending activities within the broader framework of HRD. CDB, nevertheless, views HRD in all of its aspects as critical to the achievement of national and regional goals for social and economic development.

3. Between 1993 and 2003, CDB approved loans and grants for projects in support of a variety of education interventions, including institutional strengthening, teacher training, enhancing of the physical learning environment, student loans and research. Education sector loans comprised more than 90% of lending to the social sector. Projects were financed mainly from CDB's Ordinary Capital Resources (OCR) - 69%, with the remaining 31% coming from CDB's Special Funds Resources (SFR). Fourteen BMCs received assistance under the HRD programme. CDB also provided USD63 mn for indirect lending for student loans through Financial Intermediaries (FIs) during the same period. Considerable resources were also provided for institutional strengthening not only in education but also in other economic sectors. From the decade of CDB's experience in financing education and training, a number of key lessons have been learnt, notably:

- (a) although the capital projects have had a positive impact on the poor and vulnerable, there is still need for interventions that target these groups specifically;
- (b) partnerships increase the development impact of CDB's interventions;
- (c) a longer-term view of sector development improves sustainability of project outputs;
- (d) increased private sector participation is vital for increasing available resources and ensuring relevance of programmes; and
- (e) rehabilitation of school facilities is a critical component of quality enhancement interventions.

4. Commendable progress has been made in education and training by the majority of BMCs over the last decade. However, major weaknesses include: unacceptably high percentages of persons in the labour force with only a primary education; inadequate coverage at several levels; uneven quality throughout the systems; and high dropout rates in secondary schooling. The latter are indicative of inefficiencies with substantial losses in educational investment and undeveloped human potential. There

is also an urgent need for increases in enrolment at the post-secondary level which stood at an average of 8% of the 19-24 age cohort in 1997 and is estimated to have increased to about 10% in 2004. At the same time, the Region loses much of its trained manpower through migration, a loss not only of skills but of past investment in education.

5. The decade of the 1990s was marked by a number of significant developments at the global level including the emergence of the “knowledge” economy, fiercer competition among firms in the global environment, the application of information and communication technologies (ICTs) in general, and other technological advances. The major challenges for policy-makers in the Region are to enhance regional competitiveness and increase economic growth within the rapidly changing global environment, and improve social conditions particularly for the poor and marginalised. More specifically, BMCs will need, *inter alia*, to continue to attract foreign investment, diversify economic activity, maintain sound and relevant macroeconomic policies, and improve productivity.

6. The burden of education costs on the public purse continues to rise with increasing demands and heightened expectations for greater coverage and improved services. Chronic under-financing of quality enhancement inputs such as adequate physical learning environments, educational texts, learning resources and qualified teaching staff, has likely contributed to the low performance evident in many countries. With the expansions required at nearly all levels, the need for improved physical conditions and the demand for better educational services to raise standards and achievement, financing will remain a major concern.

7. Poverty also remains a major challenge for BMCs. Data for the period 1996-2002 indicate poverty levels ranging from 13.9% to 39% and indigence rates as high as 25.7% in one BMC. Research indicated that the primary level was the highest level of education attained by 74.2%-92.2% of household heads classified as poor. For the “non-poor”, the range was on average approximately 17 percentage points lower^{1/}. These figures underscore the nexus between education and poverty reduction and the need to provide specifically targeted interventions.

Education and Training Policy and Strategy

8. CDB views education as a critical enabler of social and economic development, and the fountain head for human capital formation, creating an ever expanding pool of productive Caribbean citizens with the knowledge, skills, attitudes and values necessary to lead purposeful and productive lives in an internationally competitive environment. CDB also views investment in education as critical to the strengthening of mechanisms for full participation in the development process. The revised policy/strategy focuses CDB’s efforts on education and training issues in both the formal and informal delivery systems. CDB recognises the importance of implementation capacities in BMCs in supporting development interventions. Further attention will, therefore, be given to the identification of related issues in sector work, and management and manpower development in programme and project design, preparation and investment.

9. The Bank will continue to mobilise financial resources as it seeks to leverage its own resources to increase the pool of funds for education in the Region. Given the diverse needs of BMCs for further

^{1/} Heather Ricketts: Poverty and Education: The Caribbean Experience.

development of the sector, CDB's policy will be flexible. Each intervention will be evaluated on its own merit within the framework of CDB's development/lending strategy for BMCs articulated in the relevant CDB Country Strategy Paper (CSP), and the BMC's own HRD policy. Four broad, cross-cutting themes will underpin and guide investments in the education sector:

- (a) Increasing and broadening equitable access and participation in education and training. CDB will assist BMCs to improve, expand, and add new physical facilities to increase coverage and access, emphasising the provision of opportunities outside the formal system and for the physically-challenged and other marginalised groups. CDB will promote partnerships between public and private sector to increase the availability of funding. Through the Student Loans Scheme (SLS), financing will be made available to those seeking assistance to pursue post-secondary education and Technical and Vocational Education and Training (TVET) at local, regional and extra-regional institutions.
- (b) Improving efficiency and effectiveness. Curriculum reform and development, performance-based testing/assessment, pedagogical reform and strengthening, and skills diversification at the post-secondary levels, will be emphasised.
- (c) Strengthening institutional capacity. Support will be given in a wide range of technical areas for the development of appropriate technical, planning, leadership and managerial capacity within ministries and institutions. To ensure efficacy and maximum efficiency, measures aimed at rationalising provisions at the sub-regional or regional levels, promoting quality assurance and accreditation, standardisation and articulation among programmes and institutions at national, sub-regional or regional levels will be supported.
- (d) Enhancing technological capability. CDB will support the development of skills and competencies in the use of modern, cutting-edge technologies through exposure of persons to advances in technology by way of overseas training and attachments. Technology transfer will be supported, *inter alia*, through appropriate alliances and partnerships between training institutions.

Strategic Approaches

10. In formulating and implementing projects intended to assist BMCs in achieving their development objectives, CDB will utilise strategies that include stakeholder participation, development partner co-ordination, and private sector collaboration. Project design will rest on the sound basis provided by relevant research and sector evaluation. CDB will encourage the development and financing of programmes structured on a regional framework, designed to harmonise, rationalise or standardise programmes and support systems, and improve cost effectiveness. CDB will also continue to provide assistance to BMCs to prepare projects, through its Project Preparation Assistance (PPA) facility.

