EFA Caribbean Plan of Action 2000-2015

Preamble

The CARICOM Heads of Government, at their Meeting held in Montego Bay in Jamaica in July 1997, adopted the profile of the ideal Caribbean person. Such a person respects human life as the foundation on which all of the other desired values must rest; is emotionally secure; values differences based on gender, ethnicity, religion and other forms of diversity as sources of strength and richness; is environmentally aware; is responsible and accountable to family and community; has a strong work ethic; is creative and entreprenurial and has an informed respect for the cultural heritage.

The Governments also decided that this ideal person should be placed at the centre of the regional development process. Education is seen as playing a critical role in the construction of social mentalities and regenerative capacities and in the development of the holistic CARIBBEAN person.

This development is taking place in a complex milieu of changing economic paradigms and rapid technological advancement at the international level and the reality of social exclusion and poor quality of life for significant numbers of the region's people, at the local level.

The result is that while knowledge is rapidly becoming the basis of global competitiveness and has emerged as an independent factor of production, significant numbers of the region's children do not have opportunities to achieve the quality of education needed to perform in this new context.

At the regional level, the decade of the nineties saw:

- Significant improvements in Early Childhood Education Care and Development in several countries;

- The maintainance of universal primary education;

- Significant progress towards universal secondary education;

- The implementation of several initiatives addressing behavioral issues for students, youths and adults learners; and

- An increase in the use of the media in education, especially in the training of teachers.

Despite these gains, significant numbers of the region's children still get eliminated before attaining adequate education levels considered for satisfactory social functioning. Many of those who make it through the entire system emerge unprepared for the world of work.

This Action Plan is aimed at redressing these problems, by targeting gains that will allow the development of the kind of Caribbean person that will be conversant with, and able to meet, the demands of the twenty first century.

The Action Plan was developed through a consultative process that was based on the results of research conducted by many leading education practitioners in all countries of the region.

The results of the research are captured in EFA Country Assessment Reports, Monographs, an Annotated Bibliography and a Sub-regional Synthesis Report.

The consultations included Caribbean Ministers of Education, technocrats and educators from the countries, as well as other stakeholders in education from the NGO and the private sector community as well as from inter-governmental, bi and multi-lateral agencies.

This consultative process culminated in the Meeting of the Caribbean Ministers and Stakeholders in Preparation for the Latin America and the Caribbean Regional Education for All Assessment Meeting, 9-13 February 2000.

At that meeting, Caribbean Ministers of Education and other stakeholders in education:

Having considered the findings of the Education for All in the Caribbean: Assessment 2000 from 20 Caribbean countries, after an extensive and intensive one-year review of education systems;

Having identified the issues through the study of the EFA in the Caribbean Sub-Regional Synthesis Report and a retrospective review of the EFA process from1990;

Having examined the Draft Dakar Framework for Action;

Bearing constantly in mind the needs of citizens throughout life, changing world perspectives, the challenges of the 21st Century and the vision for the formation of the 'ideal Caribbean person':

have agreed on the following Plan of Action for Education for All in the Caribbean 2000-2015:

1. **Early Childhood Care and Education**

2. **Enabling Teachers**

3. **The Use of Information and Communication Technology (ICT) in instruction and management of education**

4. **Performance and Accountability of all stakeholders, national investments and resource mobilization**

5. **Involvement of civil society**

6. **Education of Youth and Adults including at the secondary level**

7. **Primary Education**

Commitments

As participants in the Education for All in the Caribbean: Year 2000 and Beyond – Meeting of Caribbean Ministers and Stakeholders in Preparation for the Latin America and the Caribbean Regional Meeting, we commit to:

1) Ensure for our own countries, and liaise with colleagues of other countries to ensure, that this Plan of Action will be:

· presented for approval by Cabinets by March 2000;
· tabled in Parliaments by April 2000;
· presented for endorsement at COHSOD by April 2000;
· presented for the acceptance of the Heads of Government by July 2000;
· circulated and discussed widely in all Caribbean countries by December 2000;

2) Work assiduously with other stakeholders to ensure the implementation and continuous monitoring and updating of the Plan of Action, 2000-2015.

3) Take responsibility for catalyzing regional action on targets in areas in which my country/agency has accepted a monitoring role.

