

CARIBBEAN PLAN OF ACTION

FOR

**EARLY CHILDHOOD EDUCATION,
CARE AND DEVELOPMENT**

1997-2002

adopted by:

The Second Caribbean Conference

on

Early Childhood Education

at

Dover Convention Centre, Christ Church, Barbados

April 1-5, 1997

PREAMBLE

The Delegates

Attending the Second Caribbean Conference on Early Childhood Education held at Dover Convention Centre, Christ Church, Barbados on April 1-5, 1997;

Representing as professionals the Caribbean countries of Anguilla, Antigua and Barbuda, Barbados, Belize, British Virgin Islands, Cayman Islands, Cuba, Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Suriname, The Netherlands Antilles, Trinidad and Tobago, the Turks and Caicos Islands and the United States Virgin Islands;

Aiming to set a framework for the development of early childhood education programmes in the Caribbean and to initiate a plan of action to guide this development;

Recognising that the Convention on the Rights of the Child has been ratified by all Governments in the region;

Desiring to take forward the Belize Commitment to Action for the Rights of the Child;

Noting also the request by the Caribbean Community (CARICOM) for an input into the Heads of Government Meeting scheduled for May 1997 with a special focus on Human Resource Development in the Caribbean;

Having considered the situation of early childhood care and development in the Caribbean;

Agree to adopt the attached Plan of Action for Early Childhood Education, Care and Development in the Caribbean, 1997-2002

ECED PLAN OF ACTION 1997-2002

Introduction

Early Childhood, is the formative stage of development spanning the period from birth through to eight years. This period is recognized as the time when young children need security, safety, good nutrition and exposure to concrete and varied learning experiences. These together will foster their healthy development as independent thinkers, enthusiastic learners and socially responsible citizens. Defining this age-range for early childhood will facilitate the development of policies and programmes to promote smooth transition and continuation of fundamental and developmentally appropriate practices at home, in pre-primary settings, and within early primary schooling. Appropriate Early Childhood Education and Development (ECED) philosophy, policies, and practices must be informed by scientific evidence and concerns for social justice, and be in tune with national priorities, cultural realities and parental expectations.

In the Caribbean, there has been widespread recognition that as we face the challenges of the new century, with the development imperatives dictated by the global economy, the quality of human resources will be the most critical factor in achieving and maintaining a high level of competitiveness. Research evidence has indicated the crucial importance of Early Childhood Education and Development (ECED) to the success of any initiative in human resource development. It is clear that the responsibility for ECED extends far beyond the boundaries of Ministries of Education. The current situation in the region, however, is that this has been a neglected area, especially in terms of policy direction, administrative coordination and concrete programmes which take into account the importance of integrated provision of services for the sector. Perusal of allocations by Governments and others in this area indicates inequities of provisions within and across sectors which are not commensurate with their recognized importance and need.

The Convention on the Rights of the Child has been ratified by all governments in the region and further commitment has been signaled by the signing of the Belize Commitment. The Caribbean Regional Policy, "The Future of Education in the Caribbean", endorsed by Ministers of Education in 1993, has set out among its policy goals the improvement of the quality of Early Childhood Education, and the CARICOM Standing Committee of Ministers of Education in 1995 gave further priority to this area of provision.

The emerging interest in ECED and the political will of governments to address this sector in a coordinated manner, as indicated by the ratification and endorsement of relevant documents, was noted by the Second Caribbean Conference on Early Childhood Education, Barbados, April, 1997, which brought together three hundred professionals in this area from across the region. As a result, one important outcome of the Conference has been the delineation of an Action Plan to address the implementation of initiatives pertinent to issues identified and mandated by Governments in the region.

The Plan of Action focuses on the need for mechanisms and strategies to achieve:

- Legislative framework for coordinated provision of services and monitoring standards in this sector;
- Integrated social planning and implementation of initiatives;
- Adequate financing;
- Equitable access to quality provisions to minimize the plight of the large percentage of children in high risk situations;
- Education and training for all providers of ECED;
- Appropriate Curriculum Development and materials development;
- Increased parent, community and media awareness and involvement;
- Coordinated action at both national and regional levels; and
- Increased research to inform development of the sector.

