

Operational Program Grant (OPG) Proposal

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Project Title: Child, Family and Community
Development

Project Location: St. Kitts-Nevis

PVO Name and Location: High/Scope Foundation
600 North River Street
Ypsilanti, Michigan 48197 U.S.A.

Contact Person: David Fisk
Assistant to the President for
International Programs

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...There are two kinds of activities that appear particularly salient for our species. The first is work....The second is the way in which we raise our young....At this point in history, we... have developed a pattern in which these two centrally human activities are placed in conflict with each other... at the present time, less by decision than by default, we are allowing our families, and our children, to pay the price.

- Urie Bronfenbrenner
commenting on the forces
of modernization and the
world's children, 1981.

OPERATIONAL PROGRAM GRANT PROPOSAL
ST. KITTS-NEVIS: CHILD, FAMILY AND COMMUNITY DEVELOPMENT

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PROJECT DESIGN TEAM

This proposal was prepared by the High/Scope Foundation in consultation with the Government of St. Kitts-Nevis and in reference to the specific instructions in AID Handbook 3, App. 6A, Attachment B. The Ministry of Education of the Government of St. Kitts-Nevis provided the overall framework for design of the collaborative effort outlined in this proposal. The Permanent Secretary of the Ministry of Education, Dr. Sidney Osborn and Preschool Education Coordinator, Mrs. Leonie James, were the central figures in this process. The specific High/Scope support strategies proposed on the following pages emerged from discussions with them during two recent visits High/Scope staff made to the islands.

The High/Scope proposal development team and their corresponding responsibility for proposal documentation include: David Fisk (overall production, project description, background and implementation plan), Robert Halpern (project analysis), José Rosario (policy research and project evaluation), Elisabeth Schaefer (curriculum and training), and private architectural consultant Al Paas (facility development.)

The regional USAID office in Barbados has also had substantive input into the project design. Special acknowledgement must be made of the contributions by the regional PVO Coordinator, Ms. Toni Christiansen-Wagner.

I. PROJECT PURPOSES

The purpose of this project is to assist the West Indian twin-island nation of St. Kitts-Nevis to harmonize the often-times harsh demands of national modernization with the task of rearing healthy future generations. The major beneficiaries are the working women of St. Kitts-Nevis with young children, the young children themselves, child caregivers (both current and future) and the islands' government. Indirect beneficiaries are other family members, communities throughout St. Kitts-Nevis in which the proposed project will provide a variety of services, and industries employing young women.

On the following pages we outline a three-year plan of collaborative action between the St. Kitts-Nevis Ministry of Education and the High/Scope Educational Research Foundation of Ypsilanti, Michigan, which will lead to an enhanced capability in both the public and private sectors of St. Kitts-Nevis to deal with the challenge of child care during the coming years.

Specifically, under this project High/Scope is proposing to support the efforts of the government of St. Kitts-Nevis to:

1. Develop a network of regional Child, Family and Community Development Centers throughout the islands.
2. Implement a policy-oriented needs assessment to generate the data needed to guide future expansion of the system for the care and nurturing of the islands' young children.
3. Develop the nation's capability to implement the strategy for future program expansion.
4. Evaluate and document the above development process in such a way as to support its continuation and future growth.

General Project Description

There follows a summary introductory description of each of these purposes and their respective roles in the project. Each are again explained, in further detail, in the implementation section of this proposal. (Attachment A to this proposal consists of a completed AID Logical Framework for the project.)

A. Development of Core Network of Child, Family and Community Development Centers

Under this project High/Scope will provide support for the construction/rehabilitation/expansion of the current network of MOE supported day care centers on the island. This would result in expanding the current direct service capability of this center network from its current level of 89 children to 400 children. It would also involve expanding the concept of the facility--from a day care center to a Child, Family and Community Development Center. Individual centers in the network would serve as the linkage points between the Ministry and the community. Over the life of this project they would be developed to provide direct service to children, as well as to the informal network of other caregivers within their regional jurisdiction.

The proposed location of the regional centers, their direct service capacity, staffing patterns and proposed support for physical facility development under this project are summarized on Chart 1. The communities which have been proposed are strategically located around the islands and are also in areas of highest demand according to a study recently completed by the MOE (James, 1980).

As reflected in detail in the implementation section of this proposal, there would be a gradual growth of the centers to their full capacity over the three-year life of this project. The MOE has agreed to hire the additional personnel required to staff the expanded center network.

Under this project High/Scope will provide the MOE the following financial assistance and services to facilitate development of this expanded network of centers:

- Architectural services for design of the facilities.
- Reimbursement for material and labor costs involved in construction of the facilities (for a total not to exceed U.S. \$163,000).
- Commodity support for equipping the centers (not to exceed cost of U.S. \$18,000).
- Technical assistance/training in design of the network's management and quality control systems.
- Training for center staff in early childhood development, day care program administration and related disciplines.

Further specification of the activities and roles proposed for the national center network can be found in the implementation section of this proposal.

Chart 1

ST. KITTS-NEVIS
CHILD, FAMILY AND COMMUNITY DEVELOPMENT
REGIONAL CENTER NETWORK

	Children		Staff	High/Scope Facility Development Support
	0-3	3-5		
Basseterre	20	60	8	Renovation & Expansion
Charlestown	0	40	4	New Facility
Sandy Point I	20	0	2	
Sandy Point II	0	80	7	New Facility
Cayon	20	60	7	Expansion
Dieppe Bay	20	40	7	
Newtown	12	0	2	
McKnight	18	0	2	

B. Needs Assessment

It would be impossible to assist the government of St. Kitts-Nevis to design a strategy for child care on the islands in which one could have confidence without having a clear picture of the nature and extent of the needs for services and resources available to meet these needs. It would also be wasteful to design training systems without a prior assessment of current patterns of services in day care settings. The second purpose of this project, therefore, is to provide technical assistance, training, and other facilitative support services which will enable the government of St. Kitts-Nevis to gain a working knowledge of:

- The extent and nature of the current and projected future needs for preschool child care and nurturance services on the islands based on demographic, industrialization and other relevant social trends.
- The type and quality of current forms of day care, and patterns of service provision in current core settings. We will look both at forms of care which are naturally occurring (e.g., care by extended family, siblings, neighborhood women, etc.), as well as the existing more formal private and public sector day care settings (e.g., MOE and other center-based programs on the islands).
- The range of options for meeting current and projected demands which build on these current forms of care. We will review both direct service options as well as options for service through family/community mediating structures. We will also review the economic, institutional and social trade-offs involved in selecting among the various options for future program expansion.

In the implementation section of this proposal we outline a series of six small studies, which will take place over the first 18 months of the project. The purpose of these studies will be to provide the minimal data base needed to inform development of a policy strategy for future public sector involvement in preschool child care and nurturance on the islands. We note that these studies, once completed during the initial period of the project, will not require continued follow-up research of the intensity of the initial inquiry. Once a clear picture is constructed of the extent and nature of day care needs on the islands, and options for meeting these needs, we can proceed to build the program. In the process of implementing the studies we will simultaneously help establish systems for updating the data base which are built into the on-going program management mechanism.

We also note that there has been no prior systematic effort in St. Kitts-Nevis to implement a comprehensive study relating to the nation's child care needs and service options. This is not surprising. There are few countries in the world in which such an effort has been made. The model of inquiry and analysis will undoubtedly be useful in other areas of the developing world, as well as providing a vital data-base to inform program development on St. Kitts-Nevis.

C. Institutional Development at the National Level

The third purpose of this project is to support the efforts of the government of St. Kitts-Nevis to guide and support implementation of quality day care programs for young children and their families.

There are three development tasks envisioned toward achievement of this purpose:

1. Establishment of a national Child, Family and Community Development Unit within the Ministry of Education. The Unit would be responsible for over-all coordination/training and quality control of the islands' early childhood development effort.
2. Solidification of the role of a multi-sectorial national council for Early Childhood Policy and Programs.
3. Establishment of a grassroots network of regional Child Care Coordinating Councils (4-C's). These would be largely parent-based groups associated with each regional center.

National Child, Family and Community Development Unit. The proposed MOE Child, Family and Community Development Unit would be the administrative center of the nation's child care system. Physically, it would be housed in the Basseterre Child, Family and Community Development Center. The Unit would have a national program director (Ms. Leonie James) and a secretary. Over the life of this project it would also be the location for the office of the in-county High/Scope representative. It would house the program's data base (both research and administrative) as well as a resource center of training materials for both child care workers and the community at large. The Unit would use the Basseterre Center as its central development laboratory for inservice training during the life of this project. In the future it may also be the center for pre-service training of child care workers in conjunction with the Teacher's College. Establishment of this Unit would represent institutional acknowledgement by the MOE of a role which has been handled informally to this point by Ms. James.

Under this project High/Scope would provide reimbursement to the government of St. Kitts-Nevis to construct office space for the Unit within the overall renovation of the Basseterre

Center (see below). We would provide office equipment and supplies and training and reference materials for the resource center. Finally, we would provide 50% of the salary of a secretary for the Unit during the three-year life of this project, and a monthly local travel subsidy to the center's director, who would also serve as local coordinator for the joint project activities.

National Advisory Council. In recent history there have been several attempts on the islands to establish a multi-sectorial advisory council to deal with the care and nurturance of young children. In conjunction with the overall implementation of this project such a council would find its institutional "home" and source of continued support in the MOE unit described above. The central role of this council, in conjunction with this project, would be to oversee the design, implementation and data analysis tasks associated with the research agenda outlined above, and formulate policy recommendations and program strategies for consideration by the government of St. Kitts-Nevis. It is anticipated that the council would develop roles as advisor, advocate and active supporter of quality service to the nation's children.

Regional Councils. Over the first year of project development the MOE will also work with designated local communities to establish regional Child Care Coordinating Councils. There will be one of these community-based councils associated with each of the seven Child, Family and Community Development centers located outside Basseterre. The regional councils' roles will include supporting, informing and monitoring implementation of the activities of the regional centers in a variety of ways. These councils would represent further development of the nascent parent participation/education activities of the existing MOE day care centers on the islands.

It is proposed that the combination of a national coordinating unit and the national and regional advisory councils outlined above will provide an adequate coordination framework for successful achievement of the goals of this project, as well as future development of the child care/nurturance system upon termination of High/Scope support for program development.

D. Program Documentation

The final purpose of this project is to develop and document a "model" of development that would be useful for supporting future growth of the child care program on St. Kitts-Nevis, as well as providing a reference for approaching child care needs in similar settings elsewhere.

Successful implementation of the activities outlined above would represent, in concert, one of the most systematic attempts to date to research and develop a comprehensive child care strategy in the third world.

Broad dissemination in St. Kitts-Nevis of information on the nation's child care needs and available service strategies will be a basic requirement for continued growth of the program. People in policy making positions change with relative frequency, as do program staff. During the years following this project new people in these positions also need ready access to what is learned under this project.

This strategy is something that is urgently needed elsewhere also. Even the developed countries continually find themselves groping with the difficult trade-offs between traditional family values and the forces of modernization. Only a few nations, the majority in the socialist bloc, have articulated a clear social policy in this regard, and generally focus on the necessary role of women in the labor forces, ignoring to a certain extent the child development implications of their strategies. The St. Kitts-Nevis project, partially because of the size of the nation in which it evolves, could provide important insights into how a developing country outside the socialist bloc might take a comprehensive approach to the child-family/modernization dilemma.

Most exciting, this model will emerge if the project is properly designed and implemented. There will be no need to divert investments to the explicit task of developing such a model. The information on day care needs/options and the strategies for collecting that information, the analysis and resulting policy strategies, the service patterns, and the training and management procedures, and overall evaluation of the project will in concert produce a model which could serve as a valuable reference for addressing similar problems in many other countries as well as guide program development in the islands.

High/Scope proposes to provide assistance to the government of St. Kitts-Nevis to capture this experience in a set of simple filmstrips/cassette programs. They will be designed to be useful in a wide variety of ways locally: On local television, in training workshops for project staff, and in community-awareness sessions sponsored by the national or regional councils. They can also be used for sharing the results of this experience in other settings.

The training module would be co-authored by program staff in St. Kitts-Nevis and High/Scope consultants. Editorial and production service would be provided by High/Scope.

II. PROJECT BACKGROUND

History of Proposal Development. The outline of the project described in this proposal emerged during discussions between representatives of the Ministry of Education of St. Kitts-Nevis and the High/Scope Foundation. Initial contact between the MOE and High/Scope was made in May of this year when two Foundation representatives visited St. Kitts-Nevis in response to an invitation from the Prime Minister, Dr. Kennedy Simmonds. A second visit was made in July during which time the outline of the joint development effort was completed.

The basic development objectives of the proposed effort emerged from the overall social development strategy of the host nation, with particular reference to the interest of the Ministry of Education to strengthen their support for the critical preschool years within the nation's overall education sector strategy. Support for preschool programs currently amounts to less than 1% of the nation's educational budget--under the budget proposed in this project this would grow to approximately 3%. It is felt that this minimal additional expenditure in assuring quality service to the neediest preschool populations could quite realistically be recuperated through increased efficiency of the follow-on educational process, without even considering the broader social pay-off (ref., for example, High/Scope Perry Study).

The overall strategy is also seen to be consistent with Caribbean regional development objectives of AID, particularly in reference to goals relating to facilitating increased participation of women in the development process, concern for basic human needs, as well as the goal of enhanced private sector participation in the national development process.

A. Relevant High/Scope Experience

Attachment B to this proposal contains a summary of past and present High/Scope projects. Prior experience particularly related to the goals of this project include:

- Community-Based Day Care Systems. Through the Home Start and Head Start preschool program, as well as its Family Program Department, High/Scope has had wide experience in meeting the challenge of providing quality day care services. Most relevant to this

project, in 1978-79 High/Scope was contracted by the Government of Venezuela to provide technical assistance and training services to carry out a comprehensive evaluation of the First Lady's National Day Care Homes Program. The nine-volume study which emerged from this experience is one of the most comprehensive documents available on the situation of the children of working mothers in the Third World. The "at distance" technical assistance/training process used in development of this project also provides an example of the low cost, highly effective manner for transfer of technology similar to that proposed for this project.

- Staff Training and Training Materials Development. High/Scope has developed extensive libraries of materials for inservice training of child care workers, including a comprehensive battery of training materials and strategies on the Foundation parent-infant and preschool education models. Foundation consultants have worked throughout the world in staff training under more than 30 projects in innovative early childhood education.
- National Policy Development. With the support of the Carnegie Foundation, High/Scope has been actively involved in the national child care policy formulation process in the United States for the past several years through the High/Scope Educational Research Foundation Center for the Study of Public Policies for Young Children. We have developed a widely acknowledged capability to design, implement and negotiate use of policy-relevant research to enhance the situation of the child and family. We have also learned to become sensitive to the many constraints faced by the social policy making structure, and have developed a special interest and expertise to provide inputs cognizant not only of the demands of quality service to children, but also the real constraints of available resources.

B. Host Country Activity

The project outlined in this proposal would not be possible without the extensive development work which has already occurred in St. Kitts-Nevis in the field of early childhood development. There is a core institutional and physical infrastructure in place fully capable of growing to meet the demands of this project.

There is currently a network of five Ministry of Education day care centers, staffed by 13 workers, providing service to 89 children. There is a national coordinator on the islands who has received advanced training in Israel on child care. There is a battery of basic program documentation which she has prepared--including operational materials as well as guidelines for curriculum and training system development. There is a proven capability to successfully negotiate and make good use of foreign resources for child care--both training and material support. Finally, there is a strong commitment throughout the administrative and political structure on the islands to do more for working mothers and their children.

A full description of the current situation in St. Kitts-Nevis along all of these variables can be found in a report prepared by the proposed counterpart coordinator, Ms. Leonie James. Ms. James' report, which can be found in Attachment C, should be considered an integral part of this proposal.

III. PROJECT ANALYSIS

St. Kitts-Nevis is entering a crucial phase in its social and economic development as a nation. It is attempting to diversify and make more secure its productive sector. It is attempting to build an educational and social service system that will fit human resource development needs, and enhance the quality of family and community life. There is growing sensitivity in St. Kitts-Nevis to the important roles women play in the islands' social and economic development. There is growing sensitivity, also, to the importance of the early years in children's lives in setting a foundation for later development.

Yet, the government of St. Kitts-Nevis is hard-pressed to provide human services even in areas where there have long been recognized needs. How, then, can the government and people of St. Kitts-Nevis mobilize to more effectively meet a range of women's and young children's needs in the coming decade? What role can and should early childhood programs play in the national development process? What kind of early childhood system would best fit both individual and social needs? These questions will be examined through the proposed project, and the answers formulated will begin to be tested against the reality of the islands' existence.

A. Economic and Social Effects of the Project

The major intended beneficiaries of the proposed project are working women with young children, the young children themselves, and the government of St. Kitts-Nevis. Indirect beneficiaries are other family members, the larger communities in which early childhood programs will provide a number of services, and industries that employ young women.