4) Provide the necessary information and resources to, and facilitate the work of, the monitoring technical team, coordinated by the UNESCO Adviser on Education in the Caribbean and including representatives of CARICOM, OECS, the Dutch-speaking countries and Haiti, the university sector, relevant NGOs and private sector agencies, and, where appropriate and relevant other intergovernmental, bi and multi-lateral agencies.

5) Reporting at regular meetings of the Caribbean Ministers' of Education on progress toward targets set in this Action Plan

Caribbean EFA Plan of Action 2000-2015

1. Early Childhood Care and Education:

Goal	Target 2002	Target 2008	Target 2015
1. Establishment of policy framework	Adoption of policy, regulatory and legal frameworks, with the appropriate measures and compliance Harmonization of management, curriculum and standards for caregivers Agreement on indicators for continuous monitoring of the entire level, birth to age 8 Implementation of monitoring criteria in at least 10% of countries	Implementation of monitoring criteria in at least 50% of countries	Implementation of monitoring criteria in 100% of countries
2. Improve preparation of caregivers and teachers	Identification of standards for caregivers and teachers, and sharing approaches to implementing these standards, including training and accreditation for caregivers and teachers	Review of standards for caregivers and teachers, and application in 50% of countries	Application of standards for caregivers and teachers in 100% of countries
3. To strengthen partnerships and increase efficiency in order to improve access and quality, especially for at risk populations	Agree on indicators of quality Increase an improve inputs related to indicators and quality as defined Increase resources available to Early Childhood Care and Education such that countries improve access and the reach of quality ECCE by 10% over 2000	Countries to improve access and reach by 20% over 2002 level	100% of ECCE population "reached" quality ECCE programming

4. Research and information sharing	Networking to conduct findings of tracer studies on benefits of different kinds of programmes from at least 5 countries	Implementation of modifications based on tracer studies and best practices	Conducting implementation of best practice in all Caribbean countries. Evidence: functioning ECCE network and databank of innovations
	Identification and dissemination of best practices	Continuing identification and dissemination of best practices	Ongoing identification and dissemination of best practices
	Increase public health and family life education programmes for parents (evidence: at least 4 videos disseminated regionally; sponsored continuing education for parents etc)	At least 12 videos disseminated regionally	Revision of existing and production of other public health and family life videos, and programmes using other media
	Documentation and dissemination of information on continuing education for parents including assessments of the efficacy of the programmes	Documentation and dissemination of information on continuing education for parents including assessments of the efficacy of the programmes	Documentation and dissemination and use of the programmes in all Caribbean countries

2. Enabling Teachers:

Goals	Target 2002	Target 2008	Target 2015
1. Improved teacher professionalism	Orientation to teaching of all teachers before classroom practice	Appropriate certification of all teachers before classroom practice	Appropriate certification of all teachers before classroom practice
		Recognition and reward (not necessarily monetary) of continuous professional development when matched by measured improvement in performance	Continued recognition and reward of continuous professional development when matched by measured improvement in performance
	Initial and ongoing professional development through a variety of modes including distance education, evidenced by Caribbean-wide professional development programmes	Continuing increase in availability and quality of professional development programmes	Continuing increase in availability and quality of professional development programmes
2. Improved institutional capacity in all teacher preparation organizations so that graduates are attuned to cultural, Socio-economic and technological contexts	Identification of initial capacity needed in institutions of teacher preparation and implementation of pilot projects in training institutions in each country	Ongoing review and updating of capacity needed in teacher preparation institutions and implementation in institutions in all countries	Ongoing review and updating of capacity needed in teacher preparation institutions and implementation in institutions in all countries
3. Information and Communication Technology (ICT) training for all teachers	Disseminate best practices for teacher usage of ICT in instruction and implementation in pilot projects	100% of teachers in each country use ICT in instruction	Continuous updating of teachers in ICT
4. Improved conditions of service for teachers linked to appropriate performance management systems	Design of systematic performance management systems applicable across the region	Implementation of performance management systems in 100% of countries with appropriate support systems, rewards and sanctions	Ongoing management of performance of countries with appropriate support systems rewards and sanctions