1. INTRODUCTION

BACKGROUND

1.1 At its One Hundred and Fiftieth Meeting held on July 15, 1993, the BOD of CDB approved Paper BD 44/93 Human Resource Development (HRD) Policy. HRD was defined as encompassing education, health, population control and several other strategies which would promote a better quality of life for the Region's people. However, due to limitations in both human and financial resources, CDB has directed resources amounting to USD138 mn, to strengthening institutional capacity in key areas and addressing priority needs in education and training. The Bank's lending experience has therefore been dominated by capital projects that reflect the needs of its BMCs in the education sector. The change in the title from HRD Policy to Education and Training Policy and Strategy – more accurately reflects the focus of CDB's past and projected lending activities in the sector. CDB, nevertheless, views HRD in all of its aspects as critical to the achievement of national and regional goals for social and economic development. CDB's lending in the sector for the four-year period 2000-2003, of USD52.5 mn, spread over seven countries, constituted 21.7% of a total investment of USD241.6 mn made by CDB and four major development partners: the World Bank (WB) – 38.4% (7 countries targeted); the Inter-American Development Bank (IDB) – 25.6% (4 countries); the Department for International Development of the United Kingdom – 1.6% (2 countries); and, the Canadian International Development Agency – 12.7% (2 countries).

RATIONALE FOR REVISION OF 1993 HRD POLICY

1.2 Since the adoption of the 1993 policy, the economic environment in BMCs has changed. Globalisation and technological change have brought about major shifts in business and industry, in the occupational and skill requirements of the labour markets of both developed and developing countries, in the organisation of work itself, and in the nature and content of jobs. These and other developments such as the establishment of the CARICOM Single Market and Economy (CSME), pose major challenges for regional education systems.

1.3 In recognition of the critical role of education as an enabler of social and economic development in a rapidly changing environment, educational reform has been a central issue for BMCs. In 1997, Caribbean Community (CARICOM) Heads of Government enunciated a vision, with associated targets, for the development of the Region's human resource base and the CARICOM Secretariat has continued to work assiduously on addressing these and related issues of concern to the Heads. In 2000, a specially-appointed Caribbean Education Task Force proposed common goals for reform of regional education and training systems. Following a decade of work (1990-2000) under its United Nations Educational Scientific and Cultural Organisation *Education for All* programme, in which all BMCs participated, the United Nations (UN) included two Education Millennium Development Goals (MDGs): achievement of universal primary education and promotion of gender equality.

1.4 CDB's lending for capital education projects has also evolved over time. In formulating its 1993 HRD policy, CDB had stressed the importance of building implementation capacity in its BMCs for effective realisation of the objectives of its Directional Plan for the period 1990-2000. The objective was to devise coherent Technical Assistance (TA) and investment programmes to address the constraints and investment opportunities identified in key sectors such as tourism, the environment, industry and agriculture. Improved country socio-economic databases and poverty assessments would be used to identify priority needs and provide the necessary background for the design and implementation of integrated HRD programmes and projects in conjunction with BMCs and national and international

development agencies. However, the needs of BMCs in the last ten years dictated new directions for assistance, resulting in a broadening of the operational framework as originally conceived.

1.5 In 2000, CDB embarked upon new strategic directions. The Strategic Plan 2000–2004 recognises the pivotal role of HRD, and of education and training in particular, in poverty reduction and the need to expand CDB's role in financing education reform especially in the areas of expansion of access to early childhood development (ECD) and basic, technical and vocational and distance education. In 2001, CDB adopted a policy framework for use of its special resources for poverty reduction, with three strategic levers: capability enhancement, reduction of vulnerability, good governance and institutional development. Investments in education address all three of these basic pillars of poverty reduction.

1.6 In light of these developments, CDB reviewed its 1993 **HRD Policy** in order to ensure its continued relevance to the needs and priorities of its BMCs. The revised policy was also required to reflect current global and regional agenda particularly as they relate to the need for development effectiveness, scaling up of resources and regional integration. CDB's new **Education and Training Policy and Strategy** addresses current and emerging needs of BMCs and includes a mechanism to monitor, review and update the policy as new opportunities and threats in the environment surface.

CONSULTATIVE APPROACH

1.7 A consultative approach was adopted in which CDB reviewed BMCs' policy statements, education plans and project reports to inform the new policy and strategy. Comments on the draft policy were solicited from a wide cross-section of stakeholders including officials from the CARICOM Secretariat and relevant ministries of Government, representatives of educational institutions, business and commerce and worker organisations at the national and regional levels, as well as technical experts in the area of education and training. The document was also posted on CDB's website. In addition, consultations were held with development partners and the research findings of agencies such as WB and IDB were used to inform the revised policy.

2. CDB'S CONTRIBUTION TO EDUCATION AND TRAINING IN ITS BMCs

THE EARLY YEARS

2.1 Although the focus of CDB's early years was directed to the productive sectors - agriculture, tourism, industry and infrastructure, resources were provided for four programmes directly related to HRD: the Technical Assistance Programme (TAP) including the Caribbean Technological Consultancy Services (CTCS) programme, the Basic Needs Trust Fund (BNTF), SLS and Project Cycle Management Training (PCMT). These programmes continue to be important avenues of assistance to BMCs. TAP has played a critical role in upgrading managerial and technical capacity, improving the competitiveness of businesses in BMCs as well as facilitating technology transfer through CTCS. PCMT also, has served to upgrade skills, primarily of middle management public officials, in project preparation and appraisal, project cycle management, and macroeconomic analysis. Under SLS, CDB has approved a total of USD86.7 mn since the start of the programme in 1972. The Organisation of Eastern Caribbean States (OECS) TVET Project, valued at USD13.0 mn, co-financed with WB, was the only capital project intervention targeted at the education sector up to 1992.

THE 1993 HRD SECTOR POLICY

2.2 The four strategic objectives identified in 1993 focused on:

- (a) strengthening of CDB's capacity to provide assistance for HRD;
- (b) fostering enhanced capability in BMCs;
- (c) institutional development across key sectors; and
- (d) promotion of equitable enhancement of appropriate knowledge, skills and attitudes.

2.3 The three main priority areas identified were:

- (a) institutional strengthening;
- (b) basic education (primary and secondary) - defined as targeting ages 5-15, and including youth and adults seeking second chance opportunities; and
- (c) an inventory of human resources and HRD opportunities.

REVIEW OF CDB'S ACHIEVEMENTS 1993-2003

2.4 Between 1993 and 2003, CDB approved 14 education sector projects for a total value of USD138.6 mn as well as USD63 mn for indirect lending under SLS through FIs. Education sector loans constituted 14% of total approvals over the period under review, and approximately 90% of lending to the social sector. Projects were financed mainly from CDB's OCR - 69%, with the remaining 31% coming from CDB's SFR. TA grant resources were used to finance activities for capacity building, education management, curriculum reform, teacher training and regional research and workshops. More recently, concessionary resources have been used to assist BMCs in project preparation. Fourteen BMCs were assisted under the education and training programme.

2.5 Notwithstanding the stated policy to focus on the primary and secondary sub-sectors, financing of initiatives in other sub-sectors was given consideration on the basis of the urgency of the need in the BMC, the pedagogical soundness of the project, the expected contribution to educational development and national goals, as well as general alignment with CDB's overall strategy for education and training. ECD was recently given some prominence as the need for development of that sub-sector received increased attention by BMCs.