Detailed as follows:

1. **LEGISLATE for services to children from birth to school entry, within national legislation for child as a legal entity**

<u>ISSUE BASIS FOR ACTION</u>	<u>RECOMMENDED ACTION</u>			
	<u>Current situation, Constraints/Opportunities (CS) (C) (O)</u>	<u>Goals/targets</u>	<u>Strategies/Actions (and timing in phases)</u>	<u>Responsibility (Nat, Reg, Intl.)</u>
Legislative framework for services to children from birth to school entry	<p><u>CS</u>: Lack of child legal status definition and coordinated legislative framework within which to devise policy and enforcement procedures.</p> <p><u>C</u>: Fragmentation and absence of child issues in range of laws frustrate national capacity to ensure child protection and to make coordinated and effective interventions in policy and practice to promote child well being from birth.</p> <p><u>O</u>: CRC goals, Santiago Accord and Belize Commitment, empower Governments to legislate for <u>child from birth</u> and to:</p> <p>C define the child as a legal entity C promote the well-being of the child C establish inter-disciplinary and inter-agency collaboration in the interests of the child C ensure that the wishes, rights and interests of the child are ascertained in decision making C safeguard and protect the interests of the child C define parental responsibility in</p>	<p>DRAFT legislation for the legal status of the child in line with the Convention on the Rights of the Child. (A Children's Act)</p> <p>Development of a sound policy for investment in ECED in each country including the construction of local processes for implementation of legislative requirements and enforcement procedures</p>	<p>ENSURE inter-ministerial development and mainstreaming of child related policies and direction in services for the child from birth to school entry to contribute to the legislative frame (<i>Phase 1</i>)</p> <p>LEAD national consultation on proposed legal frame and ECED service development within it (<i>Phase 1</i>)</p> <p>PROVIDE guidance for local authorities and implementing agencies (<i>Phase 2</i>)</p>	<p>Government with external support for development of regional frame</p> <p>Government with technical assistance as needed</p> <p>Government. All national sectors to participate in process of maximising response. (Private, NGO, CBO, agencies</p>

	relation to the needs and interests of the child C define the role of the State in relation to the needs and interest of the child			in Health, Social Services and Education).
--	---	--	--	--

1. (continued)

LEGISLATE for services to children from birth to school entry, within national legislation for child as a legal entity

<u>ISSUE BASIS FOR ACTION</u>	<u>RECOMMENDED ACTION</u>			
	<u>Current situation, Constraints/Opportunities (CS) (C) (O)</u>	<u>Goals/targets</u>	<u>Strategies/Actions (and timing in <i>phases</i>)</u>	<u>Responsibility (Nat, Reg, Intl.)</u>
	<p><u>O</u>: (continued)</p> <p>C devise a partnership between the parent and the State to promote and support the needs and protect interests of the child</p> <p>C develop comprehensive and coordinated facilities and services in cooperation and in conjunction with voluntary and private sectors for the care and development of the child from birth to school entry</p> <p>C establish a Child Protection Register and organised institutional system for the treatment and management of child abuse</p> <p>C establish legislative links with other laws affecting the capacity of the parent and the State to promote the well-being, and safeguard the interests, of the child (including employment legislation, and legislation affecting the status of women)</p> <p>CS: Lack of common definition of levels and types, within the system of provisions and lack of continuity for children passing</p>	<p>Develop ECED policy defining the intended beneficiaries for each pre-primary level and setting, and</p>	<p>ESTABLISH timetable for phased implementation of legislative requirements, commencing with priorities for children in need and the proposed “route” to universalisation of ECED services (<i>Phase 2</i>)</p> <p>SYSTEMATISE statutory review mechanisms for enforcement (<i>Phase 3</i>)</p> <p>PROMOTE regional cooperation (<i>Phase 3</i>) for the development and</p>	<p>Government, with technical assistance as requested</p>

	from home, through day care, preschool and primary school.	rationalizing the system of provisions for children from birth to 8 years inclusive of training, curriculum, standards, monitoring and evaluation	implementation of policies and programmes in ECED	
--	--	--	---	--