Benefits to women. In the 1970 census, 50% of households surveyed in St. Kitts-Nevis were headed by women. This was the highest percentage of any Commonwealth Caribbean country. The large majority of these women are responsible for the economic and general well-being of their families. Women, often with young children, are playing a central role in the islands' social and economic development. Patterns of employment vary--from agricultural work, which may be seasonal, to factory work, to "occupational multiplicity," working at several kinds of productive activity at once, to put together a minimal family income. But it is likely that women's role in economic and social development will grow in the coming years.

Related to the trends of females as heads of households and high rates of female employment is a changing family structure that is decreasing the availability of informal, extended family child care options. Women are having children younger; in fact, adolescent parenthood is a growing problem. The mothers of many young mothers are usually still working themselves outside the home, and managing their own families; they are thus less available for care of grandchildren.

An early childhood care system for women who must work or choose to work will: free women to take on productive employment, generating income to meet family needs; free women also to participate in training and educational activities that would further their own personal development; create employment for women as caregivers in child development centers as well as for those who must or wish to stay at home to work (i.e., through home day care provision); and finally, generally serve as a vehicle for focusing more attention on women's needs for support.

Benefits for children. There is a core of statistical data on the care and physical developmental needs of children in St. Kitts-Nevis. According to preliminary calculations, there are 10,000 or so children on St. Kitts-Nevis under six years of age. Conservative estimates, based on percentages of young mothers employed outside the home, on the number of children in need of nutritional and health surveillance,¹ and educational intervention, indicate that at least 3,500 to 5,000 of these young children need early childhood program support. Currently, about 1.25% of young children are enrolled in government early childhood programs; about 1.6% in private preschools; and about 8% (600 to 700 children) are participating in private day care arrangements. Thus, only one of every five young children in St. Kitts-Nevis in need of program services is receiving any care at all.

The quality of care being received by these children is less than optimal. While anecdotal reports suggest that home day care providers and center staff are warm, responsible care takers, committed to their charges' well-being, the physical environment of most settings appears to be both crowded and in some cases potentially harmful to children's health. Children frequently receive little more than custodial care,

¹Recent statistics indicate that mild malnutrition is present in 45% of children one to four years of age in St. Kitts-Nevis; moderate malnutrition in about 10% (The Surveillance Unit of St. Kitts, 1980).

as their caretakers lack the resources, training or support to provide anything more. Conditions in the center as well as the home day care settings are extremely uneven in quality.

Through the activities of the proposed project, an estimated 400 children would be able to be directly served by new child care facilities. Training and curriculum development for staff would contribute to the development of cognitively and socially stimulating daily experiences. Further, the centers could serve as a base for health and nutritional surveillance for all young children in the community in which they are located. Center staff would also eventually receive training themselves to train and support home day care providers in their work, thus enhancing the latter's ability to provide a stimulating care situation for young children in their charge. Through the project needs assessment those children and neighborhoods most in need of early childhood services would be identified, thus assuring that resources committed to this service area go to those most in need.

Benefits for the Government of St. Kitts-Nevis. A noted feature of the existing early childhood service system in St. Kitts-Nevis is lack of a coherent national policy in this area. The pragmatic consequence of this lack is budgetary: there can be no rationale for investment of scarce resources in a social program area when the goals and intended effects of that investment are not clear. Equally important, without coherent goals and priorities it is difficult to decide how to best use the resources that are available in the early childhood program area. Closely related to the fact of lack of national early childhood policy is the nascent capability for formulating that policy.

Through the activities of the proposed project, the capability of the government and people of St. Kitts-Nevis to formulate a national policy in the early childhood area will be enhanced. A team of people from St. Kitts-Nevis will join with High/Scope in designing a policy research program that will:

- Analyze and prioritize early childhood program development needs.
- Establish a role for early childhood programs in broader national development priorities.
- Draw up recommendations for a coherent policy statement, and a design for implementing that policy.

While immediately freeing women to take on productive employment and training by providing child care for their young children, the project will thus also serve as a vehicle for

building local capability to examine basic policy questions in early childhood program areas. It will be crucial to use project resources as a catalyst toward development of a locally appropriate and sustainable system of early childhood programs.

The project's division into a policy research program (including data gathering) and a center development program (including training, curriculum development, materials development) will allow both lines of activity to proceed at the same time, in part feeding into each other's development (if certain policy decisions are converted into center characteristics), in part independently. This will allow for a fuller use of the three-year project timeline: the physical development of the centers will not have to wait for comprehensive policy formulation; at the same time, the focus on building centers will not preclude needs assessment and policy debate.

Indirect benefits. The design of the project will encourage the use of project resources--data gathering and needs assessment, policy formulation, training, curriculum development, center development--as a vehicle for examination of a number of questions basic to the quality of family life in St. Kitts-Nevis. For example, one logical question to address as part of the policy formulation activity will be: What are the possibilities for large firms to be responsive to the effects of their practices on the quality of family life?

The problem of building a locally sustainable child care system is a concrete example of the larger question of building local self-reliance on the islands in general. The ability to plan locally, for example, will be a crucial ability for the government and people of St. Kitts-Nevis to develop in coming years.

Private industries will themselves benefit from the proposed project. Gary and Rosemary Brana-Shute found in a study of employment problems in the Eastern Caribbean that "the lack of child care facilities for those women who have small children remains a large barrier to regular and punctual attendance at a job, and the major reason for high absenteeism at work." The companies may have to also face the possibility that attention to women's needs for child care will lead to attention to women's other needs, for example, for personal and professional development through productive work. It could be that company policies that provide for women's advancement may help make their local investment more sustaining in long-run returns.

B. Rationale for the Approach Being Taken to Implementation

The heart of the approach being taken in the proposed project is to build the capability of a large enough core of people within the St. Kitts-Nevis setting to assure that the lines of activity begun during the project will continue. There will be a critical mass of trained people, linked together through a number of organizational structures, capable of competing for and using effectively scarce local and international resources. Capability building will occur through working with High/Scope staff on real problems with concrete objectives. The responsibility for implementing most of the main activities of the project will be local. High/Scope staff will play a supportive role, working with local people on design issues, training, monitoring, joint instrument development, and so forth.

During the course of the project, already existing structures and actors in the early childhood program area in St. Kitts-Nevis will be called on to participate in various processes: the national early childhood policy council, and representatives from various Ministries, from the Parliament, from the home day care provider community, and from the business community will contribute to policy formulation, data gathering, debate and recommendations; teachers, staff from the technical college, and home day care providers will be involved in designing training systems and curricula. The project will thus serve to build decision-making capacity, and will serve as a vehicle for activation of certain local structures. For example, the national policy council will have concrete tasks to undertake and then to continue monitoring into the future.

Constraints do exist to this approach. There is currently a very small core of human resources with a capability in the early childhood area in St. Kitts-Nevis. It is thus not just a matter of identifying people and putting them to work. Rather, High/Scope and local core staff will have to carefully think through the kinds of people to be brought into the project in particular activities, asking such questions as: what they will be doing three, four, five years from now; where they will live; what their long term goals are. The focus on local capability building as an approach in a way addressed the problem. In fact, distance management encourages local participants to solve implementation problems themselves. It will be important for High/Scope and local core staff to identify the crucial times and areas for High/Scope staff intervention. There will be a developmental/cyclical process of setting particular lines of action up jointly, training local people to implement them, and then doing the synthesis of others' final activity jointly.

C. Likelihood of Institutionalization

The likelihood of institutionalization is based in part on the approach to implementation described above. The training, the human and institutional capacity building, the working through local structures, all should increase the likelihood of efforts begun during the project being continued. The policy research component of the project is designed to set in process political and social debate that will cause consideration of early childhood programs to become a routine part of the public investment decision-making process. Assuring local commitment--by asking that operational costs of the project be picked up locally, and by asking for local time commitments not paid by High/Scope--increases the likelihood of institutionalization, and also the incentive to see that local investment pays off.

The costs of running the centers to be built will be carried locally from the start. The investment that AID makes goes into training of people and development of a local capability in child care training, preparation of written analysis, building of physical structures, development of curricular materials: products not expensive to sustain. That investment will be used by High/Scope catalytically, to set in motion processes that will continue because people are committed to them. For example, the home day care providers involved in ad hoc committees formed to make recommendations on what a national policy should say concerning provider training and licensing will want to stay involved, whether High/Scope is still there or not.

The investment in High/Scope will also be used directly to prepare for institutionalization itself. From the very beginning of the project, planning will be done by colleagues in St. Kitts-Nevis to assure that decisions made, and decision-making processes used, become legitimized in law, regulation, organizational structure, and so forth. Of every decision made will be asked the question: Is it locally sustainable?

D. Why Child, Family and Community Development Centers?

The name being proposed for the centers reflects the offerer's and the St. Kitts-Nevis government's commitment to examining and developing child care program options in the context of the broader social/economic/cultural reality of the host communities and nation.

Child care is traditionally and naturally a family and community (communal) responsibility. Any formal attempt to provide child care represents a purposeful "community development" activity, likely to alter basic patterns of communal life. The inevitable role of the family and community should be acknowledged and dealt with in an explicit manner in the process of developing such programs. This is necessary to develop care strategies which reflect the desires and needs of the community, as well as strategies which rely upon mobilization and support, to the maximum extent possible, of existing naturally occurring forms of care.

Equally important, we note that early childhood services cannot be developed in isolation from other social service structures at the community level. For example, health, education, social welfare and vocational training policies and activities all affect young children and are influenced by young children's needs.

The proposed centers will not just be providing developmental child care, but will also be used for training home day care providers in the communities where they are located and for parenting education. They will serve as settings for local child care councils to meet and initiate activities and, eventually, as settings from which activities to meet health and nutritional needs of families will be initiated.

We acknowledge the danger of diluting the value of the service provided by extending beyond the "care" needs of the children in the centers themselves; at the same time, we see the danger of providing treatment in the centers which is inarticulate with the broader social setting of the client and economic reality of the community and nation.

All too often one finds in the developing world networks of 'showcase' day care centers (or other facilities for children) which are a world unto themselves. Serving only 5-10% of the population in need, they absorb all the available resources. There is little contact with the families or community. There is scant reflection of local culture and tradition. There is generally no attempt to form linkages with, mobilize and support community-based systems which care for the other 90-95% of the population.

The proposed name "Child, Family and Community Development Center" is a reflection of the basic dimensions of the inevitable role we see the proposed center network forcing for themselves on the islands.

In a setting as small and with such a thin layer of resources as the host nation, any intervention the size of the proposed one is likely to have significant impact. That is exciting to think about, but also dramatically increases High/Scope's responsibility to work within the framework of local values and traditions. The care and education of young children are intimately tied to the nature of family life in any community. Any intervention into family life must be handled sensitively. Yet a range of social and economic forces, many internationally generated, have already put enormous pressure on family life in St. Kitts-Nevis. The proposed project will provide a vehicle for the people of St. Kitts-Nevis to enhance their capacity to manage the stresses caused by these forces.

IV. Detailed Implementation Plan

Purpose I: Develop a core network of regional Child, Family and Community Development Centers (CFCD)

Under this project High/Scope will provide the government of St. Kitts-Nevis reimbursement for costs involved in expanding its current network of day care centers, and technical assistance and training to facilitate provision of quality service to needy children and their families through the center network.

There are three sub-tasks under this purpose of the project:

1. Expanding the Network of Physical Facilities.
2. Equipping and Staffing the Centers.
3. Training and Backstopping for Center Staff.

An implementation plan for each of these sub-tasks will be described in detail below. The cost estimates for construction have been based on data gathered by the proposed project architect after consulting with local government officials, builders, and materials suppliers. All the proposed construction sites were visited by the architect.

1. Expanding the Network of Physical Facilities: There are currently six day care centers in the program of the MOE. Total capacity is slightly less than 100 children. Under the proposed project this capacity will be expanded four-fold. This entails construction/rehabilitation of four facilities. Three are to be located on the island of St. Kitts, at Basseterre, Sandy Point, and Cayon. The fourth is to be located in Charlestown on the island of Nevis.

Summary of Proposed Sites and Facilities

Charlestown: This will be an entirely new facility built on a site located in a residential area in the outlying part of Charlestown. The site which has been selected is part of a larger vacant parcel, although the selected site is just under one-quarter acre in size.

The parcel is bounded by a road on the west and by a low-density residential area on the north, south, and east. There is a moderate rise in the site from the road to the high point along the eastern boundary.

There is an existing high school located a few hundred yards south of the site. In addition, there is a rather large open space which has been fenced and is in the process of being cleared and made ready for use as a playground. This area is located on the west side of the road between the proposed day care site and the existing high school. Some play equipment of the type often used for elementary school age children (swings, slide, spring horse, etc.) have been installed but do not seem to be in use at this time.

The proposal at Charlestown is to build a facility for a maximum of 40 children in the 3 to 5 year age group. When operating with the full 40 children, there would be 4 staff members.

The building structure would include an activity area, kitchen and food storage, toilets, and administrative space.

The structure is planned for a total size of 1200-1500 square feet with a construction budget of \$36,000 (U.S. dollars) of which \$28,000 is planned for building construction and \$7,000 for site work.

Sandy Point: This site is also currently vacant land, and part of a larger parcel under government ownership. The section of land adjoining the day care site is slated for the construction of a new primary school to replace the existing structure now located somewhat to the north.

The site is located on a bluff with a view of the sea to the west. Directly to the north of the site is a large well-developed sports field and to the north of that, an existing high school, which will remain, and the existing primary school. The planned primary school will be to the east of the site and to the south is located a church property. The site does not directly adjoin the road but is within several hundred feet of the road, located east of the site.

The Sandy Point facility will be planned for a total of 80 children, all in the 3 to 5 year age group, and a full staff of 7 persons.

The enclosed building area will include activity areas, kitchen, toilets for children and staff, administrative area plus storage. The enclosed area of the building will be 2500 square feet with an additional 600 square feet area to be roofed but unenclosed play space.

The total amount budgeted for Sandy Point is \$5,000 (U.S. dollars) with \$10,000 set aside for site work and the remainder for building construction.

Cayon: This site has an existing building which is now in the final stages of renovation. The renovation work was a community self-help project with funding aid from other sources. The building, when renovations are completed, will contain 2 activity rooms, kitchen, office, and toilets. The site is located on the main island road and has ample room for expansion. At this time there has not been any work done on site development other than building construction.

The intent at this site is to provide a total facility to meet the needs of 20 children in the 6 month to 3 year age group plus 60 children in the 3 to 5 year age group. The needs of the 6 month to 3 year age group will be accommodated in the building now being renovated. However, the activity space in that building for the 3 to 5 year age group is much too small for 60 children.

The proposal, therefore, is to construct additional activity space, along with toilets, for about 40 of the older children. This space could be built directly attached to the existing building or very near the existing building depending on further study of the site conditions. The kitchen and office space in the renovated building will serve all the children.

In addition to the building construction, extensive site development is planned in order to complete the complex.

The total budget for Cayon is \$29,000 (U.S. dollars) of which \$11,000 will go toward site development.

Basseterre: The site of this facility is currently a government-run day care center. The existing building complex includes a main structure of 1200 square feet containing 4 activity spaces. There is also a 750 square foot section of building which contains a kitchen, office, and toilet space. In addition, there are two small outbuildings on the site.

The site is located within the urban area of the city and bounded on two sides by public streets. There is a youth center across the street and a golf club adjoining the day care site. The site is enclosed by a fence and wall and some site development has taken place in terms of play equipment.

The center now has an enrollment of 41 children in the 3 to 5 year age group. The primary concerns at the center are the deteriorated physical condition of parts of the building and the lack of facilities for the 6 month to 3 year olds.

Initial discussions regarding this facility assumed the demolition of all the existing structures. However, after our visit to the site, we would recommend a program of partial demolition along with renovation of the remaining existing structure and some new construction.

The sections to be demolished include the outbuildings and that section of the main structure which includes the kitchen, office, and toilet areas. These are wood structures, badly deteriorated and beyond the point of repair.

The section to be renovated is a wood structure elevated approximately three feet above grade. The building is 64 feet long by 16 feet wide with a 5 foot covered, elevated walkway around three sides. The walkway is constructed of concrete but the floor structure of the enclosed building is wood construction. This wood floor is the primary element in need of repair or replacement due to termite infestation. Other elements to be renovated include electrical wiring and plumbing.

The new construction will include the facilities for the 6 month to 3 year age group as well as new kitchen facilities, staff space, and toilets.

The completed facility will be designed for 20 children of the 6 month to 3 year age group plus 60 children in the 3 year to 5 year age group.

Total project costs are budgeted at \$37,000 (U.S. dollars) of which \$6,000 will be allocated for site improvements, \$14,000 for renovation, and \$17,000 for new construction.