Institutional Strengthening

2.6 Institutional strengthening and quality improvements have been components of all education projects accounting for some 20% of the resources. Through these interventions, Ministry of Education (MOE) staff capacity to develop and review policies, plan and manage systems and deliver improved programmes, has been improved and management information systems introduced or enhanced. Training has been provided for subject area content and professional qualifications for teachers as well as in specialised areas such as measurement and testing, education planning and management, data collection and analysis and materials production. In keeping with educational trends worldwide, a major investment was made in one BMC for the integration of ICT into the teaching/learning dynamic throughout the primary and secondary systems. CDB also supported a number of regional initiatives by financing regional research and workshops on key educational issues. Utilising TAP resources, CDB was able to enhance the institutional capacity of BMCs. TAP contributed approximately USD40 mn, 50% of which comprised TA loans. The CTCS programme provided USD5 mn, while USD3.2 mn was used for training under PCMT.

Basic Education (Primary and Secondary)

2.7 Approximately 67% of loan and grant approvals were targeted at primary and secondary education. The post-secondary level and ECD accounted for 25% and 8% of total approvals, respectively.

**TABLE 2.1: SUB-SECTORS TARGETED BY PROJECT COMPONENT^{2/}
(1993- 2003)**

ECD	Primary	Secondary	Post-Secondary	TVET
1	9	12	3	2

The bulk of the funds, approximately 80%, were allocated to hardware - civil works, furniture and equipment. The "soft" components comprising areas such as institutional strengthening and teacher training, received smaller allocations, although their impact on the quality and effectiveness of the education systems in BMCs has been significant. The disproportionate allocations to physical facilities reflects the relatively higher costs of this component and the dire need for expansion/rehabilitation of physical capacity to improve access, relieve overcrowding and modernise the learning environment. Through these interventions, CDB has made a significant impact on the learning environment and the quality of educational inputs in its BMCs. This demand for infrastructure works has highlighted the poor physical condition of educational facilities throughout the Region. Preventative maintenance remains a critical aspect of project design.

^{2/} Numbers do not add up to 15 due to overlapping of sub-sectors at the project level.

2.8 All major sub-sectors have been supported. At the ECD level, interventions have included co-sponsoring of regional conferences of early childhood associations which have heightened awareness of the significance of ECD to the balanced growth and development of children and society. A regional Plan of Action prepared by participants has been endorsed by all BMC governments. The first capital investment in the sub-sector, approved in 2001, provided for the design of model basic schools and teacher resource centres that can be replicated throughout the Region. At the tertiary level, the University of the West Indies (UWI) has been the major beneficiary of loan financing targeted at upgrade of its distance education programming in all 17 territories. UWI has also benefitted significantly from grant financing for capacity building, research, dissemination of research findings and the mounting of regional conferences, workshops and consultations to address issues of major significance such as public sector reform and the development of negotiation skills required for World Trade Organisation (WTO), Free Trade Area of the Americas and CSME deliberations.

2.9 Partnership with other development agencies has been utilised as an approach for harmonisation of strategies and objectives and increasing the level of resources available to BMCs for education. Agencies involved in co-financing have included WB, IDB and the Organisation of Petroleum Exporting Countries. Donor coordination has intensified since 1998, moving towards greater collaboration across a broader spectrum of activities including planning, technical inputs, training and other joint ventures that ultimately benefit BMCs.

Lessons of Experience

2.10 Over the ten-year period, CDB has learned valuable lessons that will strengthen its overall capacity to achieve more effective and efficient implementation of education sector projects. Some of these are:

- (a) BMCs need to make the requisite allocations for the human and other resource requirements for efficient project execution. CDB should also place greater emphasis on enhancing the implementation capacity of BMCs, particularly MOEs;
- (b) maintenance of plant is a critical issue for sustainability of project outputs and has not been addressed successfully in project design;
- (c) although the majority of education sector capital projects have had a positive impact on the poor and vulnerable, there is still a need for interventions that target these groups specifically;
- (d) given CDB's limited financial, human and research resources, and comparatively limited implementation experience, there is need for both formal and informal partnerships in planning, co-financing and other collaborative endeavours to increase the development impact of its interventions;
- (e) CDB needs to promote and support projects structured and operated on a regional basis, to improve the capacities of both regional and national institutions, enhance the integration process, and increase efficiency and cost-effectiveness in the delivery of similar or common services across the Region;

- (f) technical issues addressed should be on the basis of deficiencies identified by sectoral plans and research findings where available;
- (g) CDB's investment has been on a project-focused basis with a short-term horizon typically of three to five years. There is need to take a longer-term view of sector development, supported by multiple sequential interventions;
- (h) increased private sector participation is crucial to the development of education and training given increasing public demand, declining public resources, and the need for greater relevance of programmes and curricula to the needs of industry and commerce;
- (i) given the importance of high quality physical learning environments to educational outcomes, rehabilitation of school facilities is a critical component of quality enhancement interventions; and
- (j) CDB's policies and guidelines for SLS, as for other areas of intervention, need to be flexible and kept under continuous review to ensure relevance to the needs of BMCs.

3. THE CONTEXT OF EDUCATION AND TRAINING

ECONOMIC CONSTRAINTS

3.1 The Caribbean stands at a critical juncture in its economic and social history as it faces the challenges posed by the rapid pace of technological advancement, the emergence of the “knowledge” economy, trade liberalisation and globalisation, together with new threats such as the increase in HIV/AIDS and the rise of crime and violence. As a result of the paradigm shift, some of the obstacles to regional economic and social development due to vulnerabilities inherent in small island economies will not diminish, but may actually intensify. The war on terrorism also poses significant social and economic problems to the Region particularly to the tourism and off-shore financial sectors. Another consequence of the new trading environment will be the reduced importance in border taxes and the search for new sources of revenue, which will have serious implications for fiscal performance.

3.2 The development process for the Region has, as a consequence, become increasingly complex as the world economy attains a greater degree of competitiveness and production processes undergo rapid technological change. The major challenges for policy-makers in the Region, therefore, are to enhance regional competitiveness, increase economic growth and improve social conditions. Specific objectives to be pursued must include improvement in productivity and administrative and institutional efficiency, establishment of new and strengthened partnerships between the public and private sector, and alliances with extra-regional entrepreneurs. BMCs will also need to improve the welfare of the poor and marginalised, accelerate the integration of the economies and increase utilisation of modern technology for production and communication. However, the weak economies of several states constrain the pace at which these goals can be achieved.

THE CHALLENGES

3.3 Globalisation presents a major challenge to which HRD systems must respond to ensure international competitiveness. Trends in labour market characteristics and skill requirements of the 21st Century call for new competencies, classified into four discrete but interconnected sets that are important for gaining and retaining employment:

- (a) *technological* - the mastery of electronic data processing, and related systems, computerised planning, process, control and networks;
- (b) *methodological* - cognitive ability to perform mental modelling of production processes using the computer screen and keyboard;
- (c) *social* - the ability to work effectively in a group setting and communicate effectively through multiple means; and
- (d) *behavioural* - self-initiating, self-responsibility, and appropriate work ethics and attitudes.