2. ENTITLE the child from birth to school entry living in at risk situations to targeted resources

<u>ISSUE BASIS FOR ACTION</u>	<u>RECOMMENDED ACTION</u>			
	<u>Current situation, Constraints/Opportunities (CS) (C) (O)</u>	<u>Goals/targets</u>	<u>Strategies/Actions (and timing in phases)</u>	<u>Responsibility (Nat, Reg, Intl.)</u>
Planning capacity for social and human development in support of the child from birth to school entry living in at risk situations	<p>C: Children and systems are disadvantaged by dissonance between ECED settings and formalized academic primary settings. Fragmented and overlapping services for children at pre-primary level, resulting in duplication of efforts and inefficiencies.</p> <p><u>CS</u>: conditions of poverty which overwhelm both the capacities of social institutions and those of individuals to construct routes out, and frustrate attempts to find sustainable models and solutions for young children</p> <p><u>C</u>: existing planning capacity may not identify geographical maps of greatest need (particularly where affected by fear of violence) <u>and</u> within areas identified, specifically:</p>	<p>(As above)</p> <p>DRAW a country poverty map to include data and indicators on young children</p>	<p>(As above)</p> <p>IDENTIFY indicators of impact of poverty on child (<i>Phase 1</i>); and</p> <p>CONSTRUCT within a social monitoring system a process of data assembly from poverty indicators affecting young child (<i>Phase 1</i>)</p>	<p>(As above)</p> <p>Government, with technical assistance as needed</p> <p>Government with technical assistance as needed</p>

	<p>C young children in need of support</p> <p>C parents of young children in need of individual and social support, training and work opportunities</p> <p>C potential for social organisation to construct services and support for young children</p> <p>C existing social institutions best positioned to take ECED initiatives forward (CBOs, NGOs, churches)</p> <p>C health and income indicators</p>		<p>CONTINUE planning in support of young child in selected priority areas (<i>Phase 1</i>) and INITIATE planning for targeted areas on poverty map, generating collaborative alliances as needed (<i>Phase 2</i>)</p>	<p>Government in collaboration with NGOs and CBOs, with donor, IFI and private sector support</p>
--	---	--	---	---

2. (continued)

ENTITLE the child from birth to school entry living in at risk situations to targeted resources

<u>ISSUE</u> <u>BASIS</u> <u>FOR ACTION</u>	<u>RECOMMENDED ACTION</u>			
	<u>Current situation, Constraints/Opportunities</u> (CS) (C) (O)	<u>Goals/targets</u>	<u>Strategies/Actions</u> (and timing in <i>phases</i>)	<u>Responsibility</u> (Nat, Reg, Intl.)
Investment in community infrastructure in support of the child from birth to school entry living in at risk conditions and poverty	<p><u>O</u>: Government policies in poverty eradication, and goals of UN commitments (which converge in relation to women and children in poverty) create a climate for investment by donor agencies and IFIs in partnership with governments and national private sector interests on specific programmes for children from birth to school entry</p> <p><u>CS</u>: access to safe water and the provision of safe shelter are basic necessities for newborn babies and very young children; also support for community child care solutions to assist ECED are essential for young children in pre-school years. Coverage in poor areas is patchy, insecure and inequitable.</p> <p><u>C/O</u>: as above</p>	<p>DEVISE data systems to support planning for the young child in at risk situations within the overall planning for social and human development</p> <p>DELIVER safe water and shelter for families with very young children in poor areas</p>	<p>IMPLEMENT data collection and analysis on systematic basis on status of young child in poverty (<i>Phase 2</i>) and MAINTAIN system on ongoing basis to lead programme planning (<i>Phase 3</i>)</p> <p>TARGET priority areas for intervention to provide safe water and shelter for very young children (<i>Phase 1</i>) and ESTABLISH programme of intervention with community participation in areas identified on poverty map (<i>Phase 2</i>)</p>	<p>Government with support to end of <i>Phase 2</i> if needed from donor sources</p> <p>Government with private sector and housing trusts in programme of cooperation in planning, construction and fostering community participation</p>