Design Criteria: The design of the facilities will be based upon the following series of assumptions:

1. Facilities will be designed to accommodate the Pre-School Service Model outlined in the MOE overview document in Attachment C to this proposal. One implication architecturally is that the space be organized for as flexible a use as possible. Another is that it be organized to accommodate a series of work areas. The specific areas will include the art area, block area, house area, quiet area, in addition to a central space for moving from one activity to the other as well as for group meetings and action games.

2. A strong relationship between indoor and outdoor space will be developed. In addition to the enclosed activity space, each center will have an area of unenclosed but roofed space which can be used for play.

Sites will be designed as an integrated complex with a great deal of attention paid to the use of exterior space.

Exterior play areas will feature larger scale structures designed for climbing, swinging, crawling, etc. to provide the full range of play opportunities. Site development will emphasize a variety of textures, forms, shapes, and colors.

Water and sand play areas will be included in each site.

3. Team teaching will be the standard. In the 3 year to 5 year age group this will mean that the spaces will be designed for a group of 40 children working with a team of 2 teachers.

4. Space Standards: Number of square feet required per child is set by regulation in many countries. However, no such regulations exist on St. Kitts-Nevis. One of the objectives of this proposal is the development of such policies.

In order to establish building construction cost data, we have used a base of 22 square feet of enclosed activity space per 3-5 year old child. This is in addition to unenclosed covered play space and the space required for auxilliary functions such as toilet, kitchen, administration and bulk storage.

The 22 square feet number was arrived at through a combination of observation of groups of children at play in existing spaces and existing regulations in other localities. The space requirement does vary with the culture, and standards which are developed for the U.S. or

other countries do not always apply directly to other cultures. In addition, climate and the amount of activity which can take place outdoors will be considered.

It is our intent that as part of the design process we will refine the space standards as well as the functional requirements between space for children, staff and other program functions so that these can serve as a guide for future construction in the region.

5. Construction Methods and Materials: The design of the facilities will take into account both the construction materials available on the islands and the generally accepted methods of construction.

This will serve both to allow us to build the structures at the lowest possible cost and to provide guide for future construction without involving sophisticated technology not available locally.

New construction will be concrete slab on grade, masonry block walls, wood roof structure, with metal roofing and hardboard ceilings. Finishes will include vinyl asbestos tile flooring for activity areas. Walls will be plaster over the block and painted.

Electricity and water will be brought to each site as part of the site preparation to be undertaken by the government of St. Kitts-Nevis.

All kitchens will have provision for electric ranges and refrigerators. All centers will have flush toilets going to septic tanks and leaching pits. This is typical on the island as there is no central sanitary sewer system.

Shower and bathing facilities will be available in all centers designed for the 6 month - 3 year age group. Where possible, showers will also be provided for the 3-5 year age group to assist in clean-up after "accidents."

Structural design of the structures will take into consideration the high wind loads typical for the area. The "Draft Code - Wind Loads for Structural Design" August, 1970 by the Barbados Association of Professional Engineers will be used as a guide.

All masonry walls will be tied with reinforced concrete beams at the tops of the walls to help resist earth tremors.

Time Table for Construction: There follows the time table and division of responsibility regarding the design and construction of the proposed day care centers.

The timing assumes that the project approval from USAID would be received no later than October 1, 1981. The government of St. Kitts-Nevis has agreed that prior to that time it will secure the four sites. Further, the government has agreed to provide High/Scope with a topographic and boundary survey of each site including the location of existing structures, major trees, and other natural features of the sites. These surveys are to be completed by August 31, 1981.

After the project approval is received from USAID, Al Paas and Associates will be sub-contracted by High/Scope to proceed to design the structures. The intent at this time is to produce the preliminary designs for the centers located at Charlestown, Sandy Point, and Cayon. The architect would then schedule a site visit to St. Kitts for late October, 1981. The purpose of this visit would be to review the preliminary plans with Mrs. James and review them with people selected by Mr. Osborn as to construction budget costs. The second function of this site visit would be to compile detailed information on the existing structure at the Basseterre facility which will be renovated and added on to.

After this, the construction plans for all four centers would be completed. Date of completion to be December 1, 1981. The completed plans would then be transmitted to St. Kitts as well as to USAID.

The government of St. Kitts-Nevis and USAID will review, and approve the plans. The government of St. Kitts-Nevis will then solicit tenders (bids) from local contractors for the construction work. This process should be completed about January 1, 1982, at which time the tenders shall be transmitted by St. Kitts to us for our review and approval.

Based upon the tenders received, we shall make any final revisions to the plans so as to keep the project within budget. This process will be completed by March 15, 1982.

The government of St. Kitts-Nevis will then enter into the required contracts for the construction work. It is understood that all materials used to the construction of these facilities will not be subject to import duties.

In addition to providing the sites for the centers, the government of St. Kitts-Nevis shall bring electrical power, water, and, where required, an access road to each site. The cost of these off-site improvements shall be borne by the government and not considered part of the construction budget.

Construction is to start April 1, 1982. The government of St. Kitts-Nevis shall provide qualified on-site inspection of the construction work to assure that the construction is in accordance with the approved plan. Written inspection reports shall be submitted to the High/Scope country representative on a regular schedule. Work on all four projects will go on simultaneously.

When the construction work is approximately 40% complete with walls and roof in place but prior to the start of finish work, we will schedule the second inspection site visit. This should be toward the end of May, 1982.

Construction shall be completed by August 15, 1982. All four centers are planned to start operation September 1, 1982.

2. Equipping and Staffing the Centers

Equipment and Supplies: In addition to providing support for the design and rehabilitation of the centers, High/Scope proposes to provide up to US\$4,500 to equip each of the new/expanded facilities. This would include:

- Appliances and furniture for the service functions (kitchen, office, dispensary, etc.).
- Furnishings and child educational material for the care settings.
- Supplies for the educational program.

The MOE, on consultation with High/Scope, will draw up a detailed listing of required materials for equipping the center. (See Attachment A for a starter list of the materials needed.) The decision of local manufacturer/purchase vs. purchase elsewhere will be made on an item by item basis in accordance with AID regulations. High/Scope will provide whatever assistance may be necessary to effect the acquisition/shipping of materials acquired in the U.S. It is anticipated that all the materials will be procured within the first twelve months of project implementation.

Staffing the Centers: Attachment D to this proposal contains a detailed breakdown of staffing requirements for the network of centers. Within 90 days of project approval the MOE will begin a systematic effort to recruit qualified supervisor-level staff for the expanded center network. Priority will be given to existing center staff who have demonstrated their capability and dedication to the charge of child care. Criteria will include an ability to implement day-to-day management tasks, oversee and backstop center staff training, and coordinate center outreach activities. The eight supervisors will be identified by August 1, 1982.

Chart 2 contains a summary of the total operational costs of the expanded system to the MOE. The MOE has agreed to cover the personnel and other costs reflected in this chart.

Chart 2

TOTAL BASIC OPERATING COSTS OF EXPANDED CENTER NETWORK
BY YEAR (US\$)

	1982		1983		1984	
	No.	Salary	No.	Salary	No.	Salary
CENTER STAFF	32	\$51,815	37	\$60,063	39	\$64,778
COORDINATOR	1	5,185	1	5,556	1	5,926
FOOD SUBS.	110 @ \$29	3,190	110 @ \$31	3,410	110 @ \$33	3,630
	200 @ \$19	3,800	260 @ \$18	4,680	280 @ \$24	6,720
TOTAL COST		\$63,990		\$73,709		\$81,054

3. Training and Backstopping for Center Staff: The third sub-task related to expansion of the service structure will be design and implementation of a comprehensive program for training and quality control of the service provided to children, their families, and the other community caretakers through the center structure.

The child care services that are presently offered in public and private centers for young children on St. Kitts-Nevis vary significantly in all aspects (See report by Mrs. James, Attachment C.) To achieve a high quality program at all eight regional centers requires that emphasis be placed on the communication between site staff to promote the sharing of ideas and participate in development of a program responsive to the special needs and resources of St. Kitts-Nevis.

The training program for center staff will focus on two general areas of competence:

- Child Care Program Management, Staff Training and Quality Control (for center supervisors)
- Strategies for Quality Service to Children and Families (for supervisors and staff)

The implementation strategy to develop each of these areas of competency is described below.

Program Management, Staff Training and Quality Control

Developing the Management System: Upon signature of the covering agreement, the local project coordinator and High/Scope country representative will begin design of a comprehensive Administrative/Quality Control system for the operation of the center network. Within 6 months a draft manual will be completed covering all operational policies and procedures for program implementation. The plan will include a communication system, a program evaluation plan and job description for each level of personnel within the national hierarchy. This management plan will take into account the data from the child care summary and the program developed. This will be reviewed with the MOE and national council before trial implementation in the existing network of centers. Revisions will be made in months 8 and 9, and the manual will be ready for use by project month 10.

The Supervisory Training Program: Approximately nine months after signature of the agreement, a High/Scope curriculum consultant/teacher trainer will make a field visit to St. Kitts-Nevis to collaborate with the local coordinator and High/Scope country representatives to do a baseline survey of implementation

of the service components of the currently operating centers. This will include a review of daily schedules, program components, use of facilities, and participation/observation of classroom practices in existing classrooms. This will provide both the baseline data for subsequent project evaluation as well as for the detailed design of the content for the first year's training strategies.

In July 1982 the supervisor of each of the eight regional centers, the local coordinator, and two additional support staff will participate in an intensive 3-week training program covering the center characteristics of quality service programs for young children and their families.¹ The training will include:

- An in-depth review of program standards and records, and management procedures.
- A series of intensive training sessions in effective "classroom" strategies for preschool aged children.
- An overview of developmentally appropriate strategies for infant stimulation.
- Outreach strategies for working with parents and other community members.

This training exercise will also include a review of the High/Scope Parent-to-Parent Models (for community-based parent-infant programs) and the Cognitively Oriented Curriculum (for center-based preschool programs.) During this three week period the Early Childhood Education staff for St. Kitts-Nevis will evaluate curriculum materials,

¹As a result of initial project discussions with the MOE it was seen as very desirable to hold this introductory pre-service training program at the High/Scope headquarters in Ypsilanti. Constraints which emerged in the final budgetary process have forced us, however, to drop this notion. We do so most reluctantly. Our experience in training third world counterpart groups over the past decade contains a host of examples of potentially powerful hands-on "set-breaking" effects of short term, intensive training drawing upon the full resources of the Foundation. It is not critical to the success of this project (hence our decision to cut here if cuts must be made) but it would most certainly facilitate matters in the long run. If this project is approved, we will continue to seek supplemental funds to permit this to happen -- possibly in coordination with UNICEF or another potentially interested group.

choose those they feel would be appropriate for their centers in St. Kitts-Nevis, try using some of the curriculum methods, and plan implementation strategies -- for when centers open in September 1982. The use of an established curriculum as a base for further development will allow St. Kitts-Nevis staff to be free of developing extensive training materials, and to focus their energies on curriculum adaptations, and the larger tasks of how to train home day care providers in Year III.

The central purpose of this initial training strategy will be to provide each participant a clear "image" of the general characteristics of a quality community-based child care program -- the target toward which we will be aiming during the remaining two years of this project.¹

Program Implementation: There will also be extensive in-service training to all center staff. This will be done through a series of workshops following up on the pre-service training.

A new curriculum topic will be the focus of each workshop. Topics will be planned by the High/Scope representative, the program coordinator, and the supervising teachers, and presented in a workshop held at one of the larger centers. Follow-up visits will be made to each center to evaluate if curriculum elements are being implemented. Each training session will allow for the center staff to contribute their ideas and take an active role in curriculum adaptation. Each visit will be followed up by a report that documents the training done, as well as recommendations made to each teaching team visited. Curriculum topics include: Child Development; Children as Active Learners; Room Arrangement; Scheduling the Day; Team Teaching; Classification and Seriation-Pre Number Skills; Developing Children's Language Skills; Helping Children Represent the Images in their Heads; Child Progress-Evaluation Systems.

Program Dissemination: After the intensive training program Year II, all center staff will be implementing similar

¹If we are able to achieve involvement of the Peace Corps in this project (see below) the volunteer counterparts would also participate in this introductory training session.

programs and working together to develop further their ideas. The management system should be collecting data regularly on program implementation and continuing to advise teachers on how to improve their classroom programs. The next step will be to review the survey data on child care needs and existing options and plan how to train others in quality programing. The planning phase will occur in June or July, 1983.

This is a model project. Project impact to this point has been concentrated on a small audience. The extension of the program, to either home day care centers or new government centers, is where the greatest potential for project impact exists. The direction of dissemination plans will necessitate the review of all program data. Once the target audience is selected, a dissemination plan will be developed by the High/Scope representative in consultation with the curriculum consultant, MOR program coordinator and supervising teachers.

At this point the training from High/Scope will shift from program implementation to training strategies. Training staff at each center will receive assistance in: Designing, Presenting and Evaluating Workshops; Observing Teachers and Giving Feedback; Time Management; Conducting Needs Assessments; Adult Development and Learning; Team Building; Communication Skills. Again, each training session will be followed up by observation and discussion with the trainer, this time to evaluate the trainers' effectiveness.

Each of the eight trainers (center supervisors) will receive one entire day of consultation after each workshop. This activity will be evaluated by documenting the number of people trained by local staff during this dissemination year.

At the end of this year a dissemination policy will be drafted and added to existing plans. Dissemination materials would be developed to share the major innovative characteristics of the program, and a filmstrip/cassette would be produced to document the curriculum/training aspect of the St. Kitts-Nevis Program for other interested program administrators and teachers (see the following section.)

Purpose II: Carry out a comprehensive needs assessment to inform development of a national day care strategy and develop the capability to implement the strategy.

Under this project High/Scope will provide the government of St. Kitts-Nevis technical assistance, training and other support facilitating development of an overall strategy for the care and nurturance of children of working mothers in the islands, as well as the human and organizational infrastructure to implement this policy.

This will include two major sub-tasks for the grantee:

- First, providing facilitative support to develop a strong grassroots organizational base and MOE institutional capability to guide policy formulation and implementation.
- Second, assisting the MOE with the design/implementation of a comprehensive research agenda for formulation of the child care policy.

We will discuss each of these sub-tasks in detail below.

First Policy Sub-Task: Organizational Development

To assure community input and support, and to facilitate coordination and continuity of the program developed under this proposal, the MOE plans to enhance their current organizational infrastructure for early childhood development.

The strategy for enhancing the current structure has two major components:

- First, establishing a National Council for Early Childhood Policy and Programs (NCECPP) and a network of eight community-based Child Care Coordinating Councils (4-C's) associated with the regional centers.
- Second, establishing a national supervisory/training unit for preschool child care within the Ministry of Education.

The National Council: The proposal for a national coordinating group to assist and guide in development of programs for the children of St. Kitts-Nevis grows out of prior experience on the islands. In 1979, the Labour Government established a National Child Care Committee. A summary of the work of this committee is included in Attachment ___ to this proposal. It will be noted that the group has not met since the current government took office (although a sub-group--a policy formulation committee--has met twice this year).

The Ministry of Education has agreed to reactivate and extend the work of this committee. A National Council for Early Childhood Policy and Programs¹ will be established with membership representing a spectrum of public and private sector entities. Members will include:

- Representatives of key government agencies related to child care and industrial development on the islands
- Representatives of private sector groups, including voluntary agencies and private enterprise
- Community members

¹The reader should note that the title of the council used in this paper is for illustrative purposes only. While the function and scope of work outlined in this proposal reflect the intentions of the MOE, the name has yet to be determined. The same holds true for what we will refer to later as the Regional 4-C's.

A central purpose of this council will be to advise¹ the government of St. Kitts-Nevis on the process for formulating the child care policy, the goals of the policy, the content of the policy, the means for financing policy implementation, and the means for monitoring compliance with the policy. The council will also have an annual meeting focussing on progress of implementation of the joint project between the MOE and High/Scope. A comprehensive mandate for implementation of its responsibility will be developed in the course of the initial deliberations of the body.

The council will be established within 90 days of signature of the St. Kitts-Nevis/High/Scope covering agreement. It will have its administrative locus in the Basseterre center.

The Regional 4-C's: Each of the regional CFCD centers will also have its constituent supervisory/coordinating council. The organizational structure and process for selecting members for these regional councils will be determined during the first year of project implementation, but they will include:

- Representatives of the client groups (i.e., working mothers and private day care providers)
- Representatives of other community groups
- Community leaders
- Representatives of related government service agencies active at the community level
- The regional center supervisor

The regional councils will be responsible for establishing local program priorities (to the extent possible within national program guidelines), reviewing program applications, engaging in community outreach activities, and generating support for the regional centers. Each of the regional 4-C's will also have a liaison with the national committee.

¹We note that the council will only be advisory in nature. It will use for its deliberations, among other things, the research data generated under the joint MOE-High/Scope agreement. The actual adoption and the promulgation and implementation of the policy by the government of St. Kitts-Nevis involves an internal political process falling, quite logically, outside the purview of the council's mandate.