3.4 Substantial increases in the rate and range of skills development at all levels but especially at post-secondary and tertiary levels, is therefore required if the transformation to high-technology, service-oriented economies is to be successfully achieved in the Region. Regional Heads of Government, at their 1997 Annual Meeting, elaborated a vision for the Region, drawing attention to urgent regional imperatives for the 21st Century, including the need for rapid increases in enrolment at the post-secondary

level, from an estimated 8% of the 19-24 age cohort in 1997 to 15% by 2005. Other areas emphasised included universal secondary enrolment, science and technology, lifelong learning, the performing arts, competency in foreign languages, incorporation of ICT, and quality assurance systems throughout the sector.

3.5 BMCs too, individually or in partnership, have acknowledged the need for reform and identified broad sector goals including:

- (a) *knowledge management* - acquiring, generating, disseminating and utilising knowledge which must play a lead role in the transformation of their economies to learning societies;
- (b) *affective development* - the inculcation of attitudes, values and social behaviours that promote full development of the “Ideal Caribbean Person” and help young people cope with threats to their personal development;
- (c) *incorporation of ICT* - to improve and enhance the teaching/learning dynamic;
- (d) *reduction in inequities and poverty*;
- (e) *improved internal and external efficiency educational systems*; and
- (f) *improved system responsiveness and flexibility* - ensuring rapid adjustment of the system to the changing needs for economic and social development.

Poverty and Education

3.6 Attention to the development of marginalised groups such as the poor and vulnerable, at-risk youth and pre-school population groups, has also been placed high on the agenda of BMCs and CDB. Poverty data for 16 BMCs for the period 1996-2002, indicate that the percentage of the populations categorised as “poor” range from 13.9% to 39%, with indigence being recorded as high as 25.7% in one BMC. Further, research commissioned by CDB in five BMCs in 2000, revealed that the primary level was the highest level of education attained by 74.2%-92.2% of household heads categorised as “poor”. For the “non-poor”, the range was approximately 17 percentage points lower^{3/} on average. These figures underscore the nexus between education and poverty reduction that has long been recognised, supported by research within and outside the Region. Through development of the appropriate knowledge, skills, attitudes and values, the poor can overcome deprivation not merely of income, but of opportunity and empowerment. Lower socio-economic groups, however, are more likely to be deprived of certain educational services or unable to take full advantage of available educational opportunities, the very “ladder” which could improve their status and income at some later stage.

KEY REGIONAL ISSUES

3.7 Commendable progress has been made in the majority of BMCs in the last decade, in many areas of education and training, including sector planning and management, physical infrastructural development, development of TVET and improvement in quality. In the post-secondary sub-sector,

^{3/} Heather Ricketts: Poverty and Education: The Caribbean Experience 2000.

initiatives have focused on increasing access, responding to demands for a wider range of locally available programmes, and breaking down old barriers which maintained post-secondary education as the special privilege of a few. However, significant improvement in quality and performance at the individual, institutional and system levels remains critical if education systems are to make their expected contributions to national and regional development. There are still unacceptably high percentages of persons in the labour force with only a primary education, estimated in 2000 to be more than 50% in a number of BMCs and as high as 70% in one country. Evaluation of education systems in the Region in terms of the key criteria of access, equity, effectiveness, efficiency and financing, point to many deficiencies.

Access

3.8 Increasing access to higher quality education that results in improved outcomes has been identified as a critical need in the Region. Coverage/physical capacity is inadequate at the ECD, secondary and post-secondary (including TVET) levels, while concerns with respect to quality apply to all sub-sectors. In BMCs where transition to secondary schools is not automatic, the rates can be as low as 54% with large numbers of students between the age of 11–17 unable to access a full secondary education. Many slower students or “late bloomers” are eventually “pushed out” of the system at the end of the period of compulsory education, usually age 15 or 16. The private sector has provided some opportunities but the quality of service varies and the level of fees limits access to those who can afford them. At the secondary level, drop-out rates, as high as 65% in some instances, suggest considerable inefficiencies with substantial losses being experienced in educational investment and undeveloped human potential. The annual backlog of young people age 15 plus, who seek entry to the job market without certification of any kind, has been estimated to exceed 60% in several BMCs, resulting in long periods of unemployment, de-motivation and idleness, often leading to anti-social behaviour and/or criminal activity.

3.9 Despite increases in participation rates over the past decade, output from the Region’s post- secondary and university-level institutions, especially in technological fields, lags far behind that for developed and even many developing countries. At a regional average of about 8% (1997) of the target age cohort (19-24), registration at the post-secondary level is considerably below that for the Organisation for Economic Cooperation and Development countries which average more than 60%, and even those of most Latin American countries where the average is closer to 30%^{4/}. In Singapore, the rate for 2003 was 90%. Assuming an improvement of 4 percentage points in the regional average enrolment rate since 1997, bringing the rate to 12%, the implication is that 88% of the Region’s youth are not accessing post- secondary certification – this in an environment in which social and economic performance is driven by the availability of high quality, skilled and productive human resources. Opportunities for accessing relevant and effective TVET, an essential component of post-secondary education, are also limited with public institutions hampered by financing constraints and outmoded and inflexible governance structures, limiting their ability to maintain state-of-the-art facilities, attract staff with the requisite industry experience, develop and implement curricula that are responsive and relevant to labour market needs, and ideally, lead business and industry development.

^{4/} Source: CARICOM Secretariat 1997.

3.10 Where opportunities for post-secondary education and training provided by the public sector have been inadequate, the private sector has provided alternatives particularly in the larger territories. These, however, vary considerably in the quality of their provisions and reliability of the assessment mechanisms and certification. Ongoing initiatives aimed at emphasising standards, accreditation and other quality assurance mechanisms at both national and regional levels, and in the context of increasing labour mobility, augur well for gradual improvement in that regard. The private sector nevertheless has a critical role to play in the development of the education and training sector in the 21st Century. With available public resources declining, partnerships are increasingly required for sharing of the financial burden but also for review and development of programmes and curricula that are relevant to business and industry needs, and for the establishment of educational institutions appropriate to their specific operations and requirements.

3.11 The demands of technological advances and globalisation dictate the need for development of all human potential. There is, therefore, need for emphasis on life-long learning and expansion of cost-effective delivery modes such as distance education so as to expand the reach of educational services to those previously under-served. Opportunities also need to be extended/expanded for early “drop-outs” to facilitate re-entry outside the formal system, for the physically and mentally-challenged, and for “at-risk” and other groups such as those who, by virtue of location in rural or poverty-stricken communities, ethnicity, or historical reasons, receive a less than equitable share of available educational resources. Close analysis of individual school performance and related resource inputs, both pedagogical and non-pedagogical, in several BMCs, suggests some imbalance, often historical, in the distribution of public resources on a per student basis, which contributes to differentials in student achievement. At the tertiary level, research conducted on the socio-economic background of students attending the UWI Mona Campus, has indicated a heavily skewed representation of middle-class as compared with lower socio-economic groups within the student body. More balanced participation of males and females in the system is also an imperative to ensure full development of all of the Region’s human resources.