3. The Use of Information and Communication Technology (ICT) in instruction and management of education:

Goal	Target 2002	Target 2008	Target 2015
1. To strengthen ICT for learning and monitoring of Caribbean education	Provision of ICT hardware and software for student and teacher usage in all countries	Continuous upgrading of hardware and software for student and teacher usage in all countries	Continuous upgrading of hardware and software for student and teacher usage in all countries
	To establish Caribbean-wide EMIS networking capacity by initiating CREMIS	Sustain Caribbean-wide networking through CREMIS	Sustain Caribbean-wide networking through CREMIS
	To develop local, national, regional and international connectivity between Education Management Systems (EMISs)	Sustain connectivity between EMIS systems	Sustain connectivity between EMIS systems
	To define a set of common indicators, taking into account work done previously by sub-regional, regional and international bodies		
	Measurement and application of all selected indicators using CREMIS after 2000 population census in 100% of countries	Use of CREMIS for continuous monitoring and to measure improvement over 2002	Use of CREMIS for continuous monitoring and to measure improvement over 2008
2. Maximization of IT use in the following areas: a) on-line classrooms b) global sharing c) computerized administration and management d) culturally relevant software e) development of individual potential f) equitable access	Establishment of IT usage in these areas in pilot countries	Application of IT usage in these areas in 100% of countries	Ongoing application of communication technology to instruction

4. Performance and Accountability of all stakeholders, national investments and resource mobilization:

Goal	Target 2002	Target 2008	Target 2015
1. Establishment of common regional benchmarks that identify: - responsible personnel - their responsibilities and duties - instruments and regulations used (e.g. develop guidelines for appraisals and evaluation at all levels: teacher, institutional, policy) - rewards and sanctions, to be instituted - supporting mechanisms and policies (e.g. training, collaboration through sharing of information etc.)	Approval of benchmarks by Caribbean Heads of Government Application of benchmarks in pilot countries	Ongoing refinement of benchmarks Application of benchmarks in 50% of countries across the region	Ongoing refinement of benchmarks Application of benchmarks in 100% of countries
2. Maximization of use of a Caribbean-wide virtual network to facilitate the sharing of resources and information, especially in: a) Legislation, policy studies, regulatory frameworks, attainment targets, measurement instruments, etc. b) Syllabi, curriculum materials, curriculum innovations, curricula databases, etc.	Caribbean network in effective use in the areas of legislation, policy studies etc. Sharing information through CARNIED virtual network and in hard copy to those without access	Provision of access to the Caribbean virtual network for all countries Effective use of network	Ongoing networking and sharing of information Continuing effective use of CARNEID virtual network
3. Renewed commitment to providing adequate resources for education recognizing the norm of a minimum 6% of GDP	Incremental improvements towards 6% in all countries where not existing	Implementation of 6% norm wherever not existing	100% of countries adhere to 6% norm

to be allocated			
4. Establish and implement protocol leading to common definitions of key indicators, standard formats and phasing for collection and timely analysis of data	Measurement norms established and implemented in all countries	Continuous improvement and updating of systems	Continuous improvement and updating of systems

5. Involvement of civil society:

Goal	Target 2002	Target 2008	Target 2015
1.Foster inclusion of society in policy development through formal and informal channels	Evidenced by consultations and agreements on policy	Evidenced by consultations and agreements on policy	Evidenced by consultations and agreements on policy
2. Improved partnerships among all stakeholders including policy-makers, trade unions, PTA, NGOs, private sector, the media and civil society in order to effect the integration of community and school	Definition of roles and responsibilities, support systems, reward and sanctions for key stakeholders and increased involvement of these stakeholders in national education planning Orientation of key stakeholders in all countries to performance and accountability system	Sustained positive involvement of civil society in education	Sustained positive involvement of civil society in education
3. Increased levels of school-based management with appropriate measures of stakeholder performance and accountability	Use of system of school-based management in all countries with appropriate measures of stakeholder performance and accountability	Use of system of school-based management in 100% of schools in all countries with appropriate measures of stakeholder performance and accountability	Continued implementation and monitoring of the use of school-based management systems in all countries with appropriate measures of stakeholder performance and accountability

4. Policy review	Begin mechanism for 5-year review policy by external agencies	5-year review system in use in 50% of countries	5-year review system in use 100% countries
5. Include media as partners in promoting education in and outside the formal system	Use of media to reach parents, out-of-reach youth	Use of media for programme delivery for the hard to reach and groups	Systematic review of achievements through media use