The regional councils established over the first year of project implementation will have their administrative base in the corresponding CFCD center.

National CFCD Unit: The second major "institutional development" component of the proposed project is the establishment of a national unit within the MOE administrative structure responsible for management and supervision of the MOE preschool child care network, as well as staff training and quality control.

The establishment of the proposed unit would formalize and extend the role currently played by the current supervisor of MOE day care programs on the island, Ms. Leonie James. The unit would be "housed" in the expanded Basseterre center, of which Ms. James would also become the direct supervisor. This center would play the dual function of direct service to children, as well as development and demonstration facility for in-service training of regional center staff and, in the future, pre-service training (in conjunction with the Teacher's College.)

Under this project High/Scope would provide resources to construct "core" office facilities as part of the overall renovation process at the Basseterre center. This would consist of approximately 250 square feet of new construction for the office space. We would also provide commodity support in the form of basic office equipment and supplies (desk, chairs, file cabinets, typewriter, etc.) for a total cost not to exceed \$3,000. Finally, we would provide a library of basic training media and equipment, not to exceed a total of \$4,000. (Both figures include purchase price plus ocean freight.) During the three year life of the project we would also reimburse the government of St. Kitts-Nevis 50% of the salary of a secretary for the unit, not to exceed \$4,500 total. Finally, also over the life of the project, beginning with the third month, the national coordinator would receive a monthly stipend of \$100 to cover local travel and per diem expenses (total \$3,400.)

Second Policy Sub-Task: Developing the Policy Data Base

The above paragraphs describe the institutional base for the formulation and implementation of a national day care strategy. We now turn to our proposal for developing the data base for this strategy.

Under this project High/Scope proposes to provide technical consulting and training, background research services, and

reimbursement for selected local costs involved in generating and analyzing the information feeding into the national day care policy formulation process which would take place within this institutional forum.

The policy research program will entail the completion of seven sequential lines of action:

1. An analysis of national data on day care needs.
2. A national survey of existing day care options available to working mothers.
3. An in-depth study of a selected sample of existing day care options found to be available to day care mothers.
4. A study of the costs and benefits of pursuing different strategies in developing a national day care system.
5. A literature review of effective day care policy formulation and implementation.
6. A synthesis of study findings and the formulation of policy recommendations.
7. Development of a training module based on the experience of developing the national policy statement.

While several of the above sound like major research efforts requiring large investments (as they would be in other settings), on St. Kitts-Nevis they can generally be done in a matter of weeks. A relatively small amount of resources will be required to gather this data which is so essential to the future success of the project.

1. Survey Day Care Needs: This survey is crucial to generating a national policy based on an assessment of actual day care needs in St. Kitts-Nevis. Specifically, we will need to get a reasonably accurate picture of the interrelationships among such variables as the distribution of economic activity among women on the two islands, the number of children between 0-5, how children between 0-5 are being cared for, and so on. A population census was recently taken in St. Kitts-Nevis (May 12, 1980) which contains questions relating to these matters. The national assessment of day care needs can rely on the census data already collected and currently being processed. Working in conjunction with the Census Bureau of St. Kitts-Nevis, High/Scope will provide the services necessary to do the additional analysis needed for the specific purpose of developing an informed day care policy.

Three different activities are envisioned for completing this task:

- Design of an analysis strategy (e.g., identifying the variables that will be analyzed and the statistical methods that will be used to analyze them.)
- Performing the analysis.
- Reporting the findings.

We are projecting five weeks for completing these activities. The exact timing for carrying them out will depend on the availability of the census data, which is expected no later than the first year of the project. For our purposes, we are projecting analysis of census data to begin during the last week in November 1981 and extend through January 1982. Throughout this period, we will work closely with the Ministry of Education and the National Day Care Committee, as well as the Census Bureau so that their input can be integrated into the design and execution of the needed analysis.

2. Survey Existing Day Care Options: The activities central to this task are designing and implementing the survey. In designing the survey, High/Scope staff will be concerned with identifying the variables on which data should be collected, developing the procedures for collecting and analyzing the data to be collected, reviewing and field testing the design, especially the data collection procedures, with Ministry of Education personnel in St. Kitts-Nevis, and revising and finalizing the overall design at High/Scope. We project completion of this task no later than October 1982.

Implementation of the design will begin as early as November 1981. This would involve recruitment of local data collectors by Ministry personnel in St. Kitts-Nevis, on-site training of data collectors by Ministry personnel and High/Scope staff, and the collection of data which Ministry personnel will monitor and relay to High/Scope for processing. Once the data have been processed, the research consultant will travel to St. Kitts-Nevis to assist in analysis and report preparation. It is expected that the sample needed for the in-depth study of care options will be selected at that time, thus giving the early childhood coordinator an opportunity to provide input into the selection of the sample.

3. Conduct In-depth Study of Selected Day Care Options:

This is projected as a 7½ month effort, beginning June 1982 and extending through the middle of January 1983. Although the smaller sample will imply a decrease in the number of data collectors that will be recruited and trained, the study will be more intensive from the perspective of data collection. We envision a very detailed ethnographic look at a variety of day care options (e.g. home-based, center-based) to determine primarily the quality of care being provided. To carry out this detailed study, we will rely on the same procedures being followed in surveying the day care options. That is, once a sample of day care options has been selected in collaboration with the coordinator of early childhood education, High/Scope will develop the initial study design, and will review and pilot the design on-site with Ministry of Education personnel. While the design is finalized at High/Scope, Ministry of Education personnel will recruit local data collectors, which we expect to come from the pool of data collectors trained to conduct the general survey. The data collectors will then be trained on-site by Ministry personnel and High/Scope staff. As the data is collected, it will be monitored by Ministry personnel and relayed to High/Scope staff for processing. The coordinator for early childhood education will assist in data analysis and report preparation. The report will be available no later than February 1983.

4. Conduct Study of Costs and Benefits of Pursuing

Different Strategies in Developing a National Day Care

System: This will be a small-scale effort of a two week duration that will overlap with the in-depth study during October 1982. For this study we will seek the specialized skills of an industrial economist familiar with the Caribbean region. This person will visit St. Kitts-Nevis and interview key officials in government and private industries. The results of that visit will be analysed and made available to High/Scope staff and Ministry personnel for inclusion in an overall synthesis of baseline studies and policy recommendations.

5. Review Literature on Effective Day Care Policy

Formulation and Implementation: High/Scope staff will be primarily responsible for performing all the activities related to this task:

- The preparation of the necessary bibliographies
- Conducting the review
- Reporting the findings.

The entire effort is projected as a three-week process in January 1982.

6. Synthesize Findings From Baseline Studies: This task will also be the primary responsibility of High/Scope. It will entail designing and conducting the synthesis and reporting the findings and policy recommendations. The process is project as a three-week effort in February 1983.

7. Produce a Training Module Reflecting the Policy Research/Development Experience: Finally, the High/Scope policy research coordinator, with the St. Kitts-Nevis program coordinator and High/Scope country representative, will co-author a simple training package consisting of a filmstrip/cassette and workbook reflecting the results of the policy research and development process. Two weeks have been set aside enabling the policy research coordinator to prepare the first draft of this module. Final production will occur during Year III along with the rest of the training materials package.

It should be noted that the entire process of policy research will be developed in close coordination with an under the direction of the National Policy Council and the Ministry of Education. Almost all field data collection will be done by people recruited by the MOE on the islands, and all would be done under the management and supervision of the National Day Care Coordinator. All detailed research plans would be reviewed with representatives of the council. In addition to the written reports, the council will also receive verbal debriefings from the principal actors involved in the research. Finally, every effort would be made to tailor the research agenda to the emerging findings as well as the specific needs of the council as its work progresses.

Finally, we also note that once the initial research is completed, there will be no need for continuation of this activity (at least to answer the basic questions which will be the focus of the initial research effort). Once the data is processed, updating can be done through normal project management procedures. There will be no need for an extensive research capability on the island for this work.

Purpose III: Document the development process and the program to support continued growth of the system upon termination of this project.

The final purpose of this project is designed to assure that the lessons learned in the development of the above process are easily accessible to and in a form usable by those charged to carry on the future development of the program in St. Kitts-Nevis. Given the pioneering nature of this effort it is also important that the lessons learned be accessible to others, in other settings--lessons about the linkages between modernization and industrialization of society and the needs of the children; about service options for working mothers and their families and implications and trade-offs involved in choosing among these options; about specific measures to achieve a quality national service structure for children and families in situations of severe resource constraint.

We propose to make these lessons accessible and usable by developing a simple, straightforward training module based on the work under the St. Kitts-Nevis project in a multi-media filmstrip/cassette format. The complete training module would consist of four source filmstrips and accompanying workbooks. The tentative titles and content would be as follows:

- Third World Social Modernization and Industrialization: The Impact on our Children and Families. This would illustrate the child care related challenges documented in the background policy research.
- Meeting the Challenge of Our Children: The National Child Care Strategy of St. Kitts-Nevis. This would describe the major features of the child care policy designed by the government.
- Building Centers for Child, Family and Community Development. This would cover the design and use of space in the network of centers on St. Kitts-Nevis.

- Achieving Quality Service for Children.
This would document the key strategies and practices of the teacher/staff training and program management experience.

The draft scripts and workbook materials would be produced by the consultants involved in the various components of program implementation. This would be done as an integral part of their task working with counterparts in St. Kitts-Nevis.

During the final six month period of the project a High/Scope media consultant would dedicate a total of 2 p/m to the task of final production. Narration and background musical accompaniment would be recorded on-site in St. Kitts-Nevis. The final production would be of a sufficient quality for use on local television as well as in training programs for child care workers and other staff as the system expands (or as staff turnover occurs). It will also be useful for policy makers, both in St. Kitts-Nevis and elsewhere.

Given the high rate of turnover of personnel in all programs on the island, it is essential that over the life of this project everything possible is done to achieve a generalized awareness on the island of the critical nature of the issues addressed by this project. Well designed media, even in a humble filmstrip/cassette format, can be a powerful device to achieve this goal. The marginal investment required to produce these materials (around 2-3% of the total project budget) may well prove to be the most critical for the long-term growth of the system in St. Kitts-Nevis.

V. AGREEMENTS

There will be two types of agreements negotiated between High/Scope and the government of St. Kitts-Nevis. The first will be an overall agreement, covering the full 36 month term of the proposed project. The second will be a series of 3 annual program implementation memoranda. Each of these are described in further detail below.

Covering Agreement: Within 15 days of project approval, the High/Scope project director will travel to Basseterre to negotiate a covering agreement with the government of St. Kitts-Nevis. Provisions of the agreement will cover all programmatic and legal requirements of the AID grant to High/Scope. The agreement will spell out in detail:

1. Project purposes, end of project status, outputs and inputs.
2. Shared programmatic assumptions.
3. Mutual commitment to undertake a collaborative relationship and interchange of information (with prior consensus of all major actors from pilot field sites to headquarters staff.)
4. Staffing and delegation of responsibility.
5. Projected level of effort and timeline.
6. Proprietary provisions and authorship.
7. Fiscal responsibilities and arbitration procedures.

The agreement will be signed no later than 30 days after grant approval. A copy of this agreement will be remitted to USAID.

Implementation Memoranda: The covering agreement will also include provisions for negotiating a detailed implementation memoranda on an annual basis. These memoranda will provide operational specification of the covering agreement for the 12-month period. The first memorandum, covering the initial 12 months of project implementation, will be negotiated simultaneously with the covering agreement. The two subsequent memoranda will be negotiated on anniversary dates of the project, coinciding with the annual evaluations of project progress.

VI. STAFFING

The implementation plan outlined above reflects a strategy of providing a variety of technical support/training inputs covering a broad and changing spectrum of content areas as the project proceeds. In the first 18 months of implementation there is a heavy flow of support in policy research and construction of facilities. In the closing 18 months the emphasis shifts to program development, staff training and documentation and dissemination.

Core staff, who will remain involved over the life of the project, include the St. Kitts-Nevis MOE preschool coordinator, Ms. Leonie James the High/Scope project director, David Fisk a full time High/Scope representative who will be stationed on the island (to be identified) and the program evaluator, Dr. José Rosario. These members of the team will be responsible for overall coordination and continuity of effort.

There will also be a team of specialized technical consultants backstopping development of this initiative in their specialized areas of expertise. During years one and two a High/Scope research associate (Dr. Robert Halpern) will spearhead efforts by the project team to do the background data gathering and analysis tasks. Also in the first year, an architect (Mr. Al Paas) will provide support needed for the process of constructing the buildings. Beginning in the second year, a curriculum development/teacher training consultant (Ms. Elisabeth Schaefer) will provide field support in her area of expertise. In year three a training materials specialist (Mr. Gary Easter) will be involved in the final design and production of the extension materials. This team will be assisted by a Secretary/Administrative assistant (Ms. Ofelia Ruiz). These specialized team members will be assigned to the project for one to two years, with "time" assignments of 10% to 30%. They will be stationed at High/Scope headquarters in Ypsilanti, and will travel to St. Kitts-Nevis according to the schedule outlined in this proposal.

Close coordination among the individual High/Scope staff members assigned to this project will be key to the overall success of this strategy. In addition to the assignment coordination between the High/Scope representative on the islands and the project director, the strategies which will be built into the project to assure that this occurs at High/Scope headquarters include:

- Debriefing sessions based on a written report in which the entire High/Scope project team will participate after each visit of a High/Scope staff member to St. Kitts-Nevis.
- A project reading file which will be circulated to all team members on a periodic basis. (This will include copies of all correspondence, reports, working papers and articles relating to the general area of interests of this project.)
- Group sessions to review and critique specific working documents produced over the course of the project.
- Establishment of a systematic channel for communication between St. Kitts and High/Scope. All correspondence and other communication relating to the development of this project will be cleared by the High/Scope project director and channeled through the High/Scope country representative in St. Kitts-Nevis (and vice versa).
- A systematic filing/library system will be established for all written documents accessible to all High/Scope staff involved in the project at all times.

There follows a brief description of the proposed High/Scope staff team. We note that with the exception of the country representative all proposed members of the team are currently on the High/Scope staff (the only exception is the architect, who has had extensive experience working with the Foundation.) The proposed team, their assigned responsibilities and the corresponding percentage of time they will be assigned to this project, are as follows:

- David Fisk, Project Director (20% LOP)
- TBI--High/Scope Country Representative (100% LOP)
- Robert Halpern, Coordinator of the Policy Research Program (33% Year I and 20% Year II)
- Elisabeth Schaefer, Curriculum Consultant (10% Years II and III)
- José Rosario, Evaluation Specialist (10% LOP)
- Al Paas, Architect (sub-contracted)
- Gary Easter, Training Materials Consultant (10% Year III)
- Ofelia Ruiz, Secretary/Administrative Assistant (25% Years I and III)

Attachment E to this proposal contains a vita for each of the proposed staff. There follows a summary of their pertinent training and experience, as well as their roles in this effort.

Project Director David Fisk has been Assistant to the President of High/Scope for the past six years. Prior to this he served as AID Food and Nutrition and Community Development Officer with USAID Chile (1968-1975), and Peace Corps Volunteer, Volunteer Leader, and Director of In-Country Training (1965-1968). With High/Scope Fisk directed a variety of Foundation projects throughout Latin America, including a survey of preschool education programs in the Andean region, a collaborative program in early childhood development with the U.S. PVO community, and an evaluation of the National Day Care Homes Project of the Government of Venezuela.

In the proposed project Fisk will be responsible for overall administration and coordination of the grant, as well as backstopping the country representative in the task of developing the management system for the CFCD center network. This will include working with MOE and national and regional committee personnel to develop procedures for logistic, financial, and personnel management for the system, and helping design staff training/project monitoring procedures to assure compliance. It is estimated that Fisk will be on-site a total of 20-30 days per year over the life of the project (2 trips annually).

The High/Scope Country Representative, to be identified, will be assigned to the project full time over the full three year period. The representative will be stationed on St. Kitts-Nevis.

Immediately upon notification of approval of this project, High/Scope will begin recruitment of an individual to fill this position. Relevant qualifications will include a working knowledge of:

- Management of day care systems
- Components of quality service to young children
- "Open framework" curriculum development and training materials development
- Training and supervision of child care workers
- Basic survey and ethnographic research techniques
- Construction of day care facilities

The country representative will be responsible for field implementation and coordination of the entire development effort. In addition to overall project management, it is anticipated that during Year I the primary task will be overseeing construction of the facilities, assisting the MOE representative with local coordination of field research work and recruitment and initial training of the staff for the expanded center network. During the second year efforts will focus on in-service training of center staff, continued involvement with the research agenda, continued in-service training (with an increasing focus of training-of-trainees), and beginning development of the set of training materials. During the final year, this documentation task will be completed, the training tasks will be completely phased over to local counterparts, and the field work for final program evaluation carried out.