2. (continued)

ENTITLE the child from birth to school entry living in at risk situations to targeted resources

<u>ISSUE</u> <u>BASIS</u> <u>FOR ACTION</u>	<u>RECOMMENDED ACTION</u>			
	<u>Current situation, Constraints/Opportunities</u> (CS) (C) (O)	<u>Goals/targets</u>	<u>Strategies/Actions</u> (and timing in <i>phases</i>)	<u>Responsibility</u> (Nat, Reg, Intl.)
		DEVELOP community infrastructures and support systems for ECED services	<p>SUSTAIN improvements through monitoring, repair and maintenance programme (<i>Phase 3</i>)</p> <p>GENERATE interest and demand in a few priority areas for pilot interventions in ECED services (<i>Phase 1</i>) and BUILD ON existing community infrastructures where they exist and/or IDENTIFY LEADERSHIP potential to create infrastructures needed for ECED service delivery (<i>Phase 2</i>)</p> <p>FORM community networks and organisations to sustain community solutions to child care needs and IMPLEMENT programme of support to ECED programme delivery (<i>Phase 3</i>)</p>	<p>Government</p> <p>Government with NGOs and CBOs, and seeking private sector or social investment programme support to fund ECED services established</p> <p>Government with NGOs and CBOs with ongoing investment support</p>

--	--	--	--	--

3. GROUND public and parenting education and children’s programme, in local cultures

<u>ISSUE</u> <u>BASIS</u> <u>FOR ACTION</u>	<u>RECOMMENDED ACTION</u>			
	<u>Current situation, Constraints/Opportunities</u> (CS) (C) (O)	<u>Goals/targets</u>	<u>Strategies/Actions</u> (and timing in <i>phases</i>)	<u>Responsibility</u> (Nat, Reg, Intl.)
<p>Sensitisation of policy makers and public to specific conditions in which children from birth to school age are raised</p>	<p><u>CS</u>: incomplete pictures/understandings may exist amongst policy makers and public of conditions in which children are born and raised including:</p> <p>C explanations for early parenthood in teenage years C rationale for differential raising of boys and girls C effects of child shifting patterns C appreciation of value of child care supports such as parent support groups and day care C understanding of beneficial parenting practices, particularly those which encourage the child’s development, self expression and capacities for conflict resolution</p> <p><u>C</u>: contradictions and confusions are shaping children’s lives. Education alone cannot bring change without social, human and economic development interventions in support of life alternatives. Negative forces from wider economic and social spheres undermine parental authority and children’s self-concept thus eroding the basis for beneficial child rearing</p>	<p>DESIGNATE lead agency for taking forward sensitisation role</p>	<p>IDENTIFY potential in governmental and/or NGO sector for leading the ECED sensitisation process (<i>Phase 1</i>)</p> <p>CREATE advocacy tools with rationale for ECED embedded in local conditions, with practice examples (<i>Phase 1</i>)</p> <p>IMPLEMENT programme of sensitisation of policy makers and public across all sectors (<i>Phase 2</i>)</p> <p>ESTABLISH structure for ongoing advice and advocacy to government for ECED policy and programme development (<i>Phase 3</i>)</p>	<p>Government</p> <p>Government and/ or delegated NGO</p> <p>Lead agency with others in a “Task Force” framework</p> <p>Lead agency to ensure participation of private sector, other social partners governmental, donor and NGO policy makers and research assistance</p>

	<u>O</u> : regional and national research findings, growth of local media broadcasting, long established tradition of radio listening, availability of regional practice examples and participatory planning expertise can all assist country based innovations			
--	---	--	--	--