6. Education of Youth and Adults including at the secondary level:

Goal	Target 2002	Target 2008	Target 2015
1. Ensuring 100% functionally literate population and opportunities for continuous learning for all throughout life	Development of common definitions for 'youth' and 'adults', and common linguistically and culturally sensitive definitions of 'literacy' and all related concepts		
	Development of valid and reliable measures of functional literacy using agreed definitions and indicators		
	Caribbean survey of existing functional literacy rates according to levels, using measures agreed on	Caribbean survey to determine gains over 2002	Caribbean survey to determine gains over 2008
		Increase in functional literacy rate by 75% of those at lower levels and 100% functional literacy of those at other levels	100% functionally literate population
	Implementation of all countries programmes for continuing education of the functionally literate to meet the changing demands of society. Evidence: documentation and dissemination of information on continuing education programmes, including assessments of efficacy	Implementation of all countries programmes for continuing education of the functionally literate to meet the changing demands of society. Evidence: documentation and dissemination of information on continuing education programmes, including assessments of efficacy	Fully functional programmes in all countries for continuing education of the functionally literate to meet the changing demands of society. Evidence: documentation and dissemination of information on continuing education programmes, including

	of these programmes	of these programmes	assessments of efficacy of these programmes
2. Universal access to and participation in secondary education that is relevant to the needs of the Caribbean	Improved provision of diversified learning opportunities and modalities for all, especially at-risk, unreached and excluded groups	Improved provision of diversified learning opportunities and modalities for all, especially at-risk, unreached and excluded groups	Sustained participation of 100% of the target group
	Implementation of measures to ensure improved rates in enrolment, retention, participation and attainment by both genders resulting in 10% improvement in gender parity	Implementation of measures to ensure improved rates in enrolment, retention, participation and attainment by both genders resulting in 50% improvement in gender parity	Implementation of measures to ensure improved rates in enrolment, retention, participation and attainment by both genders resulting in gender parity in educational participation in all countries
3. Quality	Establish common attainment levels for relevant secondary education	Application of common measures for continuous monitoring in 50% of schools in all countries	Application of common measures for continuous monitoring in 100% of schools in all countries
	Determine measures to assess achievement of targets	Conduct assessment measures	Conduct assessment measures
	Collect baseline data to determine existing levels of attainment in mastery of the official language of the country, a second language, math, science, and any other determined core area (with due respect for instruction in the mother tongue where appropriate)	Improved attainment levels achieved by 50% in 100% of countries	Improved attainment levels achieved by 80% in 100% of countries
	Improved instructional methods, a database on instructional innovations, and networking to disseminate these	Continued updating and improvement in methods and dissemination of these methods	On-going updating and improvement in methods and dissemination of these methods

	innovations		
	Improvements in the quality of learning conditions	Continued improvement in learning conditions	On-going improvement in learning conditions
4. Promoting attitudes, values and behaviours appropriate to the ideal Caribbean person e.g. conflict resolution to ensure peaceful co-existence in all multi-cultural society	Identification and dissemination of best practices in values education 20% teachers and adult education facilitators in each country are aware of and use best practice in values education	Identification and dissemination of best practices in values education 50% teachers and adult education facilitators in each country are aware of and use best practice in values education	Identification and dissemination of best practices in values education 100% teachers and adult education facilitators in each country are aware of and use best practice in values education
5. On-line programming	Establish programmes in pilot countries	Programmes available to 50% of the target population in all countries	Programmes available to total target population in countries
6. Broadcast programming	Programmes available to 50% of the target population in all countries	Programmes available to total target population in countries	Sustained quality and availability of programmes
7. Accountability	Identification of common measures of performance and systems of accountability Training, sensitization and/or re-training of stakeholders Use of common measures of accountability in 10% of countries	On-going training, sensitization and/or re-training of stakeholders Use of common measures of accountability in 50% of countries	Sustained training, sensitization and/or re-training of stakeholders Use of common measures of accountability in 100% of countries