Research Associate Dr. Robert Halpern will be assigned to this project 33% of his time for Year I and 20% Year II, the period during which the policy research tasks will be implemented.

Robert Halpern has extensive experience in early childhood policy research, both in the United States and internationally. Prior to coming to High/Scope he was a staff member of the Ford Foundation study of early intervention programs in Latin America. At High/Scope, Dr. Halpern was principal investigator of a survey of early childhood programs in the Andean region, conducted for AID. In both efforts he was responsible for formulating policy recommendations. He has also worked in High/Scope's technical assistance effort in Venezuela, assisting the Fundación del Niño in evaluating its national day care homes program. Dr. Halpern recently published an article in the Harvard Educational Review on Early Childhood Programs in Latin America.

Dr. Halpern's role in this project will include background research and design of the policy studies, technical assistance and training in the field implementation phases of these studies, data analysis and co-authoring (in most cases with Mrs. James) of the policy research reports. Dr. Halpern, in cooperation with the country representative, will also develop the training module on day care policy formulation using the St. Kitts-Nevis work as a case study. It is estimated that he will spend 20-30 days on-site the first year and 10-20 year two.

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Temporary services (estimated 10-15 days each) of two consultants will be enlisted in the policy research task. A person with a strong background in macro-data analysis will be recruited to assist the research coordinator and country representative with the census data analysis task (Year I) and a person with a background in Third World industrial economics will be enlisted to support the economics study (Year II). Each of these consultants will make one trip to the islands.

Curriculum/Training Consultant Elisabeth Schaefer will be responsible for coordinating the curriculum development/teacher training activities for the staff of the CFCD center network. Elisabeth Schaefer has trained teachers in early childhood education in the United States, Canada and Latin America. Her work in the U.S. and Canada has included training paraprofessionals, parents, teachers, graduate students, program administrators, and college professors in the High/Scope Cognitively Oriented Curriculum. Prior to her work at High/Scope Elisabeth initiated preschool programs in six Day Care Centers in Quito, Ecuador, where she served as a Peace Corps Volunteer. The development of an educational program at each center involved fund raising, materials development, program administration, and the training of existing staff in preschool education.

As curriculum consultant Elisabeth will assist the country representative in the planning and implementation of the four-week pre-service training program scheduled for the summer of 1982, and be responsible for assisting in design of the training-of-trainees program the following 18-month period. She will draw on the High/Scope Foundation's extensive battery of teacher training resources in community based parent/infant and preschool programs in this task. It is estimated that she will spend 5 days on-site in Year I, and 20 days on-site during Years II and III in completion of her task.

The Evaluation Coordinator will be High/Scope Research Associate Dr. José Rosario. Dr. Rosario's prior work has given him knowledge and experience conducting research on organizational change and management experience as Acting Director and Associate Director for Qualitative Analysis of Project Developmental Continuity (a national evaluation funded by the Administration for Children, Youth and Families.)

While at High/Scope Dr. Rosario has also applied his expertise in a number of other projects: In a study of family day care programs for the Fundación del Niño in Caracas, Venezuela, he was primarily responsible for designing observation procedures intended to collect ethnographic data on interactional processes in day care home settings; and in High/Scope's Bilingual Preschool Curriculum Development Project funded by ACYF, he coordinated the formative evaluation, assisted in the design of effective teaching strategies for teachers and parents, and designed instruments to collect process data in the children's homes and in the classrooms.

Dr. Rosario will be assigned 10% time to this project over the three year period. In this role he will be responsible for monitoring/evaluating the entire implementation process. He will do this through monitoring operational reports, interviews with principal actors (e.g., debriefing High/Scope consulting staff upon return from the islands), and one on-site visit annually. His concern for program evaluation will cover the basic administrative indicators, but will also extend beyond this to the issues/advances/obstacles to institutional change and development over the life of the project. He will prepare an annual report for the MOE, the National Coordinating Committee, and USAID on development of the program. He will spend 5-10 days on-site per year to gather data and report to the coordinating council.

Training Media Producer Gary Easter will be assigned to project staff 20% time during Year III. Easter has had extensive professional background in training media production; he is primarily responsible for the development of the High/Scope production facilities which allow in-house control (and speed and economy) of all production activities up to the duplication phase.

Easter has been responsible for coordinating production of numerous High/Scope training packages, including Not By Bread Alone, Where Can Children Play? and Un Marco Abierto: A Preschool Program for Bilingual Education. Easter was also design coordinator of the Bernard van Leer International Series on Education published by the High/Scope Press.

During the final year of the project Easter will assist project staff with the final production of the training modules. He will draw upon the services of the in-house graphics and media production staff as needed. It is projected that he make 1 trip (10 days) to St. Kitts during Year III in this capacity.

Project Architect is proposed to be Al Paas, registered architect and proprietor of the firm Al Paas and Associates of Ann Arbor, Michigan. Ms. Paas will provide the design and inspection services for the proposed construction/rehabilitation component of the project. Al Paas served as a volunteer architect in Colombia, South America with the Peace Corps where he designed a variety of projects including all types of school facilities, public buildings, and cooperative housing. Paas has also been involved in design of a number of early childhood facilities in the U.S., including community day care centers, educational establishments and other community facilities. Paas has been chief architectural consultant to the High/Scope Foundation for several years.

Paas will provide the design service and detailed construction drawings. He will also make three inspection visits at critical points in the design/construction process.

Office Space and Local Transportation: The Ministry of Education will provide office/training classroom space for the High/Scope country representative and consultants. They will be stationed in the Bacterre Center. Consistent with High/Scope budgetary practice, the headquarter "office space" costs of these consultants are pro-rated according to the number of weeks they are assigned to the project.

In-Country Consultant Travel: A sum of \$8,500 has been requested to cover High/Scope consultant in-country travel in St. Kitts-Nevis. A total of \$5,000 has been requested for purchase/intended transport of an appropriate vehicle, and \$3,500 for operating expenses, maintenance, and repairs.

VII. FINANCIAL MANAGEMENT AND REPORTING

Financial Management: High/Scope will be responsible for managing all funds provided under the grant in a manner consistent with U.S. Government and AID fiscal control and reporting procedures outlined in the Standard Provisions for Specific Support Grants.

Progress Reporting: In addition to the financial and substantive research and evaluation and construction reporting outlined elsewhere, there will be a provision for quarterly progress reports.

Every ninety days the High/Scope Country Representative in St. Kitts-Nevis will prepare a brief progress report with the following outline:

1. Progress during the reporting period, including a review of problems outstanding at beginning of period.
2. Problems during the reporting period with proposed actions to be taken.
3. Points needing priority attention.
4. Financial records relating to local costs.

A copy of this report will be mailed to High/Scope and USAID no later than 15 days prior to the close of the respective quarter. A copy of this report will also be sent to all members of the national coordinating committee under cover of a letter from the Permanent Secretary of Education. Upon receipt High/Scope will prepare a supplemental report of progress relating to Foundation activities under the grant during the prior quarter, also covering the above items, and reflecting total account balance. Copies of this report

will also be dispatched to the USAID/Barbados project monitor and the country representative in St. Kitts-Nevis. They will be mailed no later than 15 days after the close of the respective quarter.

In addition to their project monitoring function, these quarterly reports will provide an important data source for the project evaluation strategy.

VIII. COORDINATION

UNICEF/UWI Development Programs: There are two on-going international development programs which are closely related to the proposed St. Kitts-Nevis-High/Scope initiative. UNICEF has an agreement with the island government, for a total amount of US\$39,000, to provide a variety of commodities for the network of day care centers and in-country and foreign training. The Early Childhood Development Center of the University of the West Indies, under a regional grant project also with UNICEF, has provided limited but important support for teacher training and research into the situation of the child on the island.

The service package outlined in this High/Scope proposal was developed taking into account the training services and other support provided under these agreements. Nonetheless it would be important, upon AID approval, to coordinate all activities with the Regional UNICEF and UWI staff. To this end it is proposed that immediately after the signature of the covering agreement the project coordinator on St. Kitts-Nevis and the High/Scope project director travel to Jamaica to consult with the regional UNICEF director and UWI staff, providing in-depth information on the project and seeing how it could be most supportive of their regional development concerns as well as future investment strategies in St. Kitts-Nevis. This visit would be made during the initial trip for negotiating the covering agreement. (We have been informed that neither organization has specific plans at this time for further activity in relation to day care provision on the islands.)

Peace Corps Participation: Exploratory work has been undertaken to see if it would be possible to enlist a small number of Peace Corps Volunteers (4-5) to assist with development of the program on the island. In the context of this project volunteers might be capable of extending local capabilities in such areas as:

- Organization and Support of Community Coordinating Committees
- Field Research in Child Care (esp. ethnographic skills)
- Curriculum Development and Teacher Training (including field training materials development)
- Child Care, Health Education and Nutrition

Initial conversation with the regional Peace Corps director in Barbados indicated that it would be possible to request such support to begin service Summer of 1981. If this were pursued, High/Scope could be actively involved in the recruitment of the volunteers (possibly using its 26,000 person mailing list in the field of early childhood development.) The volunteers could also receive pre-service technical training from the Foundation, joining the supervisors of the regional centers for the three week pre-service training session. The volunteers might be assigned to work in the larger centers on the island, and they would participate along with St. Kitts-Nevis personnel in the in-service training workshops scheduled for Years II and III of the project.

The Peace Corps contact will be further explored by St. Kitts-Nevis and High/Scope, through the MOE volunteer coordinator, upon approval of the AID grant.

Other Coordination: Over the life of the project High/Scope, in consultation with the MOE, will remain alert to the possibility of enlisting other sources of support for the emerging program in St. Kitts-Nevis. This might include actions as diverse as:

- Linking centers in the MOE network with child-welfare oriented community groups in the U.S. interested in providing on-going support to the program.
- Reviewing alternatives for follow-on longer-term institutional development support through organizations in the U.S. PVO community, or
- Enlisting corollary technical assistance inputs through such groups as Partners of the Americas or the Executive Service Corps.

It is recognized that especially in the initial stages of development it would be easy to overload an already heavily scheduled circuit. However, as the project develops, there should be a greatly enhanced capacity to effectively utilize such additional resources on behalf of the needy children on the island.

IX. PROJECT EVALUATION

The responsibility for the measurement and evaluation of project accomplishment will rest with High/Scope staff. As outlined in Section II of this proposal, two main evaluation activities are envisioned:

1. An examination of project accomplishment
2. A documentation of project development and implementation

To accomplish these activities over the life of the project we are projecting a total seven week effort in refining the overall formative evaluation design approximately one week during the first month of Year I of the project, implementing the design approximately three weeks over the life of the project, and reporting periodically to AID and the policy committee, approximately three weeks over the life of the project.

We are proposing for this project a measurement and evaluation strategy with a two-fold focus:

1. An examination of project accomplishment
2. A documentation of project development and implementation

If we are to understand fully the nature and extent of change entailed in the type of project being proposed in St. Kitts-Nevis, it is not sufficient that we evaluate what we accomplish in relation to what we proposed to accomplish. We also need to evaluate how we accomplished what we accomplished. Only by linking the what (accomplishments) with the how (process underlying accomplishments) will we be able to draw any lessons that can then be applied to similar projects in the future, not only in St. Kitts-Nevis but elsewhere in the Caribbean region.

Chart 3

EVALUATION OF PLANNED ACCOMPLISHMENTS

PRE-ACCOMPLISHMENT STATUS	ACCOMPLISHMENT/TARGET DATES	MEASURABLE INDICATORS	TYPE OF ANALYSIS	REPORTING TIME SCHEDULE
I. Absence of comprehensive national policy on care and nurturance of young children in St. Kitts-Nevis.	Accomplishment I: A national child care policy based on a thorough knowledge of day care needs, and reflecting an optimal strategy for addressing these needs through mobilization of local resources. Target Date: February 1983	Presence/absence of: - Background study on the nature and extent of child care needs (based on analysis of 1980 census data as well as other demographic industrialization trends.) - Background study on current forms of care provision, their potentials and limits (based on a survey of types of day care situations --family care, private care, care in government centers-- and an ethnographic study of the quality of care provided in each type.) - Policy statement on the care and nurturance of young children in St. Kitts-Nevis.	Pre-post comparisons between baseline data available and collected at project start-up and status of accomplishment on target date.	September 1982: Progress Report September 1983: Progress Report September 1984: Final Report
II. Presence of only six centers serving only 89 children and lacking strong management and networking systems. Additional baseline data on six centers needed.	Accomplishment II: A network of 8 regional CFCD centers providing high quality direct service to 400 children, and capable of developing training and other support to local private day care settings serving many more. Target Date: End of Project	Presence/absence of: - Two new CFCD centers: One in Charlestown (Nevis) and one in Sandy Point (St. Kitts.) - Two rehabilitated/expanded CFCD centers: One in Basseterre and another in Cayon. - A national coordinating office (in the Basseterre center.) - Basic equipment and supplies for all of the above.	Same as above.	September 1982: Progress Report September 1983: Progress Report September 1984: Final Report
III. Presence of a National Day Care Committee that has been inactive for some time.	Accomplishment III: A national structure to guide/support future development of the program, including: - A National Child Care Policy Committee, drawing membership from public and private sector as well as client groups. - Regional community-based child care committees. - A national supervisory/training unit. Target Date: End of Project	Presence/absence of a cadre of personnel thoroughly familiar with: - Formulation and implementation of child care policies (approximately 50 people in key positions of responsibility in the government and directors of each of the eight regional centers.) - Child care program management, training and quality control (a national coordinator and directors of each of the eight regional centers.) - Strategies for quality service to children and families (30-40 child care staff members of regional centers.)	Same as above.	September 1982: Progress Report September 1983: Progress Report September 1984: Final Report
IV. Absence of program and training materials. Nature of absence unclear.	Accomplishment IV: A documented model outlining a procedure for approaching the problems of day care provision in similar settings elsewhere. Target Date: End of Project	Presence/absence of: - A series of five filmstrip/cassettes on the program and an accompanying monograph useful for continued training in St. Kitts-Nevis and elsewhere.	Same as above.	September 1982: Progress Report September 1983: Progress Report September 1984: Final Report

Chart 3 summarizes our plans for the evaluation of project accomplishments. To determine whether we have achieved the planned accomplishments (of which there are five), we will examine the degree to which the accomplishments are present or absent. This will be done by conducting comparative analysis between the status of the accomplishments on the proposed target dates and corresponding available baseline data.

Take Accomplishment III as an example. An important part of meeting this accomplishment is training center staff on how to run a quality day care arrangement. In order to show whether our training has made a difference in improving the skills of these staff, we will have to gather baseline information on staff entry skills. This information will then be compared with skill levels of staff at the end of training. A similar procedure would have to be followed with each accomplishment: That is, gather the baseline information that will make it possible for pre-post comparisons. As indicated by the chart, there is some baseline data already available. However, much more would have to be collected either at the start or sometime over the life of the project as the situation warrants it.

Analysis of progress will be conducted periodically over the life of the project, and the results issued on two status reports, one appearing on September 1982 and the other one on September 1983. A final report will be issued at the end of the project (September 1984). In all these reports there will be an effort made to "weave a text" that will provide integration of both evaluation efforts. That is, progress on accomplishments will be linked to progress on project development and implementation.

The evaluation of project development and implementation, summarized in Chart 4, will occur throughout the life of the project. It would entail a continuous monitoring of project activities through a variety of means: a record keeping system, on-site observations, audio recordings of planning and training sessions, and informal and formal interviews with key personnel.

As we monitor the evolution of the project, we will be concerned with identifying the key factors that impede or facilitate project progress. And as knowledge of these factors is gained, it will be included in the progress and final reports noted earlier, again focusing on the integration of what we know about project accomplishments

Chart 4

EVALUATION OF PROJECT DEVELOPMENT/IMPLEMENTATION		
PROJECT TASK	EVALUATION PROCESS*	REPORTING TIME SCHEDULE
I. Develop a national child care policy based on a thorough knowledge of day care needs, and reflecting an optimal strategy for addressing these needs through mobilization of local resources.	Continuous Monitoring Through: Record keeping system; observations/ audio recording of planning and training sessions; informal/formal interviews with key personnel; content analysis of prepared documents/reports.	September 1982: Progress Report September 1983: Progress Report September 1984: Final Report
II. Develop a national structure to guide/support future development of the program, including: - A National Child Care Policy Committee, drawing membership from public and private sector as well as client groups. - Regional community-based child care committees. - A national supervisory/training unit.	Continuous Monitoring Through: Record keeping system/field site observations; informal/formal interviews; audio recordings of training/planning sessions.	September 1982: Progress Report September 1983: Progress Report September 1984: Final Report
III. Develop a network of 8 regional CFCD centers providing high quality direct service to 400 children, and capable of developing training and other support to local private day care settings serving many more.	Continuous Monitoring Through: Record keeping system; field site observations; informal/formal interviews with key personnel (e.g., ministry, construction and so on.)	September 1982: Progress Report September 1983: Progress Report September 1984: Final Report
IV. Develop a documented model outlining a procedure for approaching the problems of day care provision in similar settings elsewhere.	Continuous Monitoring Through: Record keeping system; observations/ tape recordings of planning sessions; content analysis of prepared materials.	September 1982: Progress Report September 1983: Progress Report September 1984: Final Report
* Factor analysis will be used in all cases.		

in light of what we learn about project development and implementation. The advantage of on-going monitoring of project evolution is that we can feedback information about impediments to progress to project staff and recommend ways of realigning project plans and directions. Thus, we will also include in the progress reports a description of the feedback mechanisms that will be activated so as to realign project activities as necessary based on what we learn about project development and implementation.