3. (continued)

GROUND public and parenting education and children's programmes, in local cultures

<u>ISSUE BASIS FOR ACTION</u>	<u>RECOMMENDED ACTION</u>			
	<u>Current situation, Constraints/Opportunities (CS) (C) (O)</u>	<u>Goals/targets</u>	<u>Strategies/Actions (and timing in phases)</u>	<u>Responsibility (Nat, Reg, Intl.)</u>
Identification of key areas for public and parent education	<u>CS</u> , <u>C</u> and <u>O</u> (as above)	CREATE an informed public through a concerted campaign strategy at all levels for ECED programmes	<p>ESTABLISH high profile and influential leadership for public education in ECED (<i>Phase 1</i>)</p> <p>ARTICULATE value of ECED programmes in local contexts to motivate demand (<i>Phase 2</i>)</p> <p>TARGET provision of parenting support materials and initiation of support groups for families, and PROMOTE positive and</p>	<p>Government</p> <p>Government or delegated to NGO or specialist statutory agency</p> <p>Lead agency</p>

			<p>attractive activities and alternative role models for young males in support of ECED (<i>Phase 2</i>)</p> <p>EVALUATE strategies and chart future activities based on outcomes and lessons learned (<i>Phase 3</i>)</p>	<p>Government with lead agency</p>
--	--	--	--	------------------------------------

3. (continued)

GROUND public and parenting education and children’s programmes, in local cultures

<u>ISSUE</u> <u>BASIS</u> <u>FOR ACTION</u>	<u>RECOMMENDED ACTION</u>			
	<u>Current situation, Constraints/Opportunities</u> (CS) (C) (O)	<u>Goals/targets</u>	<u>Strategies/Actions</u> (and timing in <i>phases</i>)	<u>Responsibility</u> (Nat, Reg, Intl.)
Development of a responsive and responsible media sensitised to the goals for young children	<u>CS</u> , <u>C</u> and <u>O</u> (as above)	OPEN dialogue with the media on their role in nation building starting with children from birth to school entry	<p>DEVELOP standards in print and broadcasting media which reflect ECED policy and legislation (<i>Phase 2</i>)</p> <p>PROMOTE the rights and interests of young children in dedicated programme content (<i>Phase 2</i>)</p> <p>PROVIDE clear guidance to parents on anticipated impact of adult content, and other inappropriate content, particularly violence, on young children (<i>Phase 2</i>)</p> <p>Promote airing and development of culturally appropriate and sustainable Caribbean produced programmes.</p>	<p>Government and media with ECED groups</p> <p>Media with UNICEF and ECED groups</p> <p>Government media and ECED groups with research assistance</p>

			(Phase 2)	
--	--	--	-----------	--

4. EDUCATE for parenthood before adulthood

<u>ISSUE</u> <u>BASIS</u> <u>FOR ACTION</u>	<u>RECOMMENDED ACTION</u>			
	<u>Current situation, Constraints/Opportunities</u> (CS) (C) (O)	<u>Goals/targets</u>	<u>Strategies/Actions</u> (and timing in <i>phases</i>)	<u>Responsibility</u> (Nat, Reg, Intl.)
Coordination of support to agencies providing parenting education and education in early child development	<p><u>CS</u>: parenting education and learning about child development are often not accessible at a young enough age to affect behaviour.</p> <p><u>C</u>: deficiency of approaches in secondary school and reluctance at the primary level to deliver parenting education despite widespread concern with immaturity of and lack of support for young adolescent parents</p> <p><u>O</u>: Existence of the HFLE (CARICOM/UN agencies) Caribbean Strategy initiated in primary and secondary schools in the region. Experience of “child to child” learning techniques serves as a potential model for encouraging sibling responsibility and early learning about child development</p>	DISSEMINATE critical parenting and ECED knowledge to impact on behaviour of young persons	<p>IDENTIFY popular education methodologies for use with school age and out of school children in formal and informal settings with accompanying training programmes. <i>(Phase 1)</i></p> <p>DEVISE persuasive and cost effective programmes to be piloted in a range of schools and youth settings <i>(Phase 2)</i></p> <p>EVALUATE effectiveness of strategy and INCORPORATE learning methodologies into school development planning and community development programmes <i>(Phase 3)</i></p>	<p>Government, Ministry of Health/ Education, Social Affairs or Welfare and/or to NGO or specialist lead agency</p> <p>Community groups</p>