Effectiveness and Efficiency

3.12 The effectiveness of education and training systems is measured by the extent to which they meet the objectives of a particular level of education and prepares output, in terms of quality, to meet the entry requirements for the next level or for the job market. Measures of effectiveness such as attrition (repetition and drop-out rates), and examination pass rates in BMCs leave much room for improvement and examination scores are generally weak in critical subject areas such as English and Mathematics. Functional illiteracy is the end result of too early drop-out from the system especially at the primary level. On average, only 30-40% of the relevant age cohort is able to sit regional Caribbean Examination Council (CXC) examinations while pass rates vary widely.

3.13 The causes of poor educational performance and inefficiencies are myriad and include: poor physical conditions leading to overcrowding and inappropriate learning environments; inadequacy of learning material and texts; poor attendance; poor quality of teaching; lack of accountability for outcomes at the institutional and teacher level; and weak planning and management capacity. Student achievement is also affected by inadequate support systems outside the school, and by poverty, domestic violence, substance abuse and/or adverse neighbourhoods. Curricula must, therefore, address the more holistic development of students and include: physical education and sports which promote discipline and healthy lifestyles; values and life management education which develop coping skills, acceptable attitudes, good interpersonal relationships and work ethics; and a cultural orientation to delivery that promotes the heritage of the Region including the visual and performing arts. Another challenge is posed by the need

to modernise the education sector incorporating ICT, not merely as a cost-effective administrative necessity, but as a tool for ensuring critically-needed technology literacy that enhances teacher- effectiveness and improves learning outcomes for students while reducing the “digital divide”.

Financing

3.14 The cost of education to the public purse continues to rise with increasing demands and heightened expectations for greater coverage and improved quality of services. BMCs face particularly high unit delivery costs as a result of their small size and sparsely distributed populations. Education’s share of national budgets has shown little change over the last decade, ranging from 13% to 24%. Personal emoluments have traditionally utilised the largest share of budgetary allocations, accounting for as much as 90% in some cases, with remaining resources usually inadequate to meet system needs particularly the special needs of at-risk students. Few BMCs are able to make major capital injections for education and training without external assistance, and chronic under-financing has likely contributed to low performance. Given the level of plant expansion and rehabilitation, and other quality enhancements required at the basic education level, and the high demand for better educational services to raise standards and achievement, financing remains of major concern. At the tertiary level, “financial distress” has been the dominating theme of the 1990s in both developed and developing countries alike, arising, *inter alia*, from rapid expansion and diversification of institutions of higher learning, and increasing scarcity of support from public sources.

3.15 New financing modalities for education and training in the Region must therefore be explored. Options include: increased cost-sharing among stakeholders, including parents, religious organisations and business and industry; commercial use of under-utilised facilities; reduced subsidies at the post- secondary level where private returns to investment are highest, (with special arrangements such as loan facilities for those from lower socio-economic groups to ensure and increase greater participation); increased sensitisation of stakeholders to encourage commitment and support; and partnership with business and industry. At the level of primary and secondary education, one partnership model which reduces public costs, at the same time ensuring a high level of quality control, involves governments “buying space” in private schools with good records of achievement – a model utilised in some developed countries but not commonly adopted by BMCs. Specific cost-sharing models have been attempted with some success by the Government of Jamaica for secondary education, and in Bermuda where a dynamic relationship exists between schools and businesses involved with ICT services. Persistence will be required in developing models that are appropriate for the varying situations of BMCs at the basic education level.

3.16 With respect to tertiary education, UWI has sought to introduce a greater level of cost sharing of the Economic Costs of its programmes by beneficiaries resulting in reduced obligations from BMC governments on a per-student basis. This approach has had mixed results with some governments conforming to the new arrangement, one opting to pay all tuition costs and fees for all of its nationals, based on a philosophy of “free” education for all its nationals, while other governments have used the mechanism to control tertiary education costs by limiting the number of students whose Economic Costs they will meet in any one year. Many young persons from the last category of countries have, as a consequence, been obliged to seek other sources of funding including heavy reliance on loan financing, or where unsuccessful, give up entirely their ambitions to pursue higher education.

3.17 Research by WB indicates that when costs are shifted from governments, five primary vehicles for supplementing costs have been utilised: substantial increases in tuition costs; the introduction of

means-tested grants; the encouragement of private higher education supported mainly through tuition fees; the encouragement of entrepreneurial activities on the part of faculty and/or the university; and the encouragement of philanthropy for endowment, for direct operations and for scholarships to students. Such measures, adjusted and/or combined to fit conditions in the Region will need in time to be considered, tried and tested for adoption where not already done. Given the Region's need for increased registration at the tertiary level, however, mechanisms to be adopted would need to be carefully assessed so as to ensure continued and expanded accessibility while preserving and improving a high quality of regional provision for higher education.

4. EDUCATION AND TRAINING POLICY AND STRATEGY

CDB'S VISION FOR EDUCATION IN ITS BMCs

4.1 CDB's vision is to establish itself as a dynamic organisation, capable of responding quickly and efficiently to the changing needs of its BMCs. Consistent with its mandate to promote balanced and sustainable social and economic development in its BMCs, and conscious of their commitment to attain MDGs by 2015, CDB has positioned itself to be a prime agent for addressing the major challenges confronting the Caribbean region. The Bank's mission statement asserts that "*CDB intends to be the leading Caribbean development institution, working in an efficient, responsive and collaborative manner with our Borrowing Members, towards the systematic reduction of poverty in their countries, through social and economic development*". The Bank's Strategic Objectives are:

- (a) fostering more rapid economic growth of the economy of BMCs;
- (b) helping to reduce poverty and improve the status of the most vulnerable in the Region;
- (c) promoting good governance and efficiency in public policy formulation;
- (d) promoting improved environmental management as an integral part of programme and project planning within BMCs;
- (e) fostering closer economic integration of BMCs; and
- (f) managing the CDB efficiently and effectively.

4.2 CDB views education as a critical enabler of social and economic development, a fountain head for human capital formation, creating an ever expanding pool of productive Caribbean citizens with the knowledge, skills, attitudes and values necessary to lead purposeful and productive lives in an internationally-competitive environment. CDB will, therefore, support interventions in education and training as critical to the achievement of national and regional goals for social and economic development.