7. Primary Education:

Goal	Target 2002	Target 2008	Target 2015
1. Universal participation – therefore cater for groups who may have access but not use it, as well as the few groups without access	Identification of groups under-participating in primary education, reduction of the unreached by 10%	Significant improvement in reaching the at-risk, the unreached and the excluded; reduction of the unreached by 20% over 2002	100% target group reached in 100% of countries
	Improved supports (economic, social, linguistic, psychological) for excluded groups so that they can make better use of opportunities provided	Continued provision of supports (economic, social, linguistic, psychological) for excluded groups so that they can make better use of opportunities provided	Ongoing provision of supports (economic, social, linguistic, psychological) for excluded groups so that they can make better use of opportunities provided
	Implementation of measures to ensure improved enrolment, retention, participation and attainment by both genders resulting in 10% improvement in gender parity on the above indicators	Implementation of measures to ensure improved enrolment, retention, participation and attainment by both genders resulting in 50% improvement in gender parity	Implementation of measures to ensure improved enrolment, retention, participation and attainment by both genders resulting in 100% improvement in gender parity
2. Quality learning	Common indicators established to measure basic oracy, numeracy, literacy		
	Application of common measures for continuous monitoring of performance of 10% of countries	Application of common measures for continuous monitoring of performance of 50% of countries	Application of common measures for continuous monitoring of performance of 100% of countries
	Collect baseline data to determine existing levels of attainment in mastery of the official language of the country, a second language, math, science, and any other determined core area (with due respect for instruction in the mother tongue where	Improved attainment, levels achieved by 50% in 100% of countries	Improved attainment, levels achieved by 80% of the target group in 100% of countries

	appropriate)		
	Improved provision of diversified learning opportunities for all, especially at-risk groups; reduce "unreached" group by 10%	Improved provision of diversified learning opportunities for all, especially at-risk groups; reduce "unreached" group by 20% over 2002	Improved provision of diversified learning opportunities for all, especially at-risk groups; reduce "unreached" group to insignificant levels
	Improvement in quality of learning conditions	Continued improvement in quality of learning conditions	Ongoing improvement of learning conditions
3. Promoting attitudes, values and behaviours appropriate to the ideal Caribbean person through the achievement of social skills, such as: conflict resolution to ensure peaceful coexistence in a multi-cultural society	Identification and dissemination of best practices in values education	Identification and dissemination of best practices in values education	Identification and dissemination of best practices in values education
	20% teachers in each country are aware of, and use best practices in values education	50% teachers in each country are aware of, and use best practices in values education	100% teachers in each country are aware of, and use best practices in values education
	Common values education programmes piloted in each of the countries	Common values education programmes used in 50% of countries	Common values education programmes used in 100% of countries
	Matching parent and community education programmes to support values education work in countries	Continued provision of matching parent and community education programmes to support values education work in countries	Ongoing provision of matching parent and community education programmes to support values education work in countries
	Measurable improvement in practice of social skills	Measurable improvement in practice of social skills	Ongoing measurable improvement in practice of social skills
4. Accountability	Identification of common measures of performance	Implementation in 50% of countries	Implementation in 100% of countries
	Development of systems of accountability and in 10% of countries		
	Training, sensitization and/or re-training of		

	stakeholders		
	Continuous performance evaluation in 10% of countries	Continuous performance evaluation in 50% of countries	Continuous performance evaluation in 100% of countries

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EFA Caribbean Assessment 2000

The EFA Caribbean Assessment Report represents quite an achievement in Caribbean education. While reviews have been done over the years, this is perhaps the first time that, between two covers, there is such a comprehensive analysis using specific quantitative and qualitative indicators, and giving the results in such detail for so many countries.

Not that the report has achieved all that was hoped. The synthesis writers have documented, in detail, the challenges of collection and analysis. However, the achievement is that in one year, 21 of the 22 countries targeted did go through the exercise and 20 of them completed reports. There is now baseline data on some of the indicators in some of the countries and a clear understanding of the challenges in all of the countries. Moreover, the very challenges have led participants in two workshops, the latter led by Ministers of Education, to commit to the design and implementation of a regional educational data management system that should reduce several of the problems which surfaced in this assessment.

Another major achievement of this exercise is the networking and collaboration that resulted. Two examples will suffice. The first is the meeting, in December 1999, of statisticians from offices responsible for national statistics and from Ministries of Education to thrash out knotty problems of definition and, especially, spatial and age disaggregations. Precision in these areas is so necessary for proper targeting, especially to address issues of the poor, the at-risk, the unreached, and the excluded. Some participants say involvement of Ministries of Finance is the next critical step.

The second example is the achievement evidenced by the Ministers working in small groups with other stakeholders, in February 2000, to hammer out the action plan, such that it reflects not only perspectives from different countries but from practinioners, policy makers, and analysts. The hope is that, where it has not yet occurred, the national plans will be shared with, and receive similar consultative inputs from, school managers, teachers, parents, students, and others.

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Monographs and Case Studies

Cost per Monograph/Case Study   US$5.00
Cost per Synthesis Report   US$10.00
Cost per Annotated Bibliography   US$15.00

(Shipping cost will be charged to the purchaser and will vary according to destination.)

No. / Name of Author / Monographs

1
Dr. Zellyne Jennings
Phoenix in the Ashes: Adult Literacy in the Commonwealth Caribbean

2
Mr. Anthony Griffith
Social Studies in Caribbean Schools: Some Challenges for Instruction and Assessment

3
Dr. Godfrey Steele
Communication and Education about AIDS: A Study of Medical Students' Views in the Context of Actual Strategies Adopted in Trinidad and Tobago

4
Dr. Vena Jules
Students' Affective Reactions to their Early Secondary Schooling in Trinidad and Tobago

5
Mr. Leon Charles
An Assessment of Progress in Early Childhood Care and Development in the Caribbean

6
Dr. Vena Jules
Survivors of the Experience: The First three years of Secondary Schooling in Trinidad and Tobago

7
Dr. G. Howe & Dr. D. Marshall
Citizenship Education, Democracy and Global Shifts: Rethinking Caribbean Social Studies

8
Dr. S. Griffith
The Caribbean Examination Council: Responding to the Educational Needs of the Region

9

Dr. J. Alexander Bennett
Belize Primary Education Development Project: Improving Quality in the Provision of Education for All in Belize: An Examination in the Impact of a Basic Education Project

10
Dr. June George and Dr. Joyce Glasgow
The Boundaries Between Caribbean Beliefs and Practices and Conventional Science: Implications for Science Education in the Caribbean

11
Ms. Dianne Thurab-Nkhosi
Improving Quality and Increasing Access in 2000: The Role of Distance Education

12
Dr. Hyacinth Evans
Gender Differences in Education in Jamaica

13
Ms. Sandra Gift
UNESCO Associated Schools Project Network (ASPnet) and Education for All

14
Dr. Joceline Clemencia
Language is more than Language in the Development of Curacao

15
Dr. Barbara Bailey
Issues of Gender and Education in Jamaica: What About the Boys?

16
Ms. Asha Kambon & Mr. Lance Busby
Education and its Impact on Poverty

17
Ministry of Education, Haiti
The Problem of Overage Students in the Haitian Education System: An Overview

18
Mr. Bernard Hadjadj
L'Education Pour Tous en Haiti Durant les 20 Derniers Annees

19
Mr. Errol Miller
Education for All in the Caribbean in the 1990s: Retrospect and Prospect

20

Mrs. R. C. Winter-Brathwaite
Changing the Culture of the Classroom

21
Mrs. Lynda Quamina-Aiyejina
Educational Quality and the Impact of Interventions in Education in the Caribbean: Annotated Bibliography

22
Ms. P. Daley-Morris
Introduction of Information Technology to Schools in Jamaica

23
Mr. Samuel Lochan
Education and Work: Case Studies of Trinidad and Tobago, Jamaica and Barbados

24
Dr. B. Niles & Ms. A. Bernard
Beginning Again: Approaches to Education for Rehabilitation in Caribbean Prisons

25
Dr. C. Harvey
The EFA Assessment Process in the Caribbean and the Quest for Inclusion and Quality

26
Mr. S. Bergsma
The Regular Classroom as a Battleground for Inclusive Special Needs Education (In process)

27
Dr. P. Ellis & Ms. A. Ramsay with Prof. S. Small
Adult Education in the Caribbean at the Turn of the Century

CASE STUDIES
1
Department of Education, N. A
Literacy and Non-formal Education in the Caribbean: Netherlands Antilles
2
Dr. F. Glasgow and Dr. G. Amsterdam
Literacy and Non-Formal Education in the Caribbean: Guyana

REPORTS
Dr. V. Jules & Dr. A. Panneflek
Lighting the Way Forward: Sub-Regional Report Vol. I