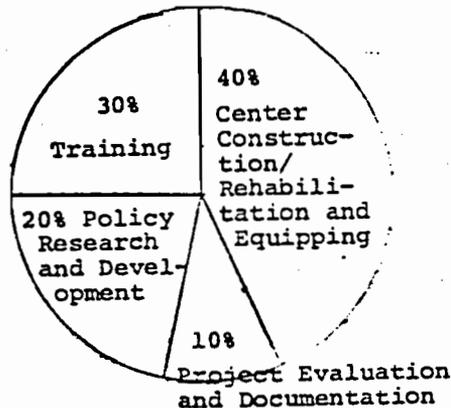
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X. BUDGET

High/Scope requests that USAID/Barbados support the project initiative outlined in this proposal through an Operational Program Grant (OPG) to the High/Scope Educational Research Foundation of Ypsilanti, Michigan. We request financial support from the Agency for International Development of \$498,941. The line item budget for each of the three years of program operation is attached.

Analysis of proposed use of financial resources and allocation of staff time along the lines of the three major project purposes reveals the following overall investment strategy.

Chart 5
St. Kitts-Nevis: Allocation of AID Project Resources by Function



We believe that this represents a balanced use of available resources among the various project elements.

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ST. KITTS-NEVIS: CHILD, FAMILY AND COMMUNITY DEVELOPMENT
BUDGET
AID-FUNDED COSTS¹

	<u>1982</u>	<u>1983</u>	<u>1984</u>
<u>PERSONNEL COSTS</u>			
1. U.S. Technicians			
a. High/Scope Staff			
Project Director: D. Fisk, 20% x 35,200	7,040	7,744	8,519
Country Representative (TBI), 100%	15,000	16,500	18,000
Research Consultant: R. Halpern, 33% x 23,400 Year I and 20% Year II	7,722	5,148	
Curriculum Consultant: E. Schaefer, 10% x 21,340 Years II and III		2,134	2,334
Training Materials Consultant: G. Easter, 10% x 29,000 Year III			2,900
Evaluation Consultant J. Rosario, 10% x 29,000	2,900	3,190	3,509
Secretary: O. Ruiz, 25% x 13,700	<u>3,425</u>	<u>3,767</u>	<u>4,143</u>
 SUB-TOTAL High/Scope Staff Salaries	 \$36,087	 \$38,483	 \$39,405
Benefits 20% x Salaries	7,217	7,696	7,881
SUB-TOTAL High/Scope Staff	\$43,304	\$46,179	\$47,286
b. Other U.S. Technicians			
Al Paas--Honorarium for Architectural Services	12,000		

The above budget breakdown is per instructions in AID Handbook 3, APP 6A. Project contributions from the MOE and participating communities are detailed in the proposal.

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	<u>1982</u>	<u>1983</u>	<u>1984</u>
Consultants	1,000	1,000	
2. Local Personnel			
Secretary for Coordinating Unit (50% of total salary LOP)	1,500	1,500	1,500
<u>TRAINING COSTS</u>			
Reimbursement for substitute center staff and travel/per diem expenses of local participants for in-country training.		2,500	1,500
<u>COMMODITY COSTS</u>			
1. Child care equipment and supplies for expanded network of centers (\$4,500 each center)	18,000		
2. Office equipment and supplies for CFCD Unit	3,000		
3. Training materials--CFCD Unit Resource Center	4,000		
4. Vehicle for local transportation of High/Scope representative	5,000		
<u>OTHER COSTS</u>			
1. Reimbursement for construction/ renovation of 4 centers	✓ 163,000		
2. Field Data Collection: Reimbursement for local honoraria and travel	2,000	3,000	
3. Material support for Field Collection and Analysis: Printing of instrumentation and computer time (estimate of total LOP costs)	2,000		

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	<u>1982</u>	<u>1983</u>	<u>1984</u>
4. Local travel--Project coordinator	1,000	1,200	1,200
5. Local travel--High/Scope staff (includes insurance and maintenance of vehicle)	1,500	1,000	1,000
6. International communication	1,000	1,000	1,000
7. Training materials production (Printing, graphic arts services, etc.)		2,000	4,000
8. International Travel ¹			
a. Relocation/travel and personal effects transportation (High/ Scope Country Representative and spouse)	3,000		3,000
b. Program monitoring, coordina- tion and CFCD network manage- ment, design and training by High/Scope project director and/or Country Representative (2 trips annually)	3,000	3,000	3,000
c. Architectural supervision (2 trips Year I)	3,000		
d. Policy research and evaluation (4 trips Year I; 2 trips Year II; 1 trip Year III)	6,000	3,000	1,500
e. Curriculum development and teacher training (1 trip Year I; 2 trips Year II)	1,500	3,000	
f. Consultants (2 trips annually, Years I and II)	3,000	3,000	
g. St. Kitts-Nevis Project Coordinator: U.S. and third country travel (1 trip Years I and III)	1,500		1,500
9. Local housing allowance--High/Scope Representative	3,600	3,900	4,300

For the purpose of budgetary projections we have "averaged" the trips each consist of 10 days of on-site service over the three year term project. International airfare (Detroit/St. Kitts-Nevis, round trip, tourist class) is estimated to average \$750, and the per diem rate to average \$75, hence the total estimate of \$1,500 per trip.

	<u>1982</u>	<u>1983</u>	<u>1984</u>
11. Overhead (48.66% High/Scope staff salaries plus benefits)	21,071	22,470	23,009
12. Occupancy Cost (High/Scope staff)	<u>1,214</u>	<u>1,173</u>	<u>1,035</u>
TOTAL ANNUAL BUDGET	\$305,189	\$98,922	\$94,830
TOTAL PROJECT BUDGET	<u>\$498,941</u>		

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NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><i>Program or Sector Goal: The broader objective to which this project contributes:</i></p> <p>To improve the quality of life of working mothers and their young children in St. Kitts-Nevis.</p>	<p><i>Measures of Goal Achievement:</i></p> <ol style="list-style-type: none"> 1. The extent to which female heads of household are able to meet the economic and social needs of their families. 2. The existence of a child care infrastructure responsive to the basic needs of the working woman and her children. 	<ol style="list-style-type: none"> 1. Pre-post survey of working mothers. 2. Project research/evaluation documents. 	<p><i>Assumptions for achieving goal targets:</i></p> <ol style="list-style-type: none"> 1. In many cases minimal standards of "quality of life" for female-headed households in St. Kitts-Nevis is only achievable if the mother has the opportunity for remunerative employment outside the home. 2. The availability of quality day care services is directly related to the opportunity for women to be productive members of the formal employment sector and for healthy development of their children during the critical early years of life. 3. The quality of day care service provision for the neediest populations can be enhanced through public policy measures, normative procedures, training and other forms of public/private sector collaboration.
<p><i>Project Purpose:</i></p> <p>To support the efforts of the Government of St. Kitts-Nevis to:</p> <ol style="list-style-type: none"> 1. Develop a core network of regional Child, Family and Community Development (CFCD) Centers providing quality service to young children throughout the island. 2. Carry out field-base needs assessment informing development of a National Day Care policy and develop the capability to implement policy recommendations. 3. Evaluate and document the above development process to support continuation of the system after the term of this project. 	<p><i>Conditions that will indicate purpose has been achieved: End of project status.</i></p> <p>Existence of:</p> <ol style="list-style-type: none"> 1. A network of 8 regional CFCD centers providing high quality direct service to 400 children, and capable of providing training and other support to local private day care settings serving many more. 2. A national child care policy based on a thorough knowledge of day care needs, and reflecting an optimal strategy for addressing these needs through mobilization of local resources. 3. A national structure to guide/support future development of the program, including: <ul style="list-style-type: none"> - A National Council for Early Childhood Policy and Programs, drawing membership from public and private sector as well as client groups. - Seven additional regional community-based Child Care Coordinating Councils. - A national supervisory/training unit of the MOE. 4. A documented model outlining a procedure for approaching the problems of day care provision in similar settings elsewhere. 	<ol style="list-style-type: none"> 1. - 4. Project records and field observation. 	<p><i>Assumptions for achieving purpose:</i></p> <ol style="list-style-type: none"> 1. The Government of St. Kitts-Nevis, over the proposed three-year life of this project, will continue to afford the needs of working women and their children high priority within their overall development strategy. 2. High/Scope will be able to provide consistently high-quality technical assistance, training and other services across a broad spectrum of content areas, which are sensitive and responsive to local needs, resources and constraints.

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<i>Inputs:</i>	<i>Implementation Target (Type and Quantity- 000 Dollars)</i>		<i>Assumptions for providing inputs:</i>
<p>1. Financial support for physical infrastructure and physical plant development.</p> <p>2. Technical assistance and training services for background research.</p> <p>3. Commodity support</p> <p>4. Travel and per diem</p> <p>5. Miscellaneous TRAINING</p> <p>Note: The possibility of Peace Corps Volunteer involvement contemplated beginning Year II of project implementation.</p>	<p>1. Financial support for physical infrastructure development:</p> <p>a. Reimbursement for construction/rehabilitation of 4 regional CFCD centers 163</p> <p>2. Provision of technical assistance and training services in: *</p> <p>a. Local Project Representative and Training Coordinator (36 p/m) 60</p> <p>b. Design/Construction of CFCD Centers (professional fee) 12</p> <p>c. Program Management and Policy Formulation (7.2 p/m) 28</p> <p>d. Policy Research (6.4 p/m) 15.3</p> <p>e. Curriculum and Training (2.4 p/m) 5.3</p> <p>f. Program Documentation/ Training Materials Development (2.4 p/m) 3.4</p> <p>g. Project Evaluation (3.6 p/m) 11</p> <p>3. Commodity support:</p> <p>a. Equipment and supplies for CFCD centers 18</p> <p>b. Equipment and supplies and training materials for National Coordinating Unit 7.5</p> <p>4. International travel and per diem:</p> <p>a. High/Scope consultants and trainers (includes all relocation costs of country representative) 42</p> <p>b. Counterpart Project Coordinator 3.5</p> <p>5. Miscellaneous</p> <p>a. Local travel</p> <p>- Grantee staff 8.5</p> <p>- Local project coordinator 3.4</p> <p>b. Local travel/honoraria</p> <p>- Field data collection 5</p> <p>- Center staff training 4</p> <p>c. Local secretary (50% time) 4.5</p> <p>d. International communication 3</p> <p>e. Print/media/data processing costs 8</p> <p>f. High/Scope secretarial services (9 p/m) 27</p> <p>g. Consultants 2</p> <p>h. Local housing allowance 11.8</p> <p>i. Overhead 67.5</p> <p style="text-align: right;">* TOTAL LOP BUDGET \$498,941</p> <p>* Salary plus benefits</p>	<p>1. - 5. Project records.</p>	<p>None other than AID support (all inputs based on existing High/Scope institutional and staff resources, and firm commitments of Government of St. Kitts-Nevis to support proposed initiative).</p>

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><i>Inputs:</i></p> <ol style="list-style-type: none"> 1. Financial support for physical infrastructure and physical plant development. 2. Technical assistance and training services for background research. 3. Commodity support 4. Travel and per diem 5. Miscellaneous TRAINING <p>Note: The possibility of Peace Corps Volunteer involvement contemplated beginning Year II of project implementation.</p>	<p><i>Implementation Target (Type and Quantity-000 Dollars)</i></p> <ol style="list-style-type: none"> 1. Financial support for physical infrastructure development: <ol style="list-style-type: none"> a. Reimbursement for construction/rehabilitation of 4 regional CFCD centers 163 2. Provision of technical assistance and training services in: <ol style="list-style-type: none"> a. Local Project Representative and Training Coordinator (36 p/m) 60 b. Design/Construction of CFCD Centers (professional fee) 12 c. Program Management and Policy Formulation (7.2 p/m) 28 d. Policy Research (6.4 p/m) 15.3 e. Curriculum and Training (2.4 p/m) 5.3 f. Program Documentation/Training Materials Development (2.4 p/m) 3.4 g. Project Evaluation (3.6 p/m) 11 3. Commodity support: <ol style="list-style-type: none"> a. Equipment and supplies for CFCD centers 18 b. Equipment and supplies and training materials for National Coordinating Unit 7.5 4. International travel and per diem: <ol style="list-style-type: none"> a. High/Scope consultants and trainers (includes all relocation costs of country representative) 42 b. Counterpart Project Coordinator 3.5 5. Miscellaneous <ol style="list-style-type: none"> a. Local travel <ul style="list-style-type: none"> - Grantee staff 8.5 - Local project coordinator 3.4 b. Local travel/honoraria <ul style="list-style-type: none"> - Field data collection 5 - Center staff training 4 c. Local secretary (50% time) 4.5 d. International communication 3 e. Print/media/data processing costs 8 f. High/Scope secretarial services (9 p/m) 27 g. Consultants 2 h. Local housing allowance 11.8 i. Overhead 67.5 <p style="text-align: right;">TOTAL LOP BUDGET \$498,941</p> <p>* Salary plus benefits</p>	<p>1. - 5. Project records.</p>	<p><i>Assumptions for providing inputs:</i></p> <p>None other than AID support (all inputs based on existing High/Scope institutional and staff resources, and firm commitments of Government of St. Kitts-Nevis to support proposed initiative).</p>

Attachment B

High/Scope Projects Past
and Present

OVER-VIEW
OF
EARLY CHILDHOOD
EDUCATION
ST. KITTS-NEVIS

PREPARED BY:

MRS. LEONIE V. JAMES
COORDINATOR
EARLY CHILDHOOD EDUCATION

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Table 1

		Title	Age	Qualification	Salary wage	No Children	Weekly Contributions		Meals	Cribs/Cots
							Gov't	Parent		
Terra Lita-Primary	Mauden Harris	Teacher	24	3 0'level 1 year Cansave (Para- Profes- sional)	\$369 (mth)	41	\$0x40	\$3x40	Mid-morning Snack Lunch Afternoon Snack	/20
	Marilyn Ryan	Teacher		1 0'level 1 year (Para- profes- sional)	\$370		\$541.92 year's milk supply			
	Mary Liburd	Cleaner	48	---	\$15 (wk)					
	Louise Hanley	Cook	38	---	\$15 (wk)					
Height Care Centre	Sylvain Davoren	Supervisor	35	---	\$19 (wk)	16	\$12	\$3x16	Lunch	5/11
	Deborah Powell	Assistant	20	6 mths Cansave unsuc- cessful	\$15 (wk)				Mid-after noon Snack	
Town Care Centre	Janice Moore	Supervisor		1 year Cansave	\$54	9	\$12	\$5x9	Lunch Mid-after noon Snack	9
	Ida Maynard		53	--	\$46					

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Centre	Staff	Office	Age	Qualification	Salary wage	No. Children	Weekly Contribution		No. Is	Grills/Cuts
							Gov't	Parent		
Tandy Court Day Care Centre	Munifred Liburd	Supervisor	60	---	\$19 (wk)	10	\$12	\$5x10	Mid-morning Snack Lunch Mid-after noon Snack	7/
	Barbara Beyliger	Assistant	35	---	\$46 (wk)					
St. Pauls Day Care Centre	Kather Leader	Cook	21	---	\$66 (wk)	13	\$13	\$3x13		13/
	Berethy Browne	Cleaner	51	---	\$26 (wk)					

N.B. Day Care Centre cater to children 6 mths - 3 years
 Pre-Schools cater to children 3 years - 5 years

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The foregoing information gives a bird's eye view of conditions generally at the Government Day Care Centres and Pre-School. However, to appreciate the situation more fully, some amount of detail is given.

Points for special Note:

One dollar per week is the allocated amount for a child in Day Care, and fifty cents per week for the child at Pre-School. The amounts given are not representative of that fact except in the case of St. Pauls. The explanation may be that when the number was either reduced or increased from the original, the amount was left the same.

Allocated Amount:

The amount allocated this year is \$27,000. \$26,317.20 will be put in wages for non-established workers. The rate allowed for maintenance - this includes feeding eighty-nine children, three meals per day and purchase of toilet facilities and cleaning agents plus fuel and rentals, \$7,000 will be required. The amount paid to the two teachers at the Pre-School from the Education vote is \$8,697. There is no provision for educational material. This poses a serious problem when one considers that this is one of the main reasons for having the children in 'Care'.