ROLE OF CDB

4.3 CDB has articulated a vision of itself as a broad-based development institution and not only a provider of finance. In the education sector of its BMCs, its role will be to engage in policy dialogue, promote equity and quality, enhance capacity, strengthen the use of ICT in education and training, and introduce innovative approaches to address contentious and persistent issues. CDB will mobilise external resources as it seeks to leverage its own resources to increase the pool of funds for education in the Region. CDB will also facilitate regional educational initiatives. Through its policy and strategies for enhancing the performance of the sector, CDB will: strengthen its range of programmes that provide technical and advisory services to micro, small and medium-sized enterprises; target community development and poverty reduction; and, improve the cadre of technicians, technologists, professionals and academics in BMCs. While CDB's experience in the sector to date has been largely with the public sector, under its new **Education and Training Policy and Strategy**, the Bank will seek to broaden its client base and work more closely with the private sector. It is anticipated that the rate of lending for capital projects will increase over the next decade as compared with the period 1993-2003.

PRIORITIES FOR CDB INTERVENTIONS

4.4 Given the diverse needs of BMCs for further development of their education and training sectors, CDB's policy for supporting education will be flexible. Each project will be evaluated on its own merit within the framework of CDB's development/lending strategy for the country, the potential development impact of the intervention, the particular needs of BMC and the imperatives for that country posed by social and economic developments at the national and regional levels. Specific objectives will thus vary from one country to the other and from project to project. However, the underlying goal of each intervention will be improvement in educational outcomes at the specific sub-sector level.

4.5 The areas for investment in education and training will include interventions which promote the development of spheres other than the academic, the maintenance of cultural identity, and the harmonisation and integration of national and regional education and training systems. Physical education and sports, special needs education, youth development, lifelong education and community development will be central themes for inclusion. Expansion of quality assurance mechanisms, harmonisation of programmes and standards, and accreditation, are among the more urgent objectives to be pursued at the regional level. Institutional strengthening of ministries and agencies will continue to be a critical activity for CDB's intervention.

4.6 The critical issues facing BMCs will be addressed under four broad, cross-cutting themes that will underpin and guide investments in education and training sub-sectors. The strategic actions are:

- (a) increasing and broadening equitable access to educational opportunity;
- (b) improving efficiency and effectiveness;
- (c) strengthening institutional capacity; and
- (d) enhancing technological capability.

Increasing and Broadening Equitable Access

4.7 CDB will continue to assist BMCs to improve, expand and construct new physical facilities so as to reduce overcrowding, enhance the learning environment, and accommodate a larger number of currently un-served and under-served populations. To ensure enhanced quality in the service being offered, CDB will also provide resources for learning materials including modern, state-of-the-art learning equipment, machinery and tools, and increased access to enhanced training services for managers, teachers and other technical staff. In addition, CDB will continue to provide opportunities for accessing or completing primary, secondary and post-secondary education to persons outside the formal system. This will be realised through the effective use of ICT and open learning/distance education modes aimed at improving learning effectiveness, as well as expanding access to education and training services to populations in needy, remote and difficult areas, and to persons of low socio-economic status. CDB will promote partnerships between public and private sector and support private sector-led education and training projects and programmes that meet BMCs' priorities. Through SLS, financing will be available to those seeking assistance to pursue post-secondary education and TVET at local, regional and extra-regional institutions.

4.8 Inequalities of income and wealth persist across generations as does poverty. The role of parents in nurturing and stimulating their children's learning cannot be overstated. Under-endowment of parents in terms of material, intellectual and mental resources has adverse effects on the ability of children to achieve. Broader access to, and achievement in, education and training can only be achieved when these circumstances are targeted for attention and reversal. CDB will also support programmes and projects that: endeavour to distribute educational resources more equitably; improve participation in education and training of the physically or mentally-challenged, the marginalised, those at-risk for negative behaviours and those with other special needs; and address the need for more balanced outcomes by gender.

Improving Efficiency and Effectiveness

4.9 Increase in general educational attainment and outcomes at all levels of the education and training system is a regional imperative. It is acknowledged that efforts to create the "Ideal Caribbean Person" must ensure that there is a good fit between the competencies and work ethics and attitudes required for successful performance in the workplace, and those that school-leavers and graduates possess. Close collaboration is required between employers and institutions delivering TVET and post-secondary education and training. Structured mechanisms for establishing and maintaining essential contact will be strongly advocated. Additionally, the core competencies must include values, attitudes and characteristics that lead to good citizenship and harmonious and fulfilling lives. This can only be achieved through sustained investment in improved quality throughout the system as well as in mechanisms to ensure greater levels of accountability, economy and higher returns on the investment. CDB will continue to finance programmes and projects to assist BMCs to improve the quality, efficiency and effectiveness of education and training services and will channel this support through initiatives that will emphasise curriculum reform and development, performance-based testing/assessment, and pedagogical reform and strengthening. Partnerships between public and private sector will be promoted, and private sector-led education projects and programmes supported, to the extent that these promote relevance to BMC priorities and cost-efficient use of, and/or reduced reliance on, public resources.

Strengthening Institutional Capacity

4.10 The education and training systems of BMCs suffer from weak institutional capacity which contributes in large measure, to areas of weakness and ineffectiveness. This situation is compounded by continuous evolution of management theory, pedagogy and andragogy that require continuous strengthening of sector leaders in a range of critical areas. CDB will continue to support the development of appropriate technical, planning, leadership and managerial capacity at ministries, agencies and institutions. To ensure efficacy and maximum efficiency, measures will be supported aimed at rationalising the sector at the sub-regional or regional levels, promoting quality assurance and accreditation, standardisation, articulation among programmes and institutions at sub-regional or regional levels. Improvement in overall efficiencies through the development of centres of specialisation, the introduction of adequate MIS and modern ICTs, will be supported.

Enhancing Technological Capability

4.11 Ensuring that the people of the Region are skilled and competent in the use of modern, cutting-edge technologies is crucial for education sector programming. CDB will, therefore, continue to finance projects and programmes that have as their main objective, the infusion of ICT into primary and secondary education and preparation of students for making career choices and/or further training in

science/technology-related areas. At the TVET and post-secondary levels, the acquisition of knowledge and skills relating to new technologies, production processes and techniques is vital. CDB will, therefore, support projects that emphasise improved skills development through upgrade and diversification of programmes, exposure of persons to advances in technology through overseas training and attachments, and promotion of technology transfer through appropriate alliances and partnerships between training institutions, acquisition of upgraded curricula and staff exchange. The strengthening of post-secondary institutions as necessary, to meet these challenges, will be critical.

4.12 CDB will also support the promotion of science and technology through appropriate programmes, exhibitions and competitions that encourage research, innovation and an investigative mind set - attributes that are comparatively weak in developing countries such as BMCs. Research, exhibitions and competitions executed at the regional level can produce the additional benefit of fostering greater regional cooperation and integration. In recognition of the needs of industry and commerce for training, re-training and re-tooling opportunities for employed persons, and for imparting skills and competence in modern, cutting-edge technologies for increased productivity and competitiveness, CDB will support initiatives originating from the private sector. These projects which could be either stand-alone, or partnered with the public sector, would seek to provide such opportunities in traditional areas of study or in new areas inadequately covered by existing institutions.