--	--	--	--	--

5. SUPPORT the parent and the child in the year after a child's birth

<u>ISSUE</u> <u>BASIS</u> <u>FOR ACTION</u>	<u>RECOMMENDED ACTION</u>			
	<u>Current situation, Constraints/Opportunities</u> (CS) (C) (O)	<u>Goals/targets</u>	<u>Strategies/Actions</u> (and timing in <i>phases</i>)	<u>Responsibility</u> (Nat, Reg, Intl.)
Provision of sufficient time for breast-feeding and parental bonding	<p><u>CS</u>: babies are not obtaining the full value of micronutrients in breastmilk over the period in which they would derive maximum benefit. Neither mother nor baby is being supported in process to develop interaction which stimulates brain, language, social and emotional development in the child</p> <p><u>C</u>: negative climate because of social and economic pressure on mother weakens public education strategies on the value of breast-feeding. Mothers cannot afford to listen. Inflexible working and leave arrangements prohibit change. Access to ECED information and services is patchy compared to access to child health</p> <p><u>O</u>: access by policy-makers to the information and research on critical need for early interventions, particularly to support children born in poverty, which demonstrate unequivocally the positive effect of interventions in the first year of life. Cost effective models of home visiting when combined with high quality child care support have proved to be effective in parent education programmes</p>	<p>Encourage governments to create provision for the extension of the time available for breast-feeding and parental bonding.</p> <p>PROMOTE awareness of value of breast-feeding for child and mother child relationship</p>	<p>CAMPAIGN consistently over a long period of time on the value of breast-feeding and bonding. <i>(Phase 1)</i></p> <p>DEVELOP models of flexible working/leave/home tasks and workplace child care with selected employers to test cost benefit to all parties <i>(Phase 2)</i></p> <p>CONSTRUCT joint support arrangements for leave and flexible working to enable opportunity to breast-feed and bond and ARRANGE flexible work patterns and partner leave policies during the child's first year <i>(Phase 3)</i></p>	<p>Government or delegated to lead agency</p> <p>Lead agency</p> <p>Government, with private and public sectors</p> <p>Government, with private and public sectors, including labour organizations</p>

--	--	--	--	--

5. (continued)

SUPPORT the parent and the child in the year after a child's birth

<u>ISSUE BASIS FOR ACTION</u>	<u>RECOMMENDED ACTION</u>			
	<u>Current situation, Constraints/Opportunities (CS) (C) (O)</u>	<u>Goals/targets</u>	<u>Strategies/Actions (and timing in phases)</u>	<u>Responsibility (Nat, Reg, Intl.)</u>
Accessibility of ECED knowledge to parents	<u>CS</u> , <u>C</u> and <u>O</u> (as above)	BUILD on existing delivery of child health services to families to incorporate ECED	REFOCUS existing child health services to provide ECED advice and practical parenting education (Phase 1) ACTION	
	<u>Current situation, Constraints/Opportunities (CS) (C) (O)</u>	<u>Goals/targets</u>	<u>Strategies/Actions (and timing in phases)</u>	<u>Responsibility (Nat, Reg, Intl.)</u>
Improve planning and monitoring systems for the development of integrated ECED services	<u>CS</u> : ECED data not part of the systematic data collection of the country. Data collection systems are inadequate, thus preventing useful analysis and access to additional funding. <u>C</u> : Cost and unavailability of sufficient technical expertise, and recurrent labour costs in assembling qualitative as well as quantitative data <u>O</u> : The improvement of monitoring and evaluation capacity for ECED activities will eventually improve external funding support. The current emphasis on Education Management Information Systems in the region could add to	EXTEND central monitoring and data collection systems to include young child and ECED provision	IDENTIFY essential indicators for data collection on status of young children and their learning environment and ESTABLISH system to assess and evaluate effectiveness and quality in early childhood settings with special attention to transition (Phase 1) ENSURE that record	Government, with technical assistance, and specialist in the ECED area.