The fact the workers in Early Childhood Education have continually had to use personal funds so that embarrassing situations can be avoided is now no secret. Every effort should therefore be made so that the allocation for Early Childhood Education conveys the importance attached to such a programme. If not the money put into later stages of the educational programmes may prove less effective than is desirable.

Buildings:

Basseterre Pre-Primary: The location and size of the building used as the Basseterre Pre-Primary School could be great assets. There are however problems which preclude fulfilment.

1. The building which is Government owned, has not been given, it is only on loan to Early Childhood Education.
2. It is a condemned building because it is termite ridden. It seems therefore that the policy is not to do any renovations including rewiring. Consequently, a refrigerator which is here from UNICEF cannot be installed.

It should be a matter of great concern that this building which is to be used as 'The Centre for Early Childhood Education is in so unsettled a state. This in itself retards the progress of Early Childhood Education in the State, as it is imperative that we have a model.

Due attention should be given to procuring a building to be used as a Complex housing facilities for the different age groups.

McKnight:

The building is Government owned. It is in a fairly good state of repair. However, there is urgent need to have repairs done to the floor in particular.

It features one medium sized room, one small room with a toilet and small laundry basin.

Extension :

There is enough vacant land for expanding the building to accommodate some 3-5's.

Newtown:

This building is extremely small - too small in fact to accommodate twelve children. There is no prospect of extension as there is no land space.

The great concern here is the procuring of a suitable building. All efforts here have been fruitless. The building is in need of repairs and is wired for electricity, therefore the refrigerator available cannot be installed.

Sandy Point:

The building which is relatively small and in need of repairs is on the grounds of the Fogson Hospital. It was in fact the children's ward of the hospital. It is wired for electricity, but has no current. It is likely that the wires will need to be checked before reconnection.

Prospects of extension are not very favourable, when one considers the situation of the building and the population of Sandy Point.

St. Pauls:

This building which is rented at \$30 monthly, is totally unsuitable for use as a Day Care Centre. The area is filled with trees giving a very dark, dank effect, the walls are unsightly and ventilation is poor. Added to that, kitchen and bathroom facilities are unsatisfactory. Its use should be discontinued as soon as possible.

Every effort should be made to obtain the NACO building at Willets Estate which can well accommodate at least 60 children instead of the 13 presently helped.

FACILITIESSLEEPBasseterre Pre-Primary

Cots are adequate and in relatively good condition.

McKnight: Cots and cribs are adequate. Nevertheless, the crib mattress should be condemned and replaced by proper ones. Sheets are needed.

Newtown: There are no cots. There are 6 cribs in fairly good condition. There is a new supply of cots received from the UNICEF order. Some may be given here, but the problem is inadequate space.

Sandy Point: There are seven cribs. These were handed down by the Fogson Hospital. Except for about two, they are fit to be condemned. There are no cots. Since these are insufficiently supplied, children are allowed to share cots, resulting in the spread of communicable diseases. Some UNICEF cots may be supplied here.

St. Pauls: Cribs are sufficiently supplied. However, there is only one that is satisfactory. In order to use the meagre resources available for the supply of equipment, the cribs provided have proved very unsatisfactory. There is no mattress. Instead, there is a sagging board across the bottom which is about one inch above floor level - the floor being concrete. The width of the crib is about 24" and the length about 30". There are a menace to the children's health and very uncomfortable for the mother who must bend over constantly. They need to be replaced.

Kitchen

Basseterre Pre-Primary has a borrowed 4 burner gas stove which works unsatisfactorily.

All other Centres have two burner Oil stoves in different states of dis-repair and pose many problems.

Pots and other utensils are barely in manageable quantities.

Toilet

This generally is unsatisfactory when taking ratio into consideration. All Centres are equipped with one flush toilet except for the Basseterre Pre-Primary which has two, but one is out of order. These are for staff and children. A very unsatisfactory situation.

Since the last report, many potties have been supplied to the Day Care Centres, some of them having one per child as is desirable. The Pre-Primary School has one toilet and two potties to forty young children and four adults.

Laundry

St. Pauls has a bath pan. Sandy Point and McKnight have tiny built in basins. Newtown has only a pail. These are the facilities for daily laundering of children's clothing and bed linen.

FURNITURE

Basseterre - Dining and classroom facilities are fairly good. Since the last report, 40 chairs and 6 tables have been supplied from UNICEF funds and built gratis by inmates of H.M. Prison. Supplies have been at the Technical College since March for the making of cubicles. This makes one wonder which is better to pay to have articles made, or to wait this long. This is also from UNICEF funds.

McKnight - One table and four benches are inadequate. There is one high table and one chair to be used by staff.

Newtown - One small table and four low benches for dining accommodate six children. One large table and one chair are provided for staff.

Sandy Point - One table, two benches are the only items worth mentioning.

St. Pauls - Two tables and four benches for children and one large table and one chair for staff.

PLAY EQUIPMENT

Outdoor

Except in the case of the Basseterre Pre-Primary School where discarded tyres of varying sizes have been converted into sand pits, swings climbers and the like, out-door play equipment is nil.

Indoor Play

The Basseterre Pre-Primary is improving these facilities slowly. This is through gifts from the Business Women's Club and the Jaycees and from teacher made items.

McKnight - There are a few small toys available, but insufficient.

Newtown - This Centre is in possession of two such pieces of equipment.

CLOTHING

The Centres at Sandy Point and St. Pauls were until recently the only Centres where children were garments supplied by Government. This has been a problem, as shown in my first report. These garments which were worn by the children, present an atmosphere of poverty and institutionalization, were fast becoming rags.

This view in the past indicated a negative attitude on the matter of clothing provided by the Centres. It has some very positive attributes, for example the certainty of sanitary wear. However, this can be very expensive, so that due consideration would need to be given to the matter. No scientific work has been done on the provision of the garments, the co-ordinator discussed this with the National Child Care Committee. Meetings were arranged at the Centres in question and the parents present agreed that the children would look much nicer in their own clothing. They were willing from the following week to take along a change of clothing to the Centres. At all centres therefore, clothing is supplied by the parents.

MEALS

One objective of the programme in Early Childhood Education is to provide nutritious meals. This is totally beyond the scope of those who must cater to the nutritional needs of the children because of the meagre provision.

It is expected the breakfast, lunch and a mid afternoon snack be served. However, personnel at the separate Centres have broken away from this pattern so as to keep at least close in expenditure to the amount provided by Government and parents. (See table 1) Generally the main component of the meal is carbohydrates and 'backs and necks' the main protein.

ATTENDANCE

This has been very regular except in the case of the Sandy Point Centre where of the fourteen registered, attendance was usually about seven or eight. This seemed to have risen from some dissatisfaction with the Supervisor Mrs Liburd. Since her absence (Mrs Liburd who asked for leave from May to July has not return to duty) attendance has improved.

Worthy of note too, is the fact that during the school holiday period, attendance is down to about one-third of the number. This is particularly so in the Basseterre area. This poses one particular problem - provision of meals. Parents supply the greater part of the finances for meals, so that when so many children are absent, funds for purchase of food is extremely low.

Possible reasons for this drop in attendance during the holiday period are:

1. Parents save their money
2. Children are happy to be with their siblings and wish to stay with them.

SEWING

Croches were first started here by the Health Department when particularly malnourished children were taken care of. Later control was shifted to Welfare. Crocher therefore had a different emphasis from what is now evolving therefore the operators were usually part without academic qualification. At Day Care Centres presently, though the persons may be designated Supervisor or Assistant - one is in fact a launder/cleaner and the other cook.

The Basseterre Pre-School is fairly well staffed in relation to child teacher ratio. There are two teachers to forty children. There are two non-establish workers/cleaner and cook.

PROGRAMME

Day Care Centres

The very nature of the staffing suggests that an adequate programme in child development cannot be carried through at these centres. Local training can of course help to equip the workers. There are however two problems:

- i) Some staff members are not very trainable
- (ii) Other duties leave minimum time for relating to the children.

There is need therefore to employ enough workers so that at least one is available to the children at all times so that proper stimulation may be effected.

St. Pauls

This Centre has an ongoing parent programme. This was started in July its main focus being at the moment, income generating activities to provide funding for the Centre.

Basseterre Pre-Primary

Attached is a curriculum model compiled by Leonie V. James and supervised by Nera Arlósoroff of Haifa University, Israel. This model has been compiled particularly for the children of this State.

In keeping with present trends, no syllabus is set for the Pre-School child. Instead the programme is Child-Centred and has heavy emphasis on the affective domain. Centres of interest relevant to the child's setting are used.

This then is the approach attempted from January after a two-week orientation period for teachers. The children for the most part have chosen their activity and have not only enjoyed what they did but have benefitted as has been attested to by both teachers and parents through Evaluation Forms and otherwise. --

There is no rigid time tabling in subject areas. These subjects are nevertheless covered because of the very nature of the interrelatedness of knowledge. Teachers verbalization with the children is of utmost importance. For example - from one session at water play, a child may arrive at mathematical concept- this container can hold six times that one. Science - this floats when it is empty, but sinks when it is full. Sociology - Children learn to share the equipment - Language, through role play - the children express themselves "I am filling the bottle with milk for baby."

MAIN ACTIVITY AREAS

Home Corner
Block Corner
Library Corner
Health Corner

Sand Water Play
Cutting and Sticking Table
Painting table

* Parent Education See "Sample Day's Plan" at back.

A vital component of this programme is Parent Education through regular Parent/Teacher meetings. Parents are educated in the method used with the children. They have been made aware of the amount of material needed to work with the children and have therefore agreed to help in the making of aids and have been doing this.

In February there was a fund raising effort which netted over four hundred dollars. This is the beginning of a school fund.

Welfare Involvement

Certain students have been referred by the Coordinator to the Welfare Supervisor since it is felt that these are special cases. There has been no feed back however, of any help given. In other areas the Department has been extremely supportive.

Primary School Involvement

This year, though it was planned that 4 year olds would have had visits to the particular school they would attend, it did not materialize. This is because of the absence of their teacher for more than a month during this term.

A visit was however paid by the Kindergarten class of a Primary School.

Enrollment for 1981

The maximum number for the school is 40 though because of a particularly needy case, one child was admitted some months ago bringing the total to 41.

Seventeen four year olds are leaving, so this is the number to be taken in for 1981. More than 40 children were however registered, and about an equal amount refused registration. This presents a sad picture. What is to become of all the children turned away.

Seventeen of those registered are from the St. Peter's area. For years the St. Peters area has been facilitated by this school. A problem is therefore created. Whom does one turn away? Those from Basseterre or St. Peters. There is no provision made in St. Peters for Early Childhood Education.

The presence of the St. Peters children at this Centre presents a problem. They come to the school by means of public transport. They are early at mornings, but the afternoon programme is usually disrupted early because whenever the bus drivers find it convenient they pick up the children. Once those children have left, the teachers are not prepared to proceed with work. This in itself causes a breakdown in discipline.

GENERAL CONDITIONS at GOVERNMENT CENTRES

There is much evidence that there is need for a policy so that one knows what standards are expected.

The Centres have been run for too long with minimal supervision so that there are varying standards. Some important issues to be decided are times of work, Hierarchical structure, needs for carrying out directives and the like.

The Basseterre Pre-Primary School has been outstanding in the problems presented by the teachers and cook. The teachers who have worked on their own for almost five years very strongly resent the presence of some one to supervise. This of course imposes some form of discipline. The cook who formerly worked at the Newtown Centre as assistant was transferred on account of non-cooperation with the Supervisor. She has continued to display the same attitude and has been extremely insubordinate. The cleaner has been a model of dedication to duty.

A new teacher is expected to be employed in September. It would be helpful to the atmosphere if the cook is not present. She has been very active in creating unpleasant situations.

NEED FOR CENTRES OF EARLY CHILDHOOD EDUCATION

Over the past two years the picture has changed drastically. The society was so structured that grandmothers and older relatives plus young mothers were at home to take care of babies. Now because of changing patterns, grandmothers are still in jobs and young mothers are finding means of employment. Hundreds of pre-school children now need the care which properly run Day Care Centres afford.

The fact is that hundreds of parents are demanding this facility - not only in Basseterre, but also in the country area of St. Kitts and in Nevis - particularly for 3-5 year olds.

It is imperative that Government accept the challenge as one of preparing the child at its most crucial stage for citizenship. This is the foundation on which nationhood must be built.

/the At the moment, a mere 1.25% of children of St. Kitts-Nevis have been provided for by government. (There are no Government Centres in Nevis.) Another 1.65% is accommodated in six established private schools in St. Kitts and one in Nevis. Parents pay a fee which is above the ordinary man's means.

This dearth of opportunity has made it imperative for 'home nurseries' to mushroom all over the State. 9% of the State's children between 3-5 years attend these nurseries. (This accounts for those found at the time of writing).

The Education Act requires that permission be sought for the running of these 'schools'. However, whether through ignorance or fear, many are unregistered. Most of the 'teachers' however, show an earnest desire to help.

Accommodation is usually borrowed from the family living quarters, including toilet facilities. There is in some instances, evidence of deprivation in its most fundamental form, and at a time when the child is most vulnerable to its effects.

See Table II

Area	School	Accommodation	Teachers	Age	Registered	Ownership	No. Children	Weekly Contribution	Hours of School
<u>St. Vincent</u>									
Beaufort	Viera	Room of Home	Mrs. Evelyn Viera	60+	No	Self	40	\$2.00	10a.m. - 12 1p.m.-3p.m.
Beaufort	Beach	Room adjoining Church	Miss Carol Beach	20+	No	Self	29	\$2.00	9a.m. - 12 1p.m.-3p.m. Except Thursday 9-12
Beaufort Central	Esdaile	Garage	Mrs. Ann Esdaile	60+	No	Self	50	\$2.00	
	Beaufort Nursery	Fleming	Mrs. Davis Fleming	30+	Yes	Self	30	\$3.25	3.30 a.m. - 4 p.m. (Parent provides lunch)
	Beaufort		Miss Edna Fleming	30+					
Beaufort West	Hills	Church Hall	Miss Elize Hills	20+	Yes	Self	45	\$1.50	9.00 - 12 1-3p.m.
West	Middle Top		Mrs. Helen Joseph	20+	Yes	Self	23	\$1.50	9.00 - 12 1-3p.m.
	Davis	Shack	Miss Gwendolyn Davis	70+	No	Self	18	\$1.25	9.00 - 12 1-3p.m.
						Self			
Boysie	Lavel			70+	No				
Challenges	Wilma's	Room adjoining	Miss Wilma Lavel	30+	Yes	Self	23	\$1.50	9.00 - 12
	Head Start	Church							
Old Road	Hilbert	Church	Mrs. Javelin Nisbet	20+	No	Self	30	\$2.00	9.00 - 12 1.00 - 3.00 p.m.
Middle Island	Hills	Verandah	Mrs. Catherine Ellis	80+	No	Self	23	\$2.00	9.30 - 5.00 (Sometimes provides lunch)
Sandy Point	Berthram's	Room of House	Mrs. Clarice Vantarpool	70+	Yes	Self	30	usually \$1.00 or \$1.50	9.00 - 12 1-3p.m.
	Berthram's		Miss Rhonda Adams	20+					
	(Mrs)								

* Found after the July - August Workshop

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Table II Cont'd

School	Accommodation	Teachers	Age	Status	Ownership	No. of Children	Weekly Contribution	Hours of School
St. Carmel	Church Hall	Mrs. Jacqueline McKoy	20+	Unregistered	Church	15	\$3.00	9.00 - 12 1-3p.m.
St. Matthew	Room of Home	Mrs. Elyna Matthew	60+	"	Self	15	\$1.00	9.00 - 12 1-3p.m.
St. Luke	Room of Home	Mr. Leroy Kucile		"	Self	32	\$2.00	9.00 - 3:30 p.m. Parents provide lunch
St. Frances	Room of Home	Mrs. Inez France	50+	Registered	Self	24	\$1.00	9.00 - 12 1-3p.m.
St. Mary	Room of Home	Mrs. Jacklyn Grant	20+	?		20	\$1.00	9.00 - 12 1-3p.m.
St. Testament Church	School Building (Financed from Florida)	Mrs. Beaun Herbert	20+	?	Church	20		9.00 - 12 1-3p.m.
St. ?	?	?	?	?		20		
St. Church	Church Hall	Mrs. Sylvia Liburd			Church	40		

availability of places (8) ...

The task of providing ECE (Early Childhood Education) is immense when the table below is examined. It is a mere indication of the number of places that could be required in any one year, if the parents were to seek the opportunity. These numbers were arrived at by taking an average of the intake of the primary schools over the past five years.