STRATEGIC APPROACHES

4.13 In formulating and implementing projects intended to assist BMCs in achieving their development objectives, CDB will utilise the following strategies:

- (a) *Sector-wide approaches.* CDB's lending will be linked to the broad sector policy context based on sector analysis and conceived as part of a long-term strategy. Such interventions will therefore be guided by sector evaluations.
- (b) *Stakeholder participation.* Stakeholders will be encouraged to participate in project design to ensure that educational investment is truly reflective of their needs and aspirations, to enhance "ownership" at the institutional, community or national levels and promote sustained support through implementation and operations.
- (c) *Development partner co-ordination.* In seeking to maximise resources for financing of education sector interventions, CDB will continue to act as a catalyst for effecting co-financing arrangements. Co-operation with other donor agencies will continue in areas such as sector analysis, policy design and programme implementation.
- (d) *Relevant research.* CDB will support relevant research.
- (e) *Regional programmes and projects.* CDB will encourage the development and financing of programmes structured on a regional framework, designed to harmonise, rationalise or standardise programmes and support systems and improve quality assurance and cost effectiveness. Joint programme preparation, delivery and marketing mechanisms will be utilised where feasible.
- (f) *Private sector collaboration.* CDB recognises that the private sector continues to be an important partner in expanding access to education and training. CDB will promote

appropriate initiatives to facilitate expansion of private sector participation in the education sector, particularly at the post-secondary level and in TVET.

- (g) *Assistance in project preparation.* CDB will also continue to provide assistance to BMCs through its PPA facility to prepare projects for CDB consideration. The appended matrix summarises the objectives, strategies, desired outcomes and success indicators for key sub-sectors and priority areas to be addressed.

4.14 A summary of the objectives, strategies and monitoring indicators for the **Education and Training Policy and Strategy** is provided in the Appendix.

MONITORING FRAMEWORK

4.15 The **Education and Training Policy and Strategy** will be subject to continuous review by CDB to ensure relevance to BMCs' needs and priorities. Through the in-depth analysis required for the sector-wide approach, the relevant data will be readily available to inform any changes to the Policy/Strategy and the underpinning approaches. Special emphasis will be given to education in the preparation of CSPs, so as to assess its role in the changing economic environment. CDB will also monitor the progress of BMCs in the timely achievement of MDGs for education and training.

4.16 The impact of CDB's **Education and Training Policy and Strategy** will be assessed from several perspectives: geographic spread; scope and impact on project design; sub-sectors/target groups involved; size of loan amounts; level of investment over target periods; number and category of beneficiaries; efficacy of policy; and, most importantly, impact on school/sector performance. Other evaluating indicators would include the extent to which priorities for education and training designed within a regional framework, have engaged CDB's attention and attracted its financing. The indicators in the appended summary will be utilised for the purposes of monitoring the impact of the **Education and Training Policy and Strategy**. Evaluation will also be performed in line with CDB's project evaluation criteria: strategic relevance, poverty relevance, efficacy, cost efficiency, institutional development impact, and sustainability.

APPENDIX

SUMMARY OF EDUCATION AND TRAINING POLICY AND STRATEGY

Major Objectives	Sub-sector/Area of Focus: ECD		
	Specific objectives	Strategies	Monitoring Indicators
Increasing and Broadening Access	Increased coverage of ECD programmes in BMCs.	Upgrade and expand appropriate ECD facilities and programmes. Support parental and public education programmes which foster the all-round development of children.	Enrolment rates in ECD institutions. Number of ECD institutions meeting recognised standards.
Improving Efficiency and Effectiveness	Higher levels of professionally - trained and certified ECD workers, caregivers, teachers and principals. Increased parental and community participation in the development of ECD programmes.	Integrate ICT tools, practices and methodologies in the preparation of ECD workers. Support regional programmes to improve cost -effectiveness. Support public education initiatives that underscore the value of ECD.	Adoption of developmentally-appropriate techniques and practices in their work. Parents and public demand quality programming in ECD.
Strengthening Institutional Capacity	Strengthened capacity in the organisation and management of ECD institutions.	Support: ? Establishment of regulatory frameworks; and ? setting and maintaining of standards at national and regional levels.	ECD operators observe and apply enlightened ECD planning and management principles in their daily work.
Enhancing Technological Capacity	Increased utilisation of ICT by ECD institutions.	Train ECD workers in the use of ICT in educating their charges and in operating their institutions.	Number of computers utilised; Number of ECD caregivers and teachers receiving computer training; and Volume and quality of software utilised.

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Major Objectives	Sub-sector/Area of Focus: Primary and Secondary Education		
	Specific objectives	Strategies	Monitoring Indicators
Increasing and Broadening Access	<p>Improved and expanded access towards universal coverage.</p> <p>More equitable distribution of resources and greater access by marginalised groups.</p> <p>More balanced participation in education and training by males and females.</p>	<p>Upgrade and expand existing physical facilities; supply required equipment and furniture.</p> <p>Support:</p> <p>? input distribution by level, region, institution or other relevant criteria, and availability to underserved groups;</p> <p>? interventions intended to equalise opportunities for student success, especially for marginalised groups; and</p> <p>? the broadening of curriculum offerings and adoption of special and separate pedagogical approaches for motivation of males and females as supported by research.</p>	<p>Number of the relevant age cohort successfully completing primary and five years of secondary education.</p> <p>Comparability of examination pass-rates or other measures of success among institutions of the same level/type.</p> <p>Facilities and opportunities for the disabled and other underserved groups.</p> <p>Pass rates and dropout rates for males and females.</p>
Improving Efficiency and Effectiveness	<p>Improved planning and management.</p> <p>Wider use of MIS.</p> <p>Enhanced curricula including pre-vocational education and supporting materials and assessment systems.</p> <p>Improved learning environments.</p> <p>Improved teacher quality and pedagogy.</p> <p>Improved quality assurance mechanisms throughout the Region.</p>	<p>Encourage and support the preparation of enhancement programmes and interventions that are comprehensive and include components targeted at each area: ministry and institutional management, MIS, curricula, texts and other learning materials and equipment, physical environment, teacher quality pedagogical approaches and quality assurance.</p>	<p>Throughput from primary to secondary level;</p> <p>Percentage of the relevant age cohort taking CXC examinations;</p> <p>Percentage of entries passing five subjects including English and Mathematics;</p> <p>Employment levels among school-leavers; and</p> <p>Percentage of school-leavers accessing higher education.</p>
Strengthening Institutional Capacity	<p>Improved technical, planning and managerial capacity at ministry and school levels.</p>	<p>Support training and other staff development programmes, the introduction and/ or expanded use of relevant administrative tools and techniques, the development and use of school improvement plans, and other enhancement initiatives.</p>	<p>Increased attention to development/ updating of sector plans; and</p> <p>Number of trained school managers;</p>
Enhancing Technological Capacity	<p>Increased use of ICT for sector and institutional management, and by teachers for more effective delivery of the curriculum.</p>	<p>Support:</p> <p>? the expanded use of ICT involving training for administrators and teachers;</p> <p>? hardware and software acquisition; and</p> <p>? appropriate curricula development activities.</p>	<p>Number of schools utilising ICT;</p> <p>Computer/student ratios;</p> <p>Computer laboratories per institution; and</p> <p>Integration of ICT modules in teacher training.</p>