	<i>qualitative improvement in data collection mechanisms.</i>		<i>keeping systems in ECED provisions informs central planning policy development (Phase 2)</i> <i>DEVELOP and sustain capacity of policy 'think tank' to influence decision making and make data available to inform research and practice needs. (Phase 3)</i>	
--	---	--	---	--

10. (continued)

IMPROVE quality in monitoring, evaluation and training support in ECED

<u>ISSUE</u> <u>BASIS</u> <u>FOR ACTION</u>	<u>RECOMMENDED ACTION</u>			
	<u>Current situation, Constraints/Opportunities</u> (CS) (C) (O)	<u>Goals/targets</u>	<u>Strategies/Actions</u> (and timing in phases)	<u>Responsibility</u> (Nat, Reg, Intl.)
Strengthening training in support of ECED services	<p><u>CS</u>: training tends to be fragmented rather than integrated, reinforcing division between caregivers and teachers, and leading to different career paths and accreditation processes and financial outcomes</p> <p><u>C</u>: cost of comprehensive pre-training to professional level is prohibitive, and there is some resistance amongst professionals to the development and adaptation of in service models of training and competency assessment.</p> <p><u>O</u>: work based in service models of training and competency assessment, accreditation and certification, allow for considerable flexibility for individuals to pursue knowledge and skills at appropriate levels without undergoing expense of full-time training. Competency training models now exist which reflect all stages of the process from the poorly educated entrant to the professional equivalents of university or college trained graduates</p>	<p>INTEGRATE training based on vocational routes to qualifications, and on paths that can achieve teacher status</p>	<p>DESIGN integrated training model incorporating full age range with holistic aspects of children's needs and TARGET key workers in health and education sectors who need part-training in unfamiliar areas of ECED (Phase 1)</p> <p>TARGET potential leaders for ECED management for higher professional education and management skills training (Phase 2)</p> <p>DEVELOP integrated training materials which promote active research skill for developing cultural and community understandings (Phase 2)</p>	<p>Government, or delegated to national training agency, with ECED specialist support and of recognized tertiary institutions.</p>

			<i>CONSTRUCT training and accreditation routes for all ECED personnel and enable parents and community members into the system.</i>	

<u>S</u> <u>REVISED/ALTERNATIVE ACTION</u>			
	<u>Goals/targets</u>	<u>Strategies/Actions</u> <i>(and timing in phases)</i>	<u>Responsibility</u> <i>(Nat, Reg, Intl.)</i>

--	--	--	--

The way forward:

The Plan of Action suggests time-scales for planning in three distinct phases:

- O The First phase identifies the need for a number of organizational tasks and the development of planning processes;*
- O The Second phase is concerned with the improvement of services, the introduction of new service models and staff training;*
- O The Third phase is concerned with the process of systematizing services, and ensuring their sustainability through monitoring, support and evaluation, and the training system established.*

It is expected that the Plan of Action will be revised according to individual country priorities and situations and levels of ECED development.

While the length of time for each phase will depend on the extent of activities undertaken, it is intended that the Plan of Action will be fully implemented in each country within six years (1997-2002).

The intended process of implementation of the Plan of Action begins with its discussion at the May 1997 meeting of the Standing Committee of Ministers of Education to prepare a position to be presented at the July CARICOM Heads of Government Meeting in Jamaica, at the time of discussion of Caribbean Human Resource Development.

As a preparatory step towards this meeting, the Plan of Action will be discussed in the technical meeting of the Association of Caribbean Chief Education Officers in May 1997.