ST. KINGS

Area	Day Care		Pre-School
	6 mths - 3 years.	3 years - 5 years	
Basseterre East	155		132
Basseterre Central	197		158
Basseterre West	302		246
Trinity	47		38
Verchilds	120		96
Sandy Point	200		160
Newton Ground	50		40
St. Pauls	100		80
Dieppe Bay	52		42
Saddlers	100		80
Tabernacle	62		50
Estridge	27		22
Mollinax	112		90
Lodge	62		50
Cayon	197		158
St. Peters	127		102

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In a study done by task force committee - the co-ordinator being one of the following places were identified as areas of urgent need:

- Basseterre - including Conaree
- St. Peters
- Old Road
- St. Pauls
- Sandy Point
- Saddlers

These choices were arrived at from socio-economic conditions generally. Recently, I have been urged to include Dieppe Bay on the list. Each year when a nutritional survey is made, Dieppe Bay rates lowest. Its academic achievement over the past years has proved very low as measured by the Test of Standards done in the Primary Schools, and these are connected.

It may be that a special survey needs to be done to find out what the contributing factors.

It seems however, that a Day Care Complex will improve the situation.

NEVIS

<u>Area</u>	<u>Day Care</u> 6 mths - 3 years	<u>Pre-School</u> 3 years - 5 years
✓ Charlestown	115	92
✓ St. Thomas	105	84
Combemere	72	58
St. James	47	38
New River	30	24
✓ Gingerland	130	104
St. John's	45	36
Prospect	65	52

The areas of urgent need are Charlestown, St. Thomas and Gingerland.

In Government's effort to offer ECE on a National scale, I would recommend the following for consideration:

Location: The Centres have to be in close proximity to homes for:

- (1) Many mothers cannot and will not transport children for long distances each day.
- (2) The Government will not be able to afford transportation.
- (3) Public transportation is undependable.
- (4) Children get fatigued in travel.

Buildings:

The buildings must fit the programme and provide adequate space and facilitate adult surveillance.

Funding:

It is self defeating to start with estimate of funds and plan programmes within limitation. The programme comes first ensuring quality - raising funds second. Quality Day Care is expensive therefore it is advisable to rely on sources other than Government.

Some suggestions:

- (i) Community Fund Raising Campaigns - Organisations, Philanthropic Agencies
- (ii) Individual Fund Raising -
Coke sales, jumble sales, car washes,
letters of appeal
- (iii) Grants
- (iv) Parent Fees

Standards: See attached information Requirements for ECE Centres

Policy: There is need to have a policy.

Guidelines for Drafting Policies

Centres

1. Office rules and regulations
2. Safety measures and protection while on premises

- 3. Insurance Coverage
- 4. Property - rules for protection
- 5. Centre holidays and closures
- 6. Rules for visitors and observers

Staff

- 1. Hiring Procedure
- 2. Working hours per day
- 3. Salaries - when payable (what scales)
- 4. Work benefits, sick leave, vacation, leave of absence
- 5. Health requirements
- 6. Job descriptions - particular responsibilities
- 7. Dismissals, resignations
- 8. Uniforms
- 9. Appointments - Promotion
- 10. Probation Period
- 11. Absenteeism
- 12. General Department
- 13. Administrative duties
- 14. Duty times
- 15. Grievance procedures

Enrollment, Admission, Attendance

Children

- 1. Community to be served
- 2. Fees to be paid
- 3. Age group of children
- 4. Health requirements for entry
- 5. Handicapped conditions
- 6. Procedure for application and enrollment
- 7. Hours of service
- 8. Regularity of attendance, consequence of absenteeism, lateness etc.
- 9. Who takes children from centre - signing out
- 10. Meal and clothing arrangements
- 11. Daily programs and activities.
- 12. Parent participation - Requirements
- 13. Sick children and Health Surveillances

Records

immunisation, allergies etc /accidents etc

- 1. Health/
- 2. Admission
- 3. Administrative - Rules, policies - attendance
- 4. Programme Records
- 5. Financial / Budget records.
- 6. Personal records, children/staff

Staff Files

- 1. Health Records
- 2. Basic Personnel information
- 3. Application information
- 4. Contract and Job description (terms of job signed by member)
- 5. Assessments and evaluation
- 6. Disciplinary Measures

Administrative Records

- 1. Budget e.g. allocation for each Centre
- 2. Petty cash expenditure
- 3. Meals
- 4. Fees
- 5. Inventory and Stock

SERVICE BOUNDARIES

It is outlined by the Government-UNICEF agreement that the National Child Care Committee would embrace the three arms of the Ministry - namely: Education, Health and Social Affairs.

This is in itself indicative of the need for the three areas to work together.

Health needs: Children at the age involved are under the supervision of the P.H.N. and during this period receive their various immunisations. It has been found that some parents find it difficult to organise the taking of the child to the Health Clinic. There may also be some supervision as far as routine health care is concerned. I have been in consultation with the Superintendent of P.H.N. She is very willing to have the nurses get involved in the area of ECE. If any large scale effort is to be launched, then this will need to be a policy decision.

The nutritional status of the child is of vital concern in ECE. I have sought the help of the Nutrition Surveillance Officer in the area. This is according to the money available. For one reason or another, this type of help may also be organised at Ministry level.

Social Affairs: There is need for some positive action to be taken with regard to the input of the Welfare Department. Without this help the coordinator is taxed to the extreme. The Welfare Supervisor should be in position to make recommendations of cases needing Day Care Services and also to help in dealing with problems arising from socio-economic conditions.

Community Development: In this period of mad rush for Early Childhood education facilities many parents or their representatives have approached me on the matter of pre-school for particular villages.

Whereas there is need for such services the economic constraints of Government cannot be overlooked. I have therefore urged the formation of community bodies with a view to self help, and tried to get the Community Development Division involved.

Whereas this approach is meeting some measure of success, my observation is that there needs to be Community Councils organised. In this way, priorities can be worked out. Secondly, there needs to be organised correlation between the coordinator for ECE and the Community Development Division.

My recommendation is that an official link be established.

Primary Schools:

As was suggested in the study Establishing Early Childhood Education for St. Kitts-Nevis, there should be a link with Primary Schools so that there is continuity in the programme.

Parent and Community Involvement:

There must be effort through mass media, Parent Education programs and otherwise educate the public so that they may become meaningfully involved.

Leonic V. James
Coordinator
Early Childhood Education

SAMPLE DAY'S PLAN

8:00 - 8:30	Arrival of Children
8:30 - 8:45	Assembly and greetings, Devotions
8:45 - 9:00	Show and Tell, Weather, News
9:00 -10:15	Activity Areas
10:15 -10:25	Clean up and Preparation for Snack
10:25 -10:35	Snack
10:35 -10:50	Group Time (Concepts)
10:50 -11:30	Outdoor Play
11:30 -11:45	Toileting and preparation for Lunch
11:45 -12:15	Lunch
12:15 - 1:45	Sleep
1:45 - 2:00	Tidying
2:00 - 2:30	Story, Drama, Music and Movement etc.
2:30 - 2:55	Construction, Didactic Games.

MINISTRY OF EDUCATION, HEALTH & SOCIAL AFFAIRS,

ST. KINGS-NEVIS

EARLY CHILDHOOD EDUCATION

Guidelines Re Suggested Training by LAND and PAREDES

PERSONNEL

It is hoped that each Centre and Pre-School will have organised parent groups in keeping with set objectives for parent education.

Along with Staff, there should be elected persons from community and parent group who could be group leaders for a given period.

These Leaders are to:

1. With the help of the Co-ordinator, Early Childhood Education, identify resource personnel in keeping with the needs of the group and according to the objectives of the Parent Education Programme.
2. They should be able to contact such persons and plan programmes in which the resource persons may be incorporated and in such a way that the group would benefit.
3. They should be sensitive to the needs of the group bearing in mind living conditions, family types, work conditions and the like.
4. They will be required to keep progress records.
5. They should facilitate the regular and smooth running of meetings.

This of course will need a series of workshops. My proposition is that we begin by holding a first workshop in the basics of group leadership.

L.V. James

Co-ordinator,
Early Childhood Education.

MINISTRY OF EDUCATION, HEALTH & SOCIAL AFFAIRS,
ST. KITTS-NEVIS

Parent Education Programme Outline 1981

EARLY CHILDHOOD EDUCATION

Suggested Techniques

Discussion

Role Play

Brainstorming

Demonstrations

Practical Work

Films (if possible)

1. Problems Parents Face

Financial/Long work hours/one-parent/fathering/organizing the day/
Use preparation of local foods/Wise clothing habits.

2. Children - How and What They Learn

Parent Awareness/understanding/involvement

3. Communicating With Children:

Understanding Needs

Discipline/Decision making/Occupying children

4. Income Generating Activities

(i) Individual benefit where desired/How's and Why's

(ii) Toward school funds

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NATIONAL CHILD CARE COMMITTEE

In 1979 UNICEF joined with the Labour Government in a programme for Early Child-Education.

UNICEF stipulated the establishment of a National Child Care Committee, (NCCC). Members should for the most part be chosen from Organizations committed to the care of children.

Members:

Mr. D. McLachlan	-	Education Officer	-	Ministry
Mrs. R. Adams	-	Assistant Secretary	-	Ministry
Miss J. Hanley	-	Supervisor	-	Social Affairs
Miss S. Manning	-	Nutrition Surveillance Officer		
Mrs. A. Wigley	-	Family Life Educator		
Mr. C. E. Connor	-	Probation Officer		
Mr. M. L. Woods	-	Children's Home Committee		
Mr. C. Burke	-	Harris' Boys Home		
Mrs. A. Morton	-	Business and Professional Women's Club		
Mr. R. Manning	-	Rotary Club		
Mrs. P. Byron	-	Chamber of Commerce		
Miss E. Byron	-	Trade and Labour Union		
Miss E. Tyrell	-	IYC Chair-person		

The Committee Meeting was convened for the first time on October 24, 1979. The Minister of Education, Health and Social Affairs was chairman.

The terms of reference as shown below, were later drawn up by Miss Tyrell who was an employee of the Ministry.

The NCCC shall be the instrument through which the Ministry administers, implements and monitors the project. The co-ordinator shall therefore report to the regular monthly meetings during the first six months of the project and once per year thereafter, unless an emergency meeting is called.

her with the co-ordinator the C shall

- (a) Act as an advisory body to the Ministry.
- (b) Advise on all business of the centres equipment and physical facilities, staffing, programmes, rules and regulations re entrance requirements, location, etc.
- (c) Advise on the spending of funds within the framework of the project.
- (d) See that the plan of action, as set out by the Ministry, is being implemented accordingly.

- (e) Be empowered to set up necessary Sub-Committees e.g. Family Life Education, Curriculum Planning, Fund Raising etc.
- (f) Carry out evaluation of the project twice each year and assist with on-going evaluation.
- (g) Assist in other areas pertaining to children as the need arises.

The Minister requested the coordinator to use the first month to study the needs and then present a written report. This report was presented on October, 15th. The report seemed to trigger off the need for the Minister to think of formulating a policy for a policy. He therefore called such a Committee into action-the first meeting being held on December 14th, 1979.

The Members were:

- | | | |
|------------------|---|--|
| Hon F. C. Bryant | - | Minister |
| Mr. O. A. Hector | - | Permanent Secretary |
| Mr. J. Halliday | - | Chief Education Officer |
| Mr. M. Woods | - | Principal Secretary |
| Mrs. R. Adams | - | Assistant Secretary |
| Mrs. P. Byron | - | Chamber of Commerce |
| Mr. J. Quinlan | - | Tourist Association |
| Mr. G. Warner | - | Manufacturer's Association |
| Mr. W. Dore | - | Director NACO |
| Mr. M. Edwards | - | Director Youth and Community Development |
| Mrs. L. James | - | Co-ordinator |

At this first meeting it was decided that there was great need for child care at both the 0-3 and 3-5 level. The need was felt to be however greater for the 3-5 group since one wished for continuity in the Education System. Therefore all 3-5's should be catered for, but about half of the 0-3's.

It was decided to set up a task force committee comprised of the Coordinator
Welfare Supervisor
Superintendent of Public Health Nurses
Architect - Mrs. Daphne Hobson

This Committee was to identify the areas in both St. Kitts and Nevis needing such centres and then to identify those where the need was most urgent.

The Committee also presented standards in terms of staffing and facilities and an architects' model of such a centre.

The other meeting which should have convened one month later, was postponed because of upcoming elections on February 18th, 1980.

y February 19th the Government was changed. However, before this, the NCCC on a tour of the existing Centres, the objective being to investigate the actual state of the buildings. Recommendations were made re necessary repairs and tensions. There were however some problems barring these which were pointed out to the Ministry. There was however, no feedback.

The NCCC became disturbed that it was not the body chosen to formulate strategy and policy. However, it continued to meet.

Some of the main issues dealt with at meetings centred around Mr. Grant's nomination for his visit as UNICEF'S consultant in February 1980.

- (i) The NCCC should be responsible for setting standards for pre-schools and ultimately should be the body to grant permission for any private venture.
- ii) A Training Centre should be set up at the Basseterre Pre-Primary school.
- ii) All prospective workers should have a period of training at the above Centre.
- iv) The school year for the 3's to 5's should be systematized if it is to fit into the pattern of the education system.
- v) The Ministry should inform UNICEF of the need for Technical help for the evaluation of the programme.
- vi) Since the project coordinator began work in September 1979 instead of January when the project should have started, the year should be counted from September '79 to August '80.
The suggestion to the coordinator was that an experiment be carried out the hypotheses being:

- a) That the project coordinator can train teachers to work in a programme of pre-school education centred around the activities.
- (b) That the Free Activity method will prepare children for further education better than formal education.

It was at this crucial point that there was the change in Government. The NCCC received no feedback on matters put forward re Mr. Grant's input.

Two meetings of the Policy Formulation Committee were convened however-the first was chaired by the Honourable Minister S. Morris, the second by his Permanent Secretary in June by Mr. Calvin Farrier.

At these meetings a broad plan for implementing Early Childhood Education was forwarded and the objectives was to find out what contribution the private sector could make. Some pledges were made to look into the possibility. Brought out was the need for educating the adults to raise their standard of living. No other meeting of this committee was convened.

There seemed therefore no point in convening the other committee as it needed
ence of direction.

However, the NCCC had in November 1980 set up a Mass Media Sub-Committee
pting resource personnel.

A programme in Mass Media Parent Education is being worked on. That is, through
news paper, Radio, T.V, posters and greeting cards to educate not only parents,
the public at large. This has been lagging somewhat because it seems apparent
t many members are not as committed as the duties would demand. The tasks how-
r, remain to be done and one must not give up in face of difficulty.

L. V. James
Coordinator
Early Childhood Education.

Attachment D

Center Annual Service Capacity:
Staffing Proposed and Local
Budget Requirements (EC\$)

CLUSTER ANNUAL SERVICE CAPACITY: STAFFING PROPOSED AND LOCAL BUDGET REQUIREMENTS (EC\$)

	1982			1983			1984		
	0-3	3-5	Staff	0-3	3-5	Staff	0-3	3-5	Staff
BASSETERRE	20	40	1 Super= 6,500 1 T/OL = 6,500 3 T/A =10,500 2 C/C = 6,100 <u>7</u> \$29,600	20	60	1 Super= 6,620 1 T/OL = 6,620 4 T/A =14,600 2 C/C = 6,250 <u>8</u> \$34,090	20	60	Same as 1983 <u>8</u> \$35,300
CHARLESTOWN	0	20	1 Supervisor/ Teacher \$10,000	0	40	1 Super=10,600 1 T/A = 3,500 2 C/C = 6,250 <u>4</u> \$20,350	0	40	Same as 1983 <u>4</u> \$21,000
SANDY POINT (New)	0	40	1 T/O =10,000 1 T/A = 3,500 2 C/C = 6,100 <u>4</u> \$19,600	0	60	1 T/O =10,620 2 T/A = 7,300 2 C/C = 6,250 <u>5</u> \$24,170	0	80	1 Super=11,000 4 T/A =14,600 2 C/C = 6,500 <u>7</u> \$32,100
CAYON (Total)	20	60	2 T/O =13,000 3 T/A =10,500 2 C/C = 6,100 <u>7</u> \$29,600	20	60	Same as 1982 <u>7</u> \$30,400	20	60	Same as 1983 <u>7</u> \$31,500
DIEPPE BAY	20	40	2 T/O = 7,500 3 T/A =10,500 2 C/C = 6,100 <u>7</u> \$31,600	20	40	Same as 1982 <u>7</u> \$32,600	20	40	Same as 1983 <u>7</u> \$34,000
NEWTOWN	12	0	2 T/A = 6,500	12	0	2 T/A = 6,850	12	0	2 T/A = 7,000
McKNIGHT	18	0	2 T/A = 6,500	18	0	2 T/A = 6,850	18	0	2 T/A = 7,000
SANDY POINT Exist.	20	0	2 T/A = 6,500	20	0	2 T/A = 6,850	20	0	2 T/A = 7,000
GRAND TOTAL	110	200	32 \$139,900	110	260	47 \$162,170	110	280	89 \$174,900