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Major Objectives	Sub-sector/Area of Focus: Post Secondary/Tertiary and TVET Education		
	Specific objectives	Strategies	Monitoring Indicators
Increasing and Broadening Access	<p>Increased enrolment at the post-secondary and tertiary levels, and in TVET programmes.</p> <p>Increased provision of formal and customised training for employed persons.</p>	<p>Support:</p> <ul style="list-style-type: none"> ? expansion and rehabilitation of facilities; ? programme diversification; ? learning resources and equipment acquisition; ? improved student services; ? expansion by additional centres and/or distance mode delivery; ? flexibility in entry qualifications; ? modularisation of TVET courses; ? incorporation of remediation courses; ? provision of financial resources through the SLS partnerships with private sector; and ? proposals from private sector entities. 	<p>Enrolment and graduation rates at national and regional levels.</p> <p>Participation of persons of lower socio-economic status, mature students and marginalised groups.</p> <p>Involvement of the private sector.</p>
Improving Efficiency and Effectiveness	<p>Improved autonomy and self-sufficiency of institutions;</p> <p>Increased supply of trained personnel to meet demand.</p>	<p>Support:</p> <ul style="list-style-type: none"> ? introduction of initiatives intended to maximise resource use; ? governance arrangements that promote autonomy, high quality of staffing and other technical inputs, and reduced public subsidy; ? curricula evaluation and adjustment; ? formal partnerships with private sector for curricula input, development of income earning capacity and establishment of programmes and training institutions and facilities; ? cost recovery and cost-sharing schemes; ? work attachments; and ? quality assurance and accreditation systems. 	<p>Employment rates of graduates.</p>
Strengthening Institutional Capacity	<p>Strengthened national policy formulation, regulatory framework and institutional capability to plan and manage.</p>	<p>Support:</p> <ul style="list-style-type: none"> ? appropriate staff development and management training; and ? institutional assessments and re-organisation for good governance and efficient administration. 	<p>Policy and regulatory frameworks in place.</p>

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Major Objectives	Sub-sector/Area of Focus: Post Secondary/Tertiary and TVET Education		
	Specific objectives	Strategies	Monitoring Indicators
Enhancing Technological Capacity	Programme content and learning resources technologically up-to-date.	Support: ? technology transfer through staff and employee attachments and exchanges and other initiatives with similar purpose; ? acquisition of relevant teaching and learning material, and equipment; and ? for IT, the construction of suitable facilities, acquisition of appropriate hardware and software; establishment of comprehensive library systems networked for regional access.	Expansion of programmes and enrolment in technology -related areas; Staff development programmes increasingly geared to re-training and updating for new technology; Proficiency of staff and students in the use of ITC for networking, research and problem-solving and as a teaching, learning and management tool; and Partnership models between public and private sector, geared to enhancing technology knowledge and application.

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Major Objectives	Sub-sector/Area of Focus: Teacher Education		
	Specific objectives	Strategies	Monitoring Indicators
Increasing and Broadening Access	Increased proportion of educators with appropriate qualifications and experience.	Support: ? expansion of facilities and programmes; ? diversification of delivery modes; and ? enhanced incentives and working conditions.	Percentages of staff with Masters or Doctoral degrees in relevant disciplines; and Teacher attrition rates.
Improving Efficiency and Effectiveness	Improved capacity and throughput. Improved capability for continuous programme review for greater relevance. Improved teacher quality.	Support: ? institutional amalgamations; ? regional accreditation and standardisation; ? continuous professional development; ? curricula review for student-centred delivery and outcomes; ? re-certification of teachers and trainers; ? expansion of programmes to meet new needs such as ECD, physical education and sports, culture, educational management, TVET and ICT; and ? for TVET and other post-secondary institutions, regular attachments to industry.	Range of programmes available for pre-service and on-going professional development of teachers, especially in smaller BMCs. Mechanisms in place for programme and curriculum review. Student success rates as measured by national and regional examinations. Availability of articulated training programmes and certification for TVET instructors.
Strengthening Institutional Capacity	Improved staff quality and institutional leadership capability.	Support staff development and exchange programmes.	Number of trained managerial staff.
Enhancing Technological Capacity	Enhanced technological capacity in TVET-related areas. Incorporation of ICT as a teaching and management tool in all teacher training institutions, and as an area of specialisation for student teachers.	Support: expansion and upgrade of laboratories and workshops, acquisition of relevant curricula and supporting texts, tools equipment and machinery, acquisition of pedagogical innovations and techniques, and related staff development activities; and Provide appropriate training facilities, hardware and software, and enhanced training programmes.	National and regional technical teacher training opportunities and programmes. Percentage of institutions with: computer laboratories; ICT modules in their training curricula; ICT training programmes available for working teachers; and, ICT communication and collaboration systems.

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Major Objectives	Sub-sector/Area of Focus: Regional Initiatives		
	Specific objectives	Strategies	Monitoring Indicators
Increasing and Broadening Access	Improved regional integration of education programmes and initiatives. Articulation arrangements in place.	Support: ? consultations and conferences that foster collaboration among national and regional institutions; ? programmes that enhance distance education capability, combining the strengths of universities and colleges of the Region, especially between UWI and other tertiary institutions; and ? programmes that build a common and/or complementary agenda in research, science and technology.	Number of regional programmes and products recognised at national and regional levels. Development of a regional community college network. Transferability of students between institutions.
Improving Efficiency and Effectiveness	Improved educational outcomes.	Promote and support regional efforts to review curricula and expand institutional quality assurance systems.	Application of regional standards and accreditation mechanisms. Quality of output. Recognition by employers of regional graduates. Cohesiveness of regional education system.
Strengthening Institutional Capacity	Strengthened institutions engage in higher level initiatives for expansion and development of human resources.	Support regional planning and MIS.	Increased collaboration and cooperation among national and regional institutions. Regional accreditation system in place for a seamless, efficient and internationally - recognised education system.
Enhancing Technological Capacity	Connectivity and collaboration within and between countries are established.	Finance programmes to: ? build connectivity in regional accreditation and articulation systems; and ? enhance technical know-how in institutions and industry.	Skills, competencies of various educational institutions satisfy articulation and accreditation standards. Demand for programmes of transformed educational institutions.