Rationale of the strategy
The Education Sector Development Plan focuses on the quality, the relevance and the diversification of education. The plan aims to create a learning society that places premium value on learning so that the outcome will be learners who are literate, numerate and computer competent; skilled in science and technology; committed to the values of civilized life; and physically fit. The plan also aims to create citizens who exercise greater independence and integrity and demonstrate sound judgement, spiritual strength, national pride and a strong sense of civic responsibility. The plan builds on the success of the Education Sector Development Plan 2000 to 2005 and was developed within the framework of a number of different regional and international initiatives, e.g. UNESCO Education for All and the CARICOM Education Strategy.

Concept of lifelong learning
The concept of lifelong learning is implicit in the Ministry of Education’s understanding of education. Education is seen as a lifelong process with the learner as the core. At the national level, education is the key to global competitiveness, cultural cohesiveness and democratic governance.

Main challenges
Major priorities include the need to:
- Provide quality education for all to develop a national human capital
- Increase universal access to high-quality early childhood education
- Reconceptualize primary and secondary education; support low achievers; improve access to ICTs;
- Promote technical and vocational education and training
- Develop effective policies for teacher capacity building and professional development
- Strengthen institutional and organizational development of the National Skills Development Centre and the Sir Arthur Lewis Community College

Main targets and measures
The plan covers the whole of the education sector from early childhood to tertiary level. It also focuses on technical and vocational education and training, including information technology, adult and continuing education, human resource development, environmental, cultural and civic education. Strategic actions are defined for each of the prioritized areas, including the following:
- Early childhood education: increase access; reform curriculum; promote ICTs in management and in teaching and learning; provide professional development for staff and providers
- Primary education: emphasis on the increase of literacy and numeracy skills; improve instructional methods and evaluation instruments; provide support services and programmes for special needs students; ensure student participation; provide teacher training and capacity building opportunities
- Secondary education: diversify and balance the curriculum to develop social skills and values; implement programmes for extra-curricular activities; establish bridging opportunities for different levels; implement a strategy for TVET; provide evaluation tools
- **Tertiary education**: review and expand programmes; enhance access to course and provision; increase services to students; strengthen management and administration
- **Technical vocational education and training and accreditation**: develop a national technical and vocational education and training policy and organization structure; establish a national system of accreditation; provide guidance counselling in schools
- **Culture including community education and development**: promote culture in schools; increase funding and investment in culture; promote the role of culture with respect to social inclusion, lifelong learning and well being
- **Adult and continuing education**: provide training in key areas to sustain lifelong learning; increase access to adult education and further training programmes; provide second chance opportunities; develop a soft skills curriculum

**Particular feature of the strategy**
A set of multiple stakeholders was involved in the development of the strategy. For its successful implementation and monitoring process a substantial coordination of all responsible units/departments is required. A detailed action plan formulates outputs, performance measures, targets, timeframe, collaborating partners and funding source for all units and departments in charge.

**Relevant documents that the strategy refers to:**
- The Dakar Framework for Action: Education for All; meeting our collective commitments
- Development of a CARICOM strategic plan for primary and secondary education services in the CARICOM Singel Market Economy (CSME)
- Education Sector Development Plan 2000-2005 and beyond
- OECS Education Sector Strategy 2012-21

**Stakeholders involved in the development of the strategy:**
- Ministry of Education and Culture

**Stakeholders responsible for implementation of the strategy:**
- Ministry of Education and Culture
- Government of St. Lucia
- St. Lucia Teachers’ Union
- Sir Arthur Lewis Community College
- St. Georges University

**Keywords**: educational management; educational cooperation; curriculum development; technical and vocational education; skills development; educational evaluation; teacher education; civic education